

# **LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

**FOR**

## **NUVIEW BRIDGE EARLY COLLEGE HIGH SCHOOL**

**2019 - 2020**



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuvview Union School District

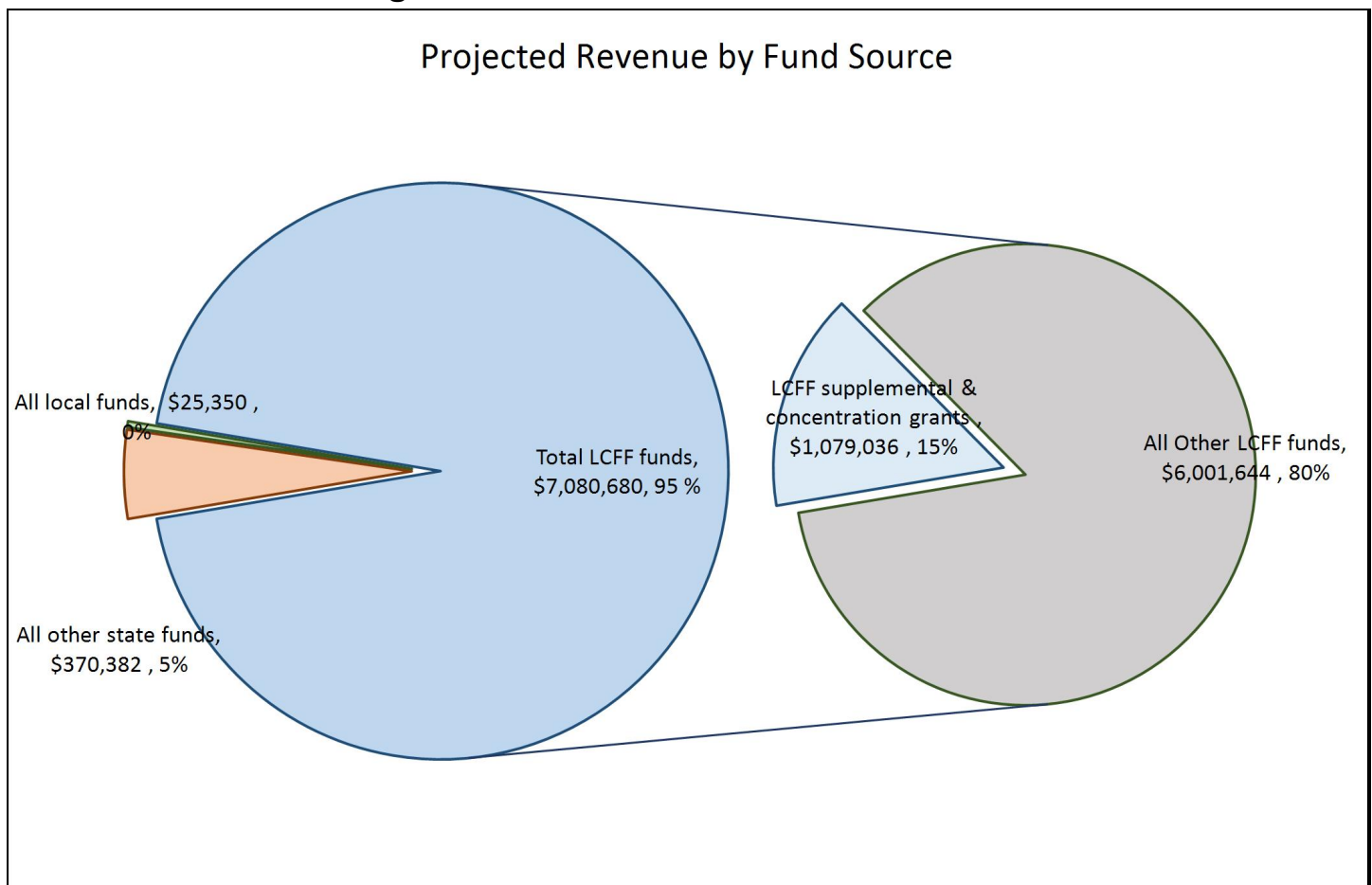
CDS Code: 33-67157-3331014

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jasper Lucas, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

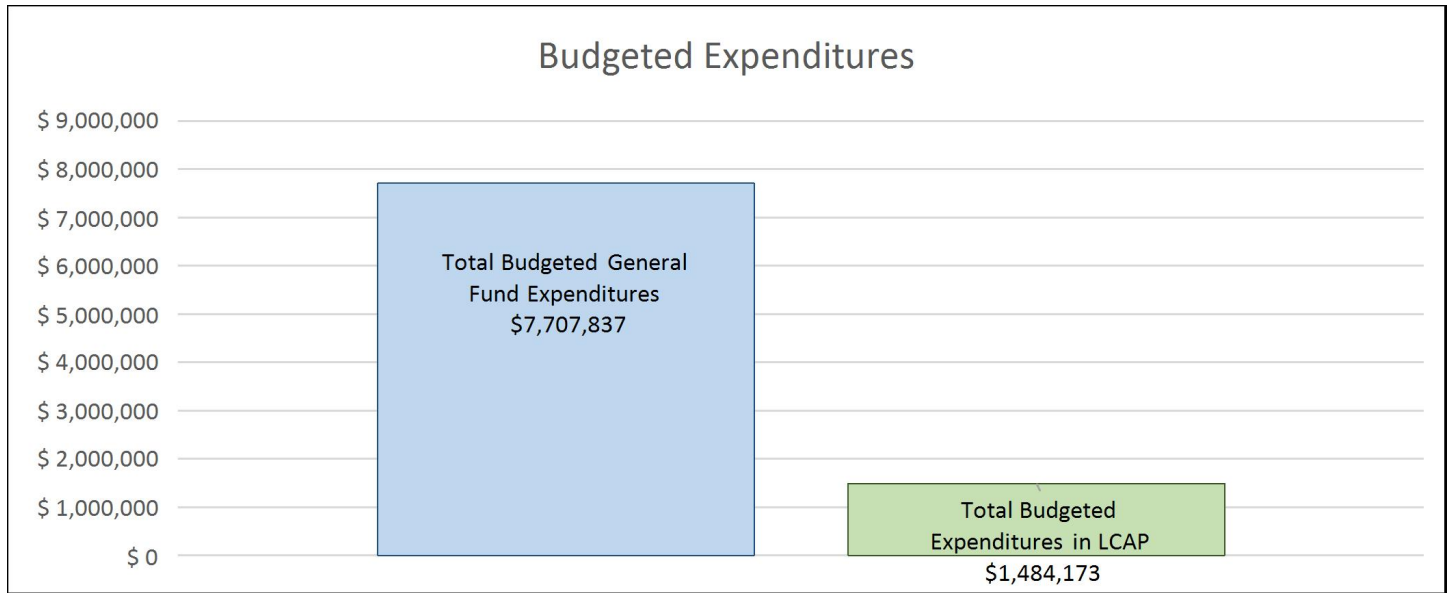


This chart shows the total general purpose revenue Nuvview Union School District expects to receive in the coming year from all sources.

The total revenue projected for Nuvview Union School District is \$7,476,412, of which \$7,080,680 is Local Control Funding Formula (LCFF), \$370,382 is other state funds, \$25,350 is local funds, and \$ is federal funds. Of the \$7,080,680 in LCFF Funds, \$1,079,036 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Nuview Union School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Nuview Union School District plans to spend \$7,707,837 for the 2019-20 school year. Of that amount, \$1,484,173 is tied to actions/services in the LCAP and \$6,223,664 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

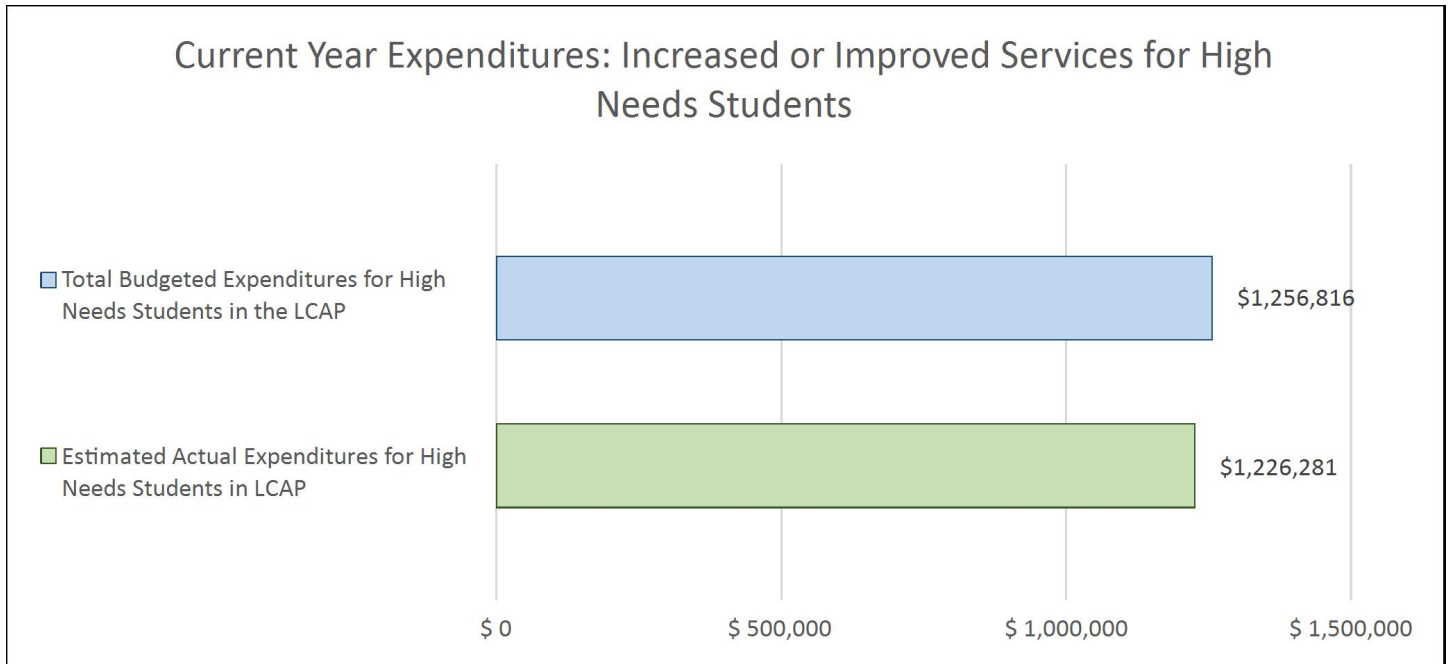
Other expenditures were mainly Base funding used to pay for required staffing as well as other expenses such as general supplies, insurance, utilities, maintenance, custodial, grounds, facility needs, technology needs, transportation, special education, and professional development.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Nuview Union School District is projecting it will receive \$1,079,036 based on the enrollment of foster youth, English learner, and low-income students. Nuview Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Nuview Union School District plans to spend \$1,484,173 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Nuview Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nuview Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Nuview Union School District's LCAP budgeted \$1,256,816 for planned actions to increase or improve services for high needs students. Nuview Union School District estimates that it will actually spend \$1,226,281 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-30,535 had the following impact on Nuview Union School District's ability to increase or improve services for high needs students: The supplemental/concentration grants were reduced based on a lower end of year attendance rate than at budget adoption.

2019-20



# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Nuview Union School District	Jasper Lucas Principal	jlucas@nuview.k12.ca.us (951) 928-8498

## 2017-20 Plan Summary

### The Story

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

Nuview Bridge Early College High School (NBECHS), which serves Nuevo and surrounding cities of Hemet, Moreno Valley, Perris, Menifee, and other more distant communities, combines Early College and dual credit programs, offering students the opportunity to personalize their academic pursuits, meeting the criteria of the state's priority of providing "access to a broad course of study and programs for high-needs and exceptional students." Students are given latitude to select courses with advice from counselors, allowing students to make choices based upon their own proclivities and interests, thus creating personal meaning. This combination of support and choice creates a strong school climate, while giving students "access to a broad course of study and programs," addressing two important state priorities. Most students take college courses they believe they will enjoy and, ultimately, they succeed. Each success builds confidence. In addition to the college opportunities, all students are enrolled in a traditional high school curriculum taught by staff members engaged in innovative Common Core curricula practices, meeting the state's focus of "implementation of the Common Core State Standards for all students."

Nuview Bridge Early College originally opened with the intent of serving as a ninth grade support/intervention program for students matriculating from Nuview Union School District's middle school, Mountain Shadows. The Nuview Union School District's leadership and Governing Board recognized that students from the district had a very low college-going rate of just less than 9%.

They were rightfully concerned that the students in the community were overwhelmingly from low income families who had not gone to college themselves. The Bridge's intent was to prepare these students for the rigors of a traditional public high school. It soon became clear, however, that this plan was not enough by itself so the District and school leadership began to look for solutions to encourage students to go to college and found the Early College Model and a grant from the Gates Foundations to start the program. In September 2005, Nuvview Bridge Early College High School became California's seventh Early College High School. The program started small with only 50 students being offered college courses through what is now Moreno Valley College. The program's successes soon became clear. Within a year of implementation the school's API rose over 107 points. By 2008 the school saw its first graduate with an Associate Degree. By 2009 the school's API was 738 and they boasted the top CST scores in the County. The school's attendance rose over the same period of time from just under 82% in 2005 to 96% ADA by 2010. The program became very popular with parents. A school Advisory Council made up of parents, teachers, classified staff and students was started and given general oversight duties for the program. Additionally the school provides several parent nights each semester to inform its families on issues such as: college information and enrollment, filling out financial aid forms, how to access student data via our student information system, and to discuss priorities for LCAP, to name just a few. The principal and college liaison also provide frequent reports to stakeholder groups about the Early College and Dual Enrollment programs at public meetings.

Since the implementation of the Early College program abundant data has been kept about the successes of the NBECHS student population and graduates. One of the counselors has served as the college liaison and as such has offices both at the high school and the college campuses. Only students who maintain a 2.0 GPA or greater are eligible to attend college courses so supports have been put into place at the high school to assist students in achieving the best GPA possible including a tutor center which is open to students from 7AM to 4PM each day. Additionally students are counseled each term to assist them in the selection of their college classes. Once grades are received students are encouraged to reflect on their learning in both their SCHOLAR elective and by the counselors themselves. Students' college grades are collected and students who are perceived to have difficulties are provided with additional assistance. Due to high demand NBECHS is always seeking to increase its college options for students. In 2015 NBECHS entered into an agreement with Mt San Jacinto College to offer dual credit college courses taught by high school teachers who have master's degrees in the subject area and who have been vetted by the colleges. This has increased the college class options and makes it easier for students to get access to highly sought-after "Golden 4" classes: English 1A, English 1B, Math 11, and Speech. In Fall 2017 NBECHS will expand its relationship with MSJC to offer a second Early College program through their campus; this will provide students with even more college course options including a number of vocational courses. Since the start of NBECHS's Early College program 12 years ago, more than 4000 students have participated, earning more than 30,000 college credits and more than 115 students have earning one or more Associate Degrees. Since the implementation of the California Assessment of Student Performance and Progress (CAASPP) NBECHS has ranked #1 in Riverside County in both English and Mathematics. Moreover, the successes of the Early College program and the school are changing the demographics of the community itself as well. In 2002 the college going-rate of students from the local community was 9% today that rate has risen to 89%.

Over the last several years student successes have continued to expand. In 2015, two NBECHS students graduated with three Associate Degrees in addition to their high school diplomas, 18 students graduated with one or two Associate Degrees, while 25 additional students completed their IGETC certification that guaranteed them two years of credits transferable to most four-year colleges and universities. In 2017, the number of students graduating with three Associate Degrees expanded to eleven with several more achieving a single Associate Degree and even greater



numbers completing their IGETC certification. This year, 2018 NBECHS is proud it to have the first student to complete four Associate Degrees concurrently with high school graduation, 20 students who have completed 3 Associate Degrees, 6 students with 2 Associate Degrees, and 3 students with 1 Associate Degree and an additional 23 who have completed IGETC Certifications. By taking advantage of the college opportunities, students and their families save thousands of dollars in tuition, which opens the door to a broader range of university options for low income families.

The achievement gap between the student sub-populations of the school has steadily decreased at the same time that the school's population has become more diverse. NBECHS's 100-percent graduation rate meets the state's priority of "student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance," as does the school's low rate of absenteeism with an average ADA of just over 98%.

NBECHS graduates are at every University of California campus, as well as many California State Universities and out of state colleges. Graduates have earned degrees that range from undergraduate degrees to doctorates. Several students are in medical school, completing scientific research, and attending law schools. This program has made a huge difference in the lives of these students as many of them were the first in their families to graduate high school.

As a charter school NBECHS has to create and maintain its own LCAP document each year. The Advisory Council is a major voice in the creation of this document and along with the NUSD School Board must approve it prior to its submission to the state. Overwhelmingly, the stakeholder groups involved in the creation of the LCAP plan have listed "maintaining and expanding the college options for all students" as their top priority. Because of this, the school seeks to fill teaching positions with teachers that have Master's degrees in their subject matter and have continued to seek out new and different college opportunities such as the new Early College program with MSJC starting this spring. Well over 25% of the school's LCAP funds are spent in some way to support the college programs. The LCAP serves as the guiding document for the school. Money has been spent to improve access and support to the most highly rigorous programs for underrepresented student groups. The process was taken up again to review and revise the document starting in January, when last year's document was reviewed by the teaching staff and Advisory Council parents. A group of students with a variety of background was chosen and the LCAP was presented to them as well. In February/ March three separate LCAP information nights were held to encourage further parent and community input. Two of these nights were focused on parents of EL and Reclassified EL students. For one of these meetings all parents who are on-file as parents of EL were called individually and invited. The LCAP was presented both to the Classified staff and the Certificated staff separately. Each group made suggestions, which were later considered for incorporation into this plan. A group of teachers and classified staff were then recruited to work alongside the Principal in the writing of the LCAP. The plan was then reviewed by Advisory Council in mid-April and approved by the Advisory Council and Charter Board in May.

## LCAP Highlights

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

The NBECHS LCAP will address four key goals: Implement strategies to ensure all students are eligible for four-year college admission, engage with the community through focused outreach activities and recruitment to diverse populations, close achievement gap by 5% each year with focused service on special populations of SPED, SED, EL, foster, and RFEP, and plan and implement school-wide improvements in academics, extracurricular activities, and environment. The plan has been simplified to 4 key goals. We are primarily interested in returning to our major

focus as an Early College High school of providing college opportunities to students who would not have that access without us. The LCAP plan should be viewed as a road-map for improving the lives of all our students through access to the highest quality academic program, college coursework, a strong school culture, and opportunities to challenge themselves both mentally and physically. The LCAP includes plans to maintain and increase our college options, including an MOU with the Moreno Valley College to continue and expand our Early College, the maintenance of our Dual Enrollment and Concurrent enrollment options through Mt. San Jacinto College, and the development of additional Career Tech Ed options. Additionally, money will be set aside to improve overall school safety and to continue our academic support class, the SCHOLAR program. Additional strategies will be put into place to ensure that the percentage of students who are college and career ready increase. We will continue our APEX program to ensure nearly all of our students are A-G compliant, have options and support in taking the SAT/ACT, and have access to high quality coursework that prepares them for college throughout, including Integrated Science, 4th year math options, more arts courses, and a more rigorous foreign language pathway. Finally, we will ensure the reduction of the achievement gap by providing focused services to our EL, SPED, and Foster Youth populations.

## Review of Performance

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

## Greatest Progress

NBECHS is blue on all indicators for all subgroups according to the California School Dashboard. We have a 98.4 percent graduation rate and very high A-G course completion rate which is approaching 90%. Most of the kids we graduate are eligible for 4-year universities even if not all of them chose this path. We have been at or near 100% FAFSA completion for the last four years as we have improved our efforts to make college a realistic option for all our students regardless of their socio-economic status. We are quite proud of the progress we have made in providing 21st Century educational strategies and with our positive school culture. That culture is what drives our student successes. The Early College program has a proven track record of success. Since the start of NBECHS's Early College program 15 years ago, more than 4000 students have participated, earning over 30,297 college credits and more than 110 students earning one or more Associate Degrees. Between 2005 and 2013 NBECHS's Academic Performance Index (API) was among the fastest-growing in the state. In 2005 the school's API was 601. By 2013, NBECHS sported the third-highest API in Riverside County with a score of 848. Since the implementation of the California Assessment of Student Performance and Progress (CAASPP), NBECHS saw primarily positive results. In the English categories, NBECHS was consistently meeting standards requirements and was even noted as No. 1 in Riverside County. In math, the results were below expectations, but typically higher than average when compared with surrounding schools and with the state. Results from the 2017-18 school year showed a slight dip in English, but an increase to standards-met in math. Last year, students took the new science standardized test, CASAT. Results indicate the county and state average scores were about 30%. NBECHS students scored well above the average at about 38%. While the overall scores may appear low, students have just begun the Next Generation Science Standards and we are confident that over time, students will be well prepared for the test and that the test itself will continue evolving, as it was just piloted in the 2017/18 school year. The 2018/19 school year test was also considered a field test that will likely be modified.



Over the last several years student successes have continued to expand. In 2016, three students completed the requirements for three Associate Degrees through our partnership with Moreno Valley College, 17 more students earned two degrees, and 26 earned IGETC certification. This year 1 student has earned four Associate Degrees, 20 students will earn three Associate Degrees each and another 9 will earn an Associate Degree. Many more will earn their IGETC which will allow them to enter a UC or Cal State having completed all of their general education requirements. By taking advantage of the college opportunities, students and their families save thousands of dollars in tuition, which opens the door to a broader range of university options for low income families. The achievement gap between the student sub-populations of the school has steadily decreased at the same time that the school's population has become more diverse. NBECHS's near-100 percent graduation rate meets the state's priority of "student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance," as does the school's low rate of absenteeism with an average ADA of just over 98% in 2018/19.

Our NBECHS graduates have earned degrees that range from undergraduate degrees to doctorates. Several students are in medical school, completing scientific research, and attending law schools. This program has made a huge difference in the lives of these students as many of them were the first in their families to graduate high school.

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

## **Greatest Needs**

According to the California School Dashboard, NBECHS has scored "blue" on all indicators. We lead the county in CAASPP test scores and have maintained a 100% graduation rate for the last decade. While we have the highest A through G completion rate in the county at approximately 90% it is our goal to make all students college eligible so we have implemented strategies and programs to improve student A through G rates to over 95% over the next several years. Stakeholder feedback through our parent meetings and surveys identify two major areas of concern. The first area identified is the lack of parent/ community engagement, we had placed a number of parent nights and outreach programs into the LCAP in past years but these have been unable to attract many parents, and they have been difficult to staff. It is our desire to attract more parents to school programs for input in decision making, especially parents of unduplicated pupils and special need subgroups. Therefore we have opted to amend the plan this year to bring in an outside organization to put on parent workshops. The second area of identified need is the expansion of the arts. We are taking steps as part of this year's LCAP to expand our art offerings and electives during the school day to accommodate this perceived need. We are therefore expanding our drama program by 2 periods per day. We also are opting to reduce our SCHOLAR support elective by several sections in 10th and 11th grade, but keep it in place for all students in 9th and 12th to assist them in being successful in our highly rigorous high school and college programs and to assist with our test prep efforts. Parents input on Scholar is that the course is very "cookie cutter" and both students and staff have expressed a desire for more elective options. These changes will be reflected in the Master Schedule for 18/19.

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

## Performance Gaps

According to the California School Dashboard, NBECHS has scored "blue" on all indicators. However, we recognize there are some issues that need to be addressed. The College/Career Indicator (CCI) contains both college and career measures which recognize that students pursue various options to prepare for post-secondary and allows for fair comparisons across all LEAs and schools. On that assessment 7% percent of our class of 2016 students were marked as "not prepared". Also our smaller student populations may need additional attention. These small population groups will be evaluated in order to better serve their individual needs. Historically, low-SES and minority students have done as well or nearly as well as the non-SES students at our school. Over the last several years this trend has not been maintained. Our ELL students have benefited in recent years from a more focused strategy. However, our ELL students while not a significant sub-population's, lag somewhat behind our other students. Also our very small African American female population has seen a steady test score decrease over the last several years. Additional science, math, art, and elective options should help individual members of this group make meaningful connections within the school that should result in increased successes. White males continue to be suspended at slightly higher rates than our other student population according to the Dashboard. We have also seen a reduction in our attendance rate this year. Anecdotally this trend seems to reflect state and national trends due to factors such as the flu and increased awareness of potential student violence brought on by national coverage of school shootings.

## Comprehensive Support and Improvement

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

### Schools Identified

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

### Support for Identified Schools

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

### Monitoring and Evaluating Effectiveness

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

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

Implement Strategies to ensure all students are eligible for 4-year college admission.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

**Metric/Indicator**

More students need to be enrolled in our Early College program

**18-19**

Increase number of students participating in Early College program by 5%

**Baseline**

2016/17 474 students were enrolled in at least 1 college course at MVC.

**Metric/Indicator**

More students from unduplicated groups need to be enrolled in our Early College program

**18-19**

Increase percentage of students from unduplicated groups enrolled in our Early College program by 5% per year until the percentage matches or exceeds the overall population percentage of that group for the school.

**Baseline**

Actual

For the 2018/19 school year, an average 495 students were enrolled in at least 1 college course at MVC, which is a sufficient increase to surpass the goal of 5 percent.

Because our unduplicated population has decreased a bit and the number of students participating in the College program has increased, it's safe to say the goal of increasing participation of unduplicated groups in the Early College program has been met.

## Expected

2016/17 68% of students enrolled in at least 1 college course at MVC were from unduplicated populations

### **Metric/Indicator**

More students need to be enrolled in our Dual Enrollment program

### **18-19**

Increase number of students participating in our Dual Enrollment program by 5%

### **Baseline**

2016/17 93 were enrolled in a Dual Enrollment course

### **Metric/Indicator**

More students from unduplicated groups need to be enrolled in our Dual Enrollment program

### **18-19**

Increase percentage of students from unduplicated groups enrolled in our Dual Enrollment program by 5% per year until the percentage matches or exceeds the overall population percentage of that group for the school

### **Baseline**

2016/17 62% of students enrolled in the Dual Enrollment program were from unduplicated populations

### **Metric/Indicator**

Students need to complete highly rigorous A-G courses in order to get into 4-year universities

### **18-19**

Increase A through G completion by 2% per year until we exceed 95%. Maintain 95% thereafter

### **Baseline**

2016/17 92% of graduating Seniors completed A through G coursework prior to graduation

### **Metric/Indicator**

Students need to take either the ACT or SAT to be eligible for 4-year college admission

### **18-19**

Increase percentage of students that took either SAT or ACT sometime in high school to over 95%

### **Baseline**

2016/17 90% of graduating Seniors took either the ACT or SAT

## Actual

We still surpassed this goal by quite a bit, despite the fact that we did not offer History or Political Science courses that are typical. Between math and English courses in Spring and Fall, and summer math courses that were offered, we saw a good increase in program participation.

The great increase in Dual Enrollment participation indicates a likely concurrent increase in Unduplicated student populations. Our Unduplicated student population decreased this year, while simultaneously participation across the board in the Dual Enrollment program increased a great deal.

In the 2018/19 school year, there are 9 seniors not meeting A-G requirements. There are a total of 157 seniors, so almost 95 percent of students are completing A-G coursework prior.

We had a total of 434 junior/senior students take the SAT and/or ACT during the 2018/19 school year. We have a total of 299 juniors and seniors. The number of test takers is higher because many students take the SAT twice - during junior year and again during senior year. We had at least 95 percent of our student populations taking at least one of the tests.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain 2017-18 seats for Early College per term and expand our Dual Enrollment courses by at least 1 additional course. Increase student participation rate in our college programs by 5%.</p>	<p>We have had 50 seat increase, 300 seats, for MVC for 2018-19 school year. Dual Enrollment options were not expanded because we were unable to offer the usual History and Political Science courses, as our Dual Enrollment instructor was completing her campaign. These will be resumed next year. English and Math course offerings remained the same. For the 2018/19 school year, there were a total of 202 students enrolled in Math and English Dual Enrollment courses.</p>	<p>MVC ECHS MOU (Extra Seats) 5000-5999: Services And Other Operating Expenditures LCFF \$40,000.00</p>	<p>MVC ECHS MOU (Extra Seats) 5000-5999: Services And Other Operating Expenditures LCFF 40,000</p>
		<p>Dual Enrollment Stipend 1000-1999: Certificated Personnel Salaries LCFF \$137,861</p>	<p>Dual Enrollment Teachers 1000-1999: Certificated Personnel Salaries LCFF 102,254</p>
		<p>college course stipends; 1000-1999: Certificated Personnel Salaries LCFF \$9,600</p>	<p>Dual Enrollment Stipends 1000-1999: Certificated Personnel Salaries LCFF 9600</p>
		<p>Additional transportation services needed to support increased number of college courses offered. 5000-5999: Services And Other Operating Expenditures Base \$20,000.00</p>	<p>Additional transportation services needed to support increased number of college courses offered. 5000-5999: Services And Other Operating Expenditures LCFF 20,000</p>
		<p>Continue to provide free college for students including textbooks. 4000-4999: Books And Supplies Lottery \$55,000.00</p>	<p>Continue to provide free college for students including textbooks. 4000-4999: Books And Supplies Lottery 55,000</p>
		<p>MVC ECHS MOU 5000-5999: Services And Other Operating Expenditures Base \$110,000.00</p>	<p>MVC ECHS MOU 5000-5999: Services And Other Operating Expenditures Base 110,000</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Offer ACT to all Juniors as part of district ACT program.

Was not offered for 2018/19 school year. With the transition of new administration, it just wasn't implemented, but it will be implemented in the 2019/20 school year.

District ACT (170 students) 5000-5999: Services And Other Operating Expenditures LCFF \$10,455.00

Was not offered in 18/19 5000-5999: Services And Other Operating Expenditures LCFF 0

### Action 3

#### Planned Actions/Services

Maintain a college and career readiness platform to all student (Career Cruising, Naviance or similar) to provide test prep, personalized success plans, and A through G course planning.

#### Actual Actions/Services

Career Cruising was purchased and somewhat utilized, but has not yet been fully implemented. Further implementation is planned for next school year.

#### Budgeted Expenditures

Continuing this program under Supp/Conc to support and collect data on unduplicated students in order to increase eligibility for college programs. 5000-5999: Services And Other Operating Expenditures LCFF \$5,872

#### Estimated Actual Expenditures

Career Cruising was purchased and somewhat utilized, but has not yet been fully implemented. Further implementation is planned for next school year. 5000-5999: Services And Other Operating Expenditures LCFF 5,872

### Action 4

#### Planned Actions/Services

Maintain counseling support to include the additional .6 counselor funded under previous LCAPs and the .5 Teacher on Special Assignment with a counseling credential to serve as a third counselor

#### Actual Actions/Services

The .6 counselor is now back at NBECHS full-time. For the 2018/19 school year, the .5 TOSA did complete this assignment, but this will not be continued next year.

#### Budgeted Expenditures

Additional .6 FTE counselor now paid from Base to support all students with HS and college programs. 1000-1999: Certificated Personnel Salaries LCFF \$84,722

#### Estimated Actual Expenditures

The .6 counselor is now back at NBECHS full-time. 1000-1999: Certificated Personnel Salaries LCFF 88,704

Continue with additional .42 FTE TOSA/counselor to support unduplicated students with eligibility into college programs. 1000-1999: Certificated Personnel Salaries LCFF \$50,491

For the 2018/19 school year, the .5 TOSA did complete this assignment. 1000-1999: Certificated Personnel Salaries LCFF 52,394

Continue with additional .25 FTE TOSA/counselor to support unduplicated students with eligibility into college programs.

Continue with additional .25 FTE TOSA/counselor to support unduplicated students with eligibility into college programs.



Finishes with College and Career Readiness Grant. 1000-1999: Certificated Personnel Salaries Base \$30,206

Finishes with College and Career Readiness Grant. 1000-1999: Certificated Personnel Salaries Base 30,206

### Action 5

#### Planned Actions/Services

Maintain an online credit recovery program to ensure that all students and especially unduplicated students have opportunities to make up Ds and Fs to become A through G

#### Actual Actions/Services

This was maintained.

#### Budgeted Expenditures

APEX 5000-5999: Services And Other Operating Expenditures Base \$12,500.00

#### Estimated Actual Expenditures

This was maintained. 5000-5999: Services And Other Operating Expenditures Base 12,500

### Action 6

#### Planned Actions/Services

Maintain enough sections of Scholar Support Elective (Previously AVID) for all students at the school

#### Actual Actions/Services

The decision was made to maintain only SCHOLAR9 and Senior Seminar classes.

#### Budgeted Expenditures

.51 FTE's 1000-1999: Certificated Personnel Salaries LCFF \$59,689

#### Estimated Actual Expenditures

The decision was made to maintain SCHOLAR9 and Senior Seminar classes. 0.67 FTE's 1000-1999: Certificated Personnel Salaries LCFF 92,154

### Action 7

#### Planned Actions/Services

Maintain ACT/ SAT test prep camp offered for all students at no cost in Spring and Fall

#### Actual Actions/Services

We only offered SAT test preparation during the fall.

#### Budgeted Expenditures

test prep 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,500.00

#### Estimated Actual Expenditures

No outside service was used. 5000-5999: Services And Other Operating Expenditures LCFF 0

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Offer at least 1 IGETC transferable college course on our campus each summer

This action item was not met.

college summer course 1000-1999: Certificated Personnel Salaries LCFF \$4,500

This action item was not met.  
1000-1999: Certificated Personnel Salaries LCFF 0

## Analysis

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

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

There was a 50 seat increase for students taking MVC courses. Dual Enrollment options decreased for the year due to one instructor campaigning, so the History and Political Science courses were not offered for 2018/19, but will be offered again for the 2019/20 school year. The credit recovery program was maintained and we saw great participation in juniors and seniors taking the SAT and ACT, despite the fact that we did not offer the planned district ACT program or offer preparatory workshops for fall and spring semesters. The SCHOLAR program was changed to target incoming freshman and to support our seniors with a Senior Seminar college preparation course. Some of these action items may not have directly supported the goal of preparing all students for college admissions, but additional to these goals, we increased A-G offerings through the expanded class offerings at MVC and through counselor work with our course offerings on the NBECHS campus. Nearly every course we offer is A-G compliant, which is an important element of college preparedness.

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

The actions/services that relate to increasing college participation relate to the goal, as does preparing students for ACT and SAT, and providing access to those tests; however, some of the action items relate to services or coursework that is no longer applicable. Many of these actions/services will need to be updated in the future, and there should be actions/services that relate more specifically to access to A-G coursework necessary to prepare students for college.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Several of the actions/services were no longer applicable or were not completed. We did not offer IGETC compliant coursework over the summer, there was only one SAT test preparation workshop offered during the fall, SCHOLAR is only available to 9th and 12th grade students, and we did not offer the district ACT test day to juniors. The counseling support and TOSA duties were only applicable to the report for the 2018/19 school year and will not be repeated for 2019/20.

- 1.1 The dual enrollment teacher's salary differed due to the negotiated raise with teacher's salary between the district and union.
- 1.2 With the transition of new administration, it just wasn't implemented, but it will be implemented in the 2019/20 school year.
- 1.6 With an increase in student need and desire to enroll in scholar classes, our FTE was increased from 0.5 to 0.67
- 1.7 We only offered SAT test preparation during the fall, but we didn't use an outside vendor. Our own staff offered tutoring help for SATs.
- 1.8 We were not able to meet an MOU with the college to offer an IGETC transferrable course.

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

We would like to complete the District ACT program next year. SCHOLAR will continue to be available only to 9th and 12th grade students. Additional actions and services that may provide more effective support should include efforts to ensure all students are taking A-G compliant courses, which will include counseling support and continued expanding partnership with the Early College and Dual Enrollment programs. Expanded use of the Career Cruising service should be explored, as well, to help students map their coursework and explore college and career options and interests.

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 2

Engage with the community through focused outreach activities and recruitment to diverse populations

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Increase diversity of student body. Increase the number of parents who volunteer to serve the school from parents of SPED, Low-SES, Reclassified, foster youth, etc.

**18-19**

Maintain at least a 70% student population of student groups that are underrepresented in college

**Baseline**

Maintain at least a 65% student population of student groups that are underrepresented in college

**Metric/Indicator**

Add at least one parent representing an unduplicated student population to each of the parent groups we have on campus.

**18-19**

Maintain an EL, SPED, RFEP, or Foster Parent on Advisory Council in some capacity. Maintain Principal's parent cabinet, add "members" as appropriate to represent as many student subgroups as possible.

Actual

We saw an increase in parent participation from different groups at different events. We would like to delete this measurable outcome because it doesn't directly affect our goal#2.

We had 3 members of unduplicated pupils participate in the advisory council and completed the year actively participating in this Council. However, we are still working on getting different groups participating in this council and we did not implement a parent cabinet, instead we implemented monthly coffee and dessert with the principal to allow any parents with the availability to attend.

Expected

Actual

**Baseline**

While Advisory Council and Booster Club started with an EL parent 2016/17 those parents did not complete the year.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Seek a third party vendor to provide evening/ weekend workshops for parents. Continue to provide a series of Parent Outreach and informational nights to: Inform parents of available testing resources in English and Spanish (Accuplacer, SAT, ACT, etc.); to inform parents and students regarding the benefits of college enrollment; Offer parent educational courses in High School 101, technology, preparing for your child to go to a 4-year college, FAFSA completion, A through G and IGETC; to engage parents from underrepresented groups to encourage them to have a voice in the decision making process of the school: to meet their principal, counselors, and staff in order to become more comfortable and familiar with the face of the school. Assess the need for new parent topics annually.</p>	<p>We partnered with CAFE Project-2-Inspire to offer parents classes on how to advocate for their child and navigate the education system. Although there were some classes that had 12 parents attend, there were 5 parents who graduated the 12-week, 2-hour course.</p> <p>We also offered two workshops on suicide prevention and awareness for parents, in a partnership with Riverside County Mental Health Services. A workshop was offered each semester.</p> <p>Lastly, we offered a workshop on Human Trafficking awareness and prevention. In partnership with Opal Singleton's Million Kids, she held a 1.5 hour workshop for our parents to learn how to protect their children from predators on phone applications.</p>	<p>Parent Square Program 4000-4999: Books And Supplies LCFF \$2,225</p> <p>Classified translation and assistance in parent courses 2000-2999: Classified Personnel Salaries LCFF \$750</p> <p>Certificated OT for parent outreach 1000-1999: Certificated Personnel Salaries LCFF \$2,500</p> <p>Outside vendor for parent classes 5000-5999: Services And Other Operating Expenditures LCFF \$6,000</p>	<p>Parent Square 5000-5999: Services And Other Operating Expenditures LCFF 900</p> <p>Classified translation and assistance in parent courses 2000-2999: Classified Personnel Salaries LCFF 860</p> <p>Certificated OT for parent outreach 1000-1999: Certificated Personnel Salaries LCFF 3,985</p> <p>Outside vendor did the classes for free this year. 5000-5999: Services And Other Operating Expenditures LCFF 0</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to evaluate efficacy of student recruitment procedures to ensure diverse student body through committee. Continue processes to recruit students and parents from underrepresented subgroups. Continue to involve student and parent organizations in the recruitment process.	Two evening information sessions were held on campus to recruit students for enrollment for the 2019-20 school year. One was held in December, before applications opened and then another was held in January, in the middle of the open enrollment period. Our CAFE Project-2-Inspire parent who taught those classes was present for these events to recruit more parents for her program.	Refreshments and supplies for meetings, flyers and advertisement 4000-4999: Books And Supplies LCFF \$450.00	Refreshments were served with donations. 4000-4999: Books And Supplies LCFF 0

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain current tutoring hours and increase counseling support	Maintained tutoring hours and additional support necessary for our Scholar program.	Tutor salary 2000-2999: Classified Personnel Salaries LCFF \$22,488	Tutor salaries 2000-2999: Classified Personnel Salaries LCFF 23,987

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate Advisory Council annually to ensure that State requirements and school needs are being met. Make sure unduplicated parent representatives are included.	Advisory Council met monthly and met State requirements and school needs are being met. However, not all unduplicated parents are included. We had one parent member who is African American. However, we had many EL parents participate in the meetings as a non-voting member.	Refresh and supplies for meetings 5000-5999: Services And Other Operating Expenditures LCFF \$200.00	Refreshments served with donations. 5000-5999: Services And Other Operating Expenditures LCFF 0

**Action 5**

Planned Actual Budgeted Estimated Actual



Actions/Services	Actions/Services	Expenditures	Expenditures
<p>Maintain a student senate to communicate with staff regarding student issues and increase student awareness of college opportunities, encouraging greater participation in college offerings. The student senate will include underrepresented student population to ensure that their voices are heard.</p>	<p>We were not able to start a student senate group this year.</p>	<p>Refresh and supplies for meetings 5000-5999: Services And Other Operating Expenditures LCFF \$150.00</p>	<p>Refreshments served with donations. 5000-5999: Services And Other Operating Expenditures LCFF 0</p>

## Analysis

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

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

We began the school year by holding a meet and greet with the parents, especially with new administration for the 2019-20 school year. After hearing from the parents what they would like to see for this school year, parents asked to have coffee/dessert with the principal, which we began the following month. During those meetings we took many of the suggestions parents had and implemented them, including a request for a workshop on Suicide Prevention and Awareness and Campus Beautification Day. We were also able to increase parent participation with Advisory Council by holding Coffee/Dessert with the Principal directly before Advisory Council.

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

From our LCAP survey, we saw that our parents scored us the highest in feeling welcome at the school site and advisory council. They also scored us among the highest in offering parent workshops.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted expenditures and estimated actual expenditures are outlined as follows:

- 1.1 We offered workshops for parents but their services were offered for free.
- 1.2 We offered information sessions for our prospective families but we did not offer refreshments and supplies for meetings
- 1.4 We maintained an Advisory Council but did not offer refreshments for the meetings
- 1.5 We did not have a student senate this year, primarily the student group used was ASB and Advisory Council.

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

We would like eliminate our first measurable outcome and metric because we didn't find it relatable to the goal nor was the language clear in describing how to measure it.

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 3

Close achievement gap by 5% each year with focused service on special populations of SPED, SED, EL, foster, and RFEP.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected

**Metric/Indicator**

Students from Unduplicated populations fall onto Academic Probation and No-Fly at a rate slightly higher than others. Students are often not provided with supports until they are credit deficient

**18-19**

Reduce the number of students on Academic Probation by 5% each year.  
Reduce the number on AP from unduplicated populations by 10% per year.

**Baseline**

2016/17 12% of the student body fell onto Academic Probation in 2016/17.  
Of that number over 80% were from Unduplicated populations.

**Metric/Indicator**

Students from Unduplicated populations completing A-G requirements

**18-19**

Actual

The 2018-19 school year Academic Probation lists are noticeably shorter this year, when compared to 2018-19 and 2016-17. Comparing the same spring grading period of 2018 to 2019, the list is almost 30 percent shorter. Within that shrinking number of students, the goal of reducing the number of unduplicated populations on the AP list has been met.

Because our coursework is now nearly all A-G, approved by UCOP, and aligned to UC-ready graduation requirements, the number of students completing A-G has greatly improved, including for students from Unduplicated populations.

Expected

Increase the number of Unduplicated students completing A-G requirements by 5% each year

**Baseline**

2016/17 60% of our students who did not complete A-G requirement were from Unduplicated populations

**Metric/Indicator**

Students from Unduplicated populations eligible for and enrolled in one of our college programs.

**18-19**

Increase percentage of students from unduplicated groups enrolled in our Early College Program by 5% per year until the percentage matches or exceeds the overall population percentage of that group for the school.

**Baseline**

2016/17 68% of students enrolled in at least 1 college course at MVC were from unduplicated populations

Actual

With the addition of Dual Enrollment instruction on campus through MSJC and additional course offerings through MVC, there has been increased participation across the board in college programs. We had a decrease in participation in MSJC courses only during the 2018/19 school year because one teacher was unable to teach the usual History and Political Science courses. But there was increased participation in MVC courses, particularly over the summer.

**Actions / Services**

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

**Action 1**

Planned  
Actions/Services

Continue funding position that serves foster youth and consider adding hours, as needed. Identify and assist to find resources to increase the percentage of Foster Students who are A-G certified by 5% each year (as available). Liaise with courts and court officers as needed.

Actual  
Actions/Services

As of the 2018/19 school year, we did not have a foster youth student.

Budgeted  
Expenditures

OT 2000-2999: Classified Personnel Salaries LCFF \$1000.00

Estimated Actual  
Expenditures

As of the 2018/19 school year, we did not have a foster youth student. 2000-2999: Classified Personnel Salaries LCFF 0

**Action 2**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Continue to provide targeted support for young men who are struggling with academic/emotional/belonging issues through SPEAR. Provide targeted support for young women who are struggling with academic/emotional/belonging issues through MAVEN. Evaluate program effectiveness each year.

These programs were discontinued for the 2018/19 school year.

Decided not to use the vendor anymore 5800: Professional/Consulting Services And Operating Expenditures Base 0

Decided not to use the vendor anymore 5000-5999: Services And Other Operating Expenditures Base 0

Decided not to use the vendor anymore

5800: Professional/Consulting Services And Operating Expenditures Base 0

Decided not to use the vendor anymore 5000-5999: Services And Other Operating Expenditures Base 0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide additional 12 instructional minutes per day (2160 additional minutes of instruction per year) to provide additional access for all students to to core curriculum and core intervention as needed	This was completed.	12 additional minutes continue to provide over 2,000 additional instructional minutes for our students. 1000-1999: Certificated Personnel Salaries LCFF \$52,452	12 additional minutes continue to provide over 2,000 additional instructional minutes for our students. 1000-1999: Certificated Personnel Salaries LCFF 68,041

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate and refine the referral criteria and intervention process already in place for SSTs to better implement 504s and IEPs and to insure those students get the services they need. Continue SSTs for students who have academic difficulties.	Process streamlined to be able to request SSTs, improved communications with publicly posted process instructions.	Counselor/ SPED OT to develop 1000-1999: Certificated Personnel Salaries LCFF \$250.00	New Assistant Principal handled SST and 504 process. 1000-1999: Certificated Personnel Salaries LCFF 0
		OT for classified position to assist with SST scheduling/ paperwork. 2000-2999: Classified Personnel Salaries LCFF \$250.00	New Assistant Principal handled SST and 504 process. 2000-2999: Classified Personnel Salaries LCFF 0
		Stipend SST and 504 coordinators 1000-1999:	New Assistant Principal handled SST and 504 process. 1000-

Certificated Personnel Salaries  
LCFF \$1,715

1999: Certificated Personnel  
Salaries LCFF 0

### Action 5

#### Planned Actions/Services

Zero period Academic Support Course will be required for all students that are at-risk and below a 2.0 GPA.

#### Actual Actions/Services

This requirement was continued through the 2018/19 school year.

#### Budgeted Expenditures

Prep period buy-out 1000-1999:  
Certificated Personnel Salaries  
LCFF \$21,839

#### Estimated Actual Expenditures

New Assistant Principal did the Zero period assignment so no prep buy out needed for this action. 1000-1999: Certificated Personnel Salaries LCFF 0

### Action 6

#### Planned Actions/Services

Parent meetings and additional support needed for potential at-risk students with GPAs between 2.0-2.3.

#### Actual Actions/Services

Meetings with parents have taken place on a case-by-case, typically with teachers or with assigned counselors.

#### Budgeted Expenditures

OT to meet with parents beyond school day 1000-1999:  
Certificated Personnel Salaries  
LCFF \$150.00

#### Estimated Actual Expenditures

No OT was needed for this action. 1000-1999: Certificated Personnel Salaries LCFF 0

### Action 7

#### Planned Actions/Services

Continue to assess the success of tiered intervention for student truancy already in place refine as needed.

#### Actual Actions/Services

This process was continued this year.

#### Budgeted Expenditures

A2A 5000-5999: Services And  
Other Operating Expenditures  
Base \$9250.00

#### Estimated Actual Expenditures

A2A 5000-5999: Services And  
Other Operating Expenditures  
Base 9,250

### Action 8

#### Planned Actions/Services

Maintain additional math teacher and sections to ensure smaller class sizes in math. Provide for 4th year math electives.

#### Actual Actions/Services

Math teaching staff was maintained.

#### Budgeted Expenditures

1.5 FTE 1000-1999: Certificated  
Personnel Salaries LCFF  
\$152,566

#### Estimated Actual Expenditures

1.5 FTE 1000-1999: Certificated  
Personnel Salaries LCFF  
161,127



## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Science/Engineering teacher to provide smaller class sizes and increased student access to physics and science electives	Class sizes vary a great deal. We offered 6 sections of science electives in 2018/19.	Intern salary 1000-1999: Certificated Personnel Salaries LCFF \$66,424	New Science Teacher 1000-1999: Certificated Personnel Salaries LCFF 95,922

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide EL coordinator and at least 1 class period for targeted EL support. Evaluate support classes annually to ensure that EL and R-FEP students remain eligible for the Early College Program.	This EL coordinator position and class have been maintained this year. This is a fairly small group of students, but close monitoring of college program eligibility has been maintained on a case-by-case basis.	stipend and prep 1000-1999: Certificated Personnel Salaries LCFF \$21,866	Stipend and Prep 1000-1999: Certificated Personnel Salaries LCFF 20,982

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide stipend for Scholar Elective Coordinator to plan for focused lessons for unduplicated student population in Scholar. Ensure that enough sections of Scholar are available for all students	Scholar courses were designed for freshman and seniors. Lessons are focused to support students with college.	(former AVID coordinator stipend) 1000-1999: Certificated Personnel Salaries LCFF \$2,770.00  prep period buy out 1000-1999: Certificated Personnel Salaries LCFF \$23,152	Scholar Coordinator Stipend 1000-1999: Certificated Personnel Salaries LCFF 1,500  One additional period of Scholar under this action. 1000-1999: Certificated Personnel Salaries LCFF 13,124

# Analysis

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

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

Many of the actions and services were implemented to achieve this goal, with some exceptions. We did not have a person designated to foster student support; however, we did not have any foster students this year. The SPEAR and MAVEN courses were discontinued, so that action was no longer applicable. Despite these changes, the overall goal of providing increased supports and services to unduplicated populations has been met. Some of these groups are small enough that the population data is not reported to the California Schools Dashboard, but with the support of the EL Coordinator and SPED coordinator, we are able to track progress of individual students. The SST coordinator work has streamlined and improved the 504 and IEP processes, improving both intervention processes and tracking of student progress. As evidenced by the nearly 30 percent reduction in students on the Academic Probation list, when comparing Spring of 2019 to Spring of 2018, we have seen improved academic performances across the board.

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

Because specific identification of unduplicated student populations are often private, not all previously articulated goals were easily measurable. For example, a SCHOLARS instructor may not easily be able to implement strategies specific to certain unduplicated student populations and measure their response. However, most of the strategies and services - maintaining the EL Coordinator and SST Coordinator positions to improve these processes, as well as maintaining the tiered intervention processes and focusing on sufficient staffing in math and science departments - has improved overall program effectiveness that directly impact the stated goal, as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The prep buyout for the SCHOLAR coordinator was not necessary, the foster youth position was not applicable, and the SPEAR and MAVEN programs were discontinued.

- 1.1 Despite our recruiting efforts, we were not able to recruit a foster student for the 2018/19 school year.
- 1.2 The program did not work well with the master schedule.
- 1.3 With the negotiated raise, the estimated expenditures wound up being more than the budgeted.
- 1.4 While we improved our SST and 504 processes, much of the work was done by administrators, and therefore, no overtime or stipends were given.
- 1.5 The zero period academic support course was run by the new assistant principal.
- 1.6 Parent meetings with counselors took place during the school day.
- 1.8 With the negotiated raise, the estimated expenditures wound up being more than the budgeted.
- 1.9 We hired a new science teacher instead of an intern, which caused a higher actual expenditure than the one that was budgeted.
- 1.11 The stipend was decreased because it's in the second year of implementation, versus the first year, where the courses were being defined. In addition, only one additional period was needed instead of two.

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

The SPEAR and MAVEN courses were not offered in the 2018/19 year and will not be offered in the future. While we did not have a position serving foster youth during the 2018/19 school year, this is something that should be implemented in future years with the assumption that we may have foster youth students. As SCHOLAR courses were reduced to only 9th grade and Senior Seminar (only Senior Seminar is A-G approved), the need for the coordinator position was negated.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

### Actions / Services

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

#### Action 1

### Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

The LCAP was written and evaluated by a group of teachers, classified staff members and the principal that received feedback from the community through the Advisory Council made up of all parents, students, teacher, principal, superintendent and board member. Additional parent input was collected from surveys and put into place in this year's update.

## Impact on LCAP and Annual Update

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

As a charter school NBECHS has to create and maintain its own LCAP document each year. The Advisory Council is a major voice in the creation of this document and along with the NUSD School Board that must approve the prior to its submission to the state. Overwhelmingly the stakeholder groups involved in the creation of the LCAP plan have listed “maintaining and expanding the college options for all students” as their top priority. Because of this, the school seeks to fill teaching positions with teachers who have Masters degrees in their subject matter and have continued to seek out new and different college opportunities such as the new Early College program with MSJC starting this spring. Well over 25% of the school’s LCAP funds are spent in some way to support the college programs.

Another need we identified from Advisory Council and parent meetings led to our goal of increasing our college and career rate. One action item, based on feedback from parents at LCAP meetings, is the SCHOLAR program, which is still being maintained this year, mandatory for 9th and 12th graders and optional for 10th and 11th graders. Parent and student groups surveyed identified the need and desire for more CTE programs. Next year, we are implementing our Certified Nurses Assistant program in partnership with MSJC.

Lastly, our parents also voiced the desire to participate in more parent engagement activities. We are going to hold several different parent workshops for our parents, including suicide prevention and awareness workshop, human trafficking workshop, ESL and a series of technology workshops.





# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 1

Implement Strategies to ensure all students are eligible for 4-year college admission.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

All students need to be eligible for 4-year college acceptance.

The percentage of NBECHS students taking advantage of our Early College Program has steadily increased over the last 4 years. While some of this can be accounted for through the implementation of Dual Enrollment, some students are not getting the access they need. We need to reverse this trend.

Our A through G rate should be near 100%. It has plateaued at just around 90% for the last several years. This year that number plummeted to 83%.

Our SAT and ACT averages are below the state and national averages. These have increased somewhat over the last year or two and now are above the county average but there is still work to be done.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
More students need to be enrolled in our Early College program	2016/17 474 students were enrolled in at least 1 college course at MVC.	2017/18, 489 students were enrolled in at least 1 college course at MVC. A little less than 4% increase, short of meeting our goal by 13 students.	Increase number of students participating in Early College program by 5%	Increase number of students participating in Early College program by 5%
More students from unduplicated groups need to be enrolled in our Early College program	2016/17 68% of students enrolled in at least 1 college course at MVC were from unduplicated populations	2017/17, 73% of students enrolled in at least 1 college course at MVC were from unduplicated populations. This increase meets our 5% goal for the year and is very close to the overall population percentage of that group for the school.	Increase percentage of students from unduplicated groups enrolled in our Early College program by 5% per year until the percentage matches or exceeds the overall population percentage of that group for the school.	Develop standard processes to analyze data pertaining to participation of unduplicated populations in the Early College and Dual Enrollment programs.
More students need to be enrolled in our Dual Enrollment program	2016/17 93 were enrolled in a Dual Enrollment course	2017/18, 132 students were enrolled in a Dual Enrollment course. We exceeded our 5% goal by more than 30 students.	Increase number of students participating in our Dual Enrollment program by 5%	Increase number of students participating in our Dual Enrollment program by 5%
More students from unduplicated groups need to be enrolled in our Dual Enrollment program	2016/17 62% of students enrolled in the Dual Enrollment program were from unduplicated populations	2017/18, 69% of students enrolled in the Dual Enrollment program were from unduplicated populations. This percentage exceeded our goal for the year and is very close to the	Increase percentage of students from unduplicated groups enrolled in our Dual Enrollment program by 5% per year until the percentage matches or exceeds the overall population percentage	Increase percentage of students from unduplicated groups enrolled in our Dual Enrollment program by 5% per year until the percentage matches or exceeds the overall population percentage

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		overall population percentage of that group for the school.	of that group for the school	of that group for the school
Students need to complete highly rigorous A-G courses in order to get into 4-year universities	2016/17 92% of graduating Seniors completed A through G coursework prior to graduation	2017/18, 87% of graduating Seniors completed A through G coursework prior to graduation.	Increase A through G completion by 2% per year until we exceed 95%. Maintain 95% thereafter	Maintain 95% A-G completion rates.
Students need to take either the ACT or SAT to be eligible for 4-year college admission	2016/17 90% of graduating Seniors took either the ACT or SAT	2017/18, 87% of graduating Seniors took either the ACT or SAT. With the schoolwide ACT in place this number should improve greatly for next year's Seniors.	Increase percentage of students that took either SAT or ACT sometime in high school to over 95%	Maintain percentage of students that took either SAT or ACT sometime in high school to at least 98%.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners Foster Youth Low Income	Schoolwide	All Schools Specific Schools: Nuview Bridge Early College High School
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**Actions/Services**

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

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

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

Modified Action	Modified Action	Modified Action
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**2017-18 Actions/Services**

Increase number of student seats to 350 per term in Early college maintain our dual enrollment courses. Increase student participation rate in our college programs by 5%.

**2018-19 Actions/Services**

Maintain 2017-18 seats for Early College per term and expand our Dual Enrollment courses by at least 1 additional course. Increase student participation rate in our college programs by 5%.

**2019-20 Actions/Services**

Maintain 2018-19 seats for Early College per term and expand our Dual Enrollment course offerings with history and/or political science Dual Enrollment courses again. Increase student participation rate in our college programs by 5%.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$40,000.00	\$40,000.00	\$40,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures MVC ECHS MOU (Extra Seats)	5000-5999: Services And Other Operating Expenditures MVC ECHS MOU (Extra Seats)	5000-5999: Services And Other Operating Expenditures MVC ECHS MOU (Extra Seats)
Amount	\$123,000.00	\$137,861	177,229
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Dual Enrollment FTE	1000-1999: Certificated Personnel Salaries Dual Enrollment Stipend	1000-1999: Certificated Personnel Salaries Dual Enrollment Stipend

Amount	\$14,000.00	\$9,600	\$9,600
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries college course stipends;	1000-1999: Certificated Personnel Salaries college course stipends;	1000-1999: Certificated Personnel Salaries college course stipends
Amount	\$20,000.00	\$20,000.00	\$20,000.00
Source	LCFF	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Additional transportation services needed to support increased number of college courses offered.	5000-5999: Services And Other Operating Expenditures Additional transportation services needed to support increased number of college courses offered.	5000-5999: Services And Other Operating Expenditures Additional transportation services needed to support increased number of college courses offered.
Amount	\$55,000.00	\$55,000.00	\$55,000.00
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Continue to provide free college for students including textbooks.	4000-4999: Books And Supplies Continue to provide free college for students including textbooks.	4000-4999: Books And Supplies Continue to provide free college for students including textbooks.
Amount	\$110,000.00	\$110,000.00	\$110,000.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures MVC ECHS MOU	5000-5999: Services And Other Operating Expenditures MVC ECHS MOU	5000-5999: Services And Other Operating Expenditures MVC ECHS MOU

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Nuview Bridge Early  
College High School

**Actions/Services**

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Offer ACT to all Juniors as part of district  
ACT program.

2018-19 Actions/Services

Offer ACT to all Juniors as part of district  
ACT program.

2019-20 Actions/Services

Offer ACT to all Juniors as part of district  
ACT program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,455.00	\$10,455.00	\$10,455.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures District ACT (170 students)	5000-5999: Services And Other Operating Expenditures District ACT (170 students)	5000-5999: Services And Other Operating Expenditures District ACT (170 students)

**Action 3**

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

**Students to be Served:**

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

All  
[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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



**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: Nuview Bridge Early College High School  
[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Provide a college and career readiness platform to all student (Career Cruising, Naviance or similar) to provide test prep, personalized success plans, and A through G course planning.

**2018-19 Actions/Services**

Maintain a college and career readiness platform to all student (Career Cruising, Naviance or similar) to provide test prep, personalized success plans, and A through G course planning.

**2019-20 Actions/Services**

Expand use of Career Cruising to provide test prep, personalized success plans, and A through G course planning.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,778.00	\$5,872	\$5,872
Source	Other	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Starting this program to support and collect data on unduplicated students in order to increase eligibility for college programs.	5000-5999: Services And Other Operating Expenditures Continuing this program under Supp/Conc to support and collect data on unduplicated students in order to increase eligibility for college programs.	5000-5999: Services And Other Operating Expenditures Continuing this program under Supp/Conc to support and collect data on unduplicated students in order to increase eligibility for college programs.

**Action 4**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Maintain and expand counseling support to include the additional .6 counselor funded under previous LCAPs and provide for a .5 Teacher on Special Assignment with a counseling credential to serve as a third counselor

**2018-19 Actions/Services**

Maintain counseling support to include the additional .6 counselor funded under previous LCAPs and the .5 Teacher on Special Assignment with a counseling credential to serve as a third counselor

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$84,992.00	\$84,722	\$90,272
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Additional .6 FTE counselor to support all students with HS and college programs.	1000-1999: Certificated Personnel Salaries Additional .6 FTE counselor to support all students with HS and college programs.	1000-1999: Certificated Personnel Salaries Additional .6 FTE counselor to support all students with HS and college programs.
Amount	\$61,305.00	\$50,491	\$0
Source	Other	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA/counselor added using college readiness block grant in year 1 to support unduplicated students with eligibility into college programs. .5FTE	1000-1999: Certificated Personnel Salaries Continue with additional .42 FTE TOSA/counselor to support unduplicated students with eligibility into college programs.	1000-1999: Certificated Personnel Salaries TOSA will be put back into the classroom. Grant that supported the TOSA/Counselor has run out of money.
Amount		\$30,206	\$0
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Continue with additional .25 FTE TOSA/counselor to support unduplicated students with eligibility into college programs. Finishes with College and Career Readiness Grant.	1000-1999: Certificated Personnel Salaries We will not have the TOSA/Counselor support position this year.

### Action 5

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain an online credit recovery program to ensure that all students and especially unduplicated students have opportunities to make up Ds and Fs to become A through G

2018-19 Actions/Services

Maintain an online credit recovery program to ensure that all students and especially unduplicated students have opportunities to make up Ds and Fs to become A through G

2019-20 Actions/Services

Maintain an online credit recovery program to ensure that all students and especially unduplicated students have opportunities to make up Ds and Fs to become A through G

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,500.00	\$12,500.00	\$12,500.00
Source	LCFF	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures APEX	5000-5999: Services And Other Operating Expenditures APEX	5000-5999: Services And Other Operating Expenditures APEX

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Maintain enough sections of Scholar Support Elective (Previously AVID) for all students at the school

2018-19 Actions/Services

Maintain enough sections of Scholar Support Elective (Previously AVID) for all students at the school

2019-20 Actions/Services

Offer enough sections of SCHOLAR for all Seniors and Freshmen. Allow Sophomores and Juniors to opt in.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$84,000.00	\$59,689	\$280,752
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries .67 FTE's	1000-1999: Certificated Personnel Salaries .51 FTE's	1000-1999: Certificated Personnel Salaries 2.23 FTE's

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools  
Specific Schools: NBECHS

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

ACT/ SAT test prep camp offered for all students at no cost in Spring and Fall

**2018-19 Actions/Services**

Maintain ACT/ SAT test prep camp offered for all students at no cost in Spring and Fall

**2019-20 Actions/Services**

Offer ACT or SAT test prep for all students at no cost in Spring and Fall.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,500.00	\$2,500.00	\$2,500.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures test prep	5800: Professional/Consulting Services And Operating Expenditures test prep	5800: Professional/Consulting Services And Operating Expenditures test prep

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools  
Specific Schools: NBECHS

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Offer at least 1 IGETC transferable college course on our campus each summer

**2018-19 Actions/Services**

Offer at least 1 IGETC transferable college course on our campus each summer

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$9,360.00	\$4,500	\$4,500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries college summer course	1000-1999: Certificated Personnel Salaries college summer course	1000-1999: Certificated Personnel Salaries college summer course



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 2

Engage with the community through focused outreach activities and recruitment to diverse populations

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Parents of unduplicated student population are not engaging in school activities require more information in order to better assist the success of their students and deserve a greater voice in the school's governance and decision making.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase diversity of student body. Increase the number of parents who volunteer to serve the school from parents of SPED, Low-SES, Reclassified, foster youth, etc.	Maintain at least a 65% student population of student groups that are underrepresented in college	More than 75% of the school's population represents an unduplicated group.	Maintain at least a 70% student population of student groups that are underrepresented in college	Maintain at least a 70% student population of student groups that are underrepresented in college
Add at least one parent representing an	While Advisory Council and Booster Club	Advisory Council and Booster Clubs both	Maintain an EL, SPED, RFEP, or Foster Parent	Maintain an EL, SPED, RFEP, or Foster Parent

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
unduplicated student population to each of the parent groups we have on campus.	started with an EL parent 2016/17 those parents did not complete the year.	recruited and maintained a parent representing the EL population and parents representing unduplicated students in 2017/2018.	on Advisory Council in some capacity. Maintain Principal's parent cabinet, add "members" as appropriate to represent as many student subgroups as possible.	on Advisory Council in some capacity. Maintain Principal's parent cabinet, add "members" as appropriate to represent as many student subgroups as possible.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Nuview Bridge Early College High School

### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Provide a series of Parent Outreach and informational nights to: Inform parents of available testing resources in English and Spanish (Accuplacer, SAT, ACT, etc.); to inform parents and students regarding the benefits of college enrollment; Offer parent educational courses in High School 101, technology, preparing for your child to go to a 4-year college, FAFSA completion, A through G and IGETC; to engage parents from underrepresented groups to encourage them to have a voice in the decision making process of the school: to meet their principal, counselors, and staff in order to become more comfortable and familiar with the face of the school.

Seek a third party vendor to provide evening/ weekend workshops for parents. Continue to provide a series of Parent Outreach and informational nights to: Inform parents of available testing resources in English and Spanish (Accuplacer, SAT, ACT, etc.); to inform parents and students regarding the benefits of college enrollment; Offer parent educational courses in High School 101, technology, preparing for your child to go to a 4-year college, FAFSA completion, A through G and IGETC; to engage parents from underrepresented groups to encourage them to have a voice in the decision making process of the school: to meet their principal, counselors, and staff in order to become more comfortable and familiar with the face of the school. Assess the need for new parent topics annually.

Seek a third party vendor to provide evening/ weekend workshops for parents. Continue to provide a series of Parent Outreach and informational nights to: Inform parents of available testing resources in English and Spanish (Accuplacer, SAT, ACT, etc.); to inform parents and students regarding the benefits of college enrollment; Offer parent educational courses in High School 101, technology, preparing for your child to go to a 4-year college, FAFSA completion, A through G and IGETC; to engage parents from underrepresented groups to encourage them to have a voice in the decision making process of the school: to meet their principal, counselors, and staff in order to become more comfortable and familiar with the face of the school. Assess the need for new parent topics annually.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$2,225	\$2,225
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Flyer/letters sent home prior to testing	4000-4999: Books And Supplies Parent Square Program	4000-4999: Books And Supplies Parent Square Program
Amount	\$750.00	\$750	\$750
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Classified translation and assistance in parent courses	2000-2999: Classified Personnel Salaries Classified translation and assistance in parent courses	2000-2999: Classified Personnel Salaries Classified translation and assistance in parent courses

Amount	\$1200.00	\$2,500	\$2750.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated OT for parent out reach	1000-1999: Certificated Personnel Salaries Certificated OT for parent out reach	1000-1999: Certificated Personnel Salaries Certificated OT for parent out reach
Amount		\$6,000	\$6,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Outside vendor for parent classes	5000-5999: Services And Other Operating Expenditures Outside vendor for parent classes

## Action 2

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

## Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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## Action 3

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: NBECHS

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Put together a committee made up of parents, certificated and classified staff to evaluate efficacy of student recruitment procedures to ensure diverse student body. Enact processes to recruit students and parents from underrepresented subgroups. Involve student and parent organizations in the recruitment process.

**2018-19 Actions/Services**

Continue to evaluate efficacy of student recruitment procedures to ensure diverse student body through committee. Continue processes to recruit students and parents from underrepresented subgroups. Continue to involve student and parent organizations in the recruitment process.

**2019-20 Actions/Services**

Continue to evaluate efficacy of student recruitment procedures to ensure diverse student body through committee. Continue processes to recruit students and parents from underrepresented subgroups. Evaluate its successes. Continue to involve student and parent organizations in the recruitment process.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$450.00	\$450.00	\$450.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Refreshments and supplies for meetings, flyers and advertisement	4000-4999: Books And Supplies Refreshments and supplies for meetings, flyers and advertisement	4000-4999: Books And Supplies Refreshments and supplies for meetings, flyers and advertisement

**Action 4**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Nuview Bridge Early College High School

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain current tutoring hours and increase counseling support for all students to ensure underrepresented students can get assistance as needed

2018-19 Actions/Services

Maintain current tutoring hours and increase counseling support

2019-20 Actions/Services

Maintain current tutoring hours and increase counseling support

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$9,996.00	\$22,488	22,291
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Tutor salary	2000-2999: Classified Personnel Salaries Tutor salary	2000-2999: Classified Personnel Salaries Tutor salary

**Action 5**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

Specific Schools: Nuview Bridge Early College High School  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: NBECHS  
[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Evaluate Advisory Council annually to ensure that State requirements and school

2018-19 Actions/Services

Evaluate Advisory Council annually to ensure that State requirements and school

2019-20 Actions/Services

Evaluate Advisory Council annually to ensure that State requirements and school



needs are being met. Make sure unduplicated parent representatives are included.

needs are being met. Make sure unduplicated parent representatives are included.

needs are being met. Make sure unduplicated parent representatives are included.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$200.00	\$200.00	\$200.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Refreshments and supplies for meetings	5000-5999: Services And Other Operating Expenditures Refreshments and supplies for meetings	5000-5999: Services And Other Operating Expenditures Refreshments and supplies for meetings

**Action 6**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: NBECHS

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action  
Unchanged Action

2017-18 Actions/Services

Create a student senate to communicate with staff regarding student issues and increase student awareness of college opportunities, encouraging greater participation in college offerings. The student senate will include underrepresented student population to ensure that their voices are heard.

2018-19 Actions/Services

Maintain a student senate to communicate with staff regarding student issues and increase student awareness of college opportunities, encouraging greater participation in college offerings. The student senate will include underrepresented student population to ensure that their voices are heard.

2019-20 Actions/Services

Research the need for a student senate to communicate with staff regarding student issues, and increase student awareness of college opportunities, encouraging greater participation in college offerings. The student senate will include underrepresented student population to ensure that their voices are heard.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$150.00	\$150.00	\$150.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Refreshments and supplies for meetings	5000-5999: Services And Other Operating Expenditures Refreshments and supplies for meetings	5000-5999: Services And Other Operating Expenditures Refreshments and supplies for meetings

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

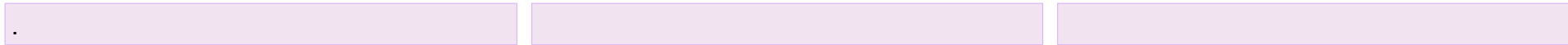
Select from New, Modified, or Unchanged for 2018-19

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

Close achievement gap by 5% each year with focused service on special populations of SPED, SED, EL, foster, and RFEP.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Improve communication and translation for foster and EL students and their families, better identify and serve needs of ELD/SPED students, improve data collection methods for reclassified students, increase participation rates in Early College Programs for subgroups, and improve SST and Academic Probation Process.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students from Unduplicated populations fall onto Academic Probation and No-Fly at a rate slightly higher than others. Students are often not	2016/17 12% of the student body fell onto Academic Probation in 2016/17. Of that number over 80% were from Unduplicated populations.	2017/18, 13.4% of the overall student body fell onto Academic Probation this year. Of that number 73% were from unduplicated population.	Reduce the number of students on Academic Probation by 5% each year. Reduce the number on AP from unduplicated	Reduce the number of students on Academic Probation by 5% each year. Reduce the number on AP from unduplicated

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
provided with supports until they are credit deficient			populations by 10% per year.	populations by 10% per year.
Students from Unduplicated populations completing A-G requirements	2016/17 60% of our students who did not complete A-G requirement were from Unduplicated populations	2017/18, 57% of our students who did not complete A-G requirement were from Unduplicated populations.	Increase the number of Unduplicated students completing A-G requirements by 5% each year	Increase the number of Unduplicated students completing A-G requirements by 5% each year
Students from Unduplicated populations eligible for and enrolled in one of our college programs.	2016/17 68% of students enrolled in at least 1 college course at MVC were from unduplicated populations	2017/18, 73% of students enrolled in at least 1 college course at MVC were from unduplicated populations	Increase percentage of students from unduplicated groups enrolled in our Early College Program by 5% per year until the percentage matches or exceeds the overall population percentage of that group for the school.	Increase percentage of students from unduplicated groups enrolled in our Early College Program by 5% per year until the percentage matches or exceeds the overall population percentage of that group for the school.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

Foster Youth

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: NBECHS

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Identify a current office employee to work with foster youth. Identify and assist to find resources to increase the percentage of Foster Students who are A-G certified by 5% each year (as available). Liaise with courts and court officers as needed.

**2018-19 Actions/Services**

Continue funding position that serves foster youth and consider adding hours, as needed. Identify and assist to find resources to increase the percentage of Foster Students who are A-G certified by 5% each year (as available). Liaise with courts and court officers as needed.

**2019-20 Actions/Services**

Moving forward as the need arises, we will evaluate this position that serves foster youth to consider adding hours. Evaluate the position for continuation. We want to be sure that we are well-equipped to provide the necessary resources and services as appropriate for this population.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$750.00	\$1000.00	\$1200.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries OT	2000-2999: Classified Personnel Salaries OT	2000-2999: Classified Personnel Salaries OT

**Action 2**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Nuview Bridge Early College High School

**Actions/Services**

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide targeted support for young men who are struggling with academic/emotional/belonging issues through SPEAR. Provide targeted support for young women who are struggling with academic/emotional/belonging issues through MAVEN. Evaluate program effectiveness each year.

2018-19 Actions/Services

Continue to provide targeted support for young men who are struggling with academic/emotional/belonging issues through SPEAR. Provide targeted support for young women who are struggling with academic/emotional/belonging issues through MAVEN. Evaluate program effectiveness each year.

2019-20 Actions/Services

Continue to provide targeted support for young men who are struggling with academic/emotional/belonging issues through SPEAR. Provide targeted support for young women who are struggling with academic/emotional/belonging issues through MAVEN. Evaluate program effectiveness each year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000.00	0	0
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with SPEAR	5800: Professional/Consulting Services And Operating Expenditures Decided not to use the vendor anymore	5800: Professional/Consulting Services And Operating Expenditures Decided not to use the vendor anymore



Amount	\$10,000.00	0	0
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures transportation cost fieldtrips	5000-5999: Services And Other Operating Expenditures Decided not to use the vendor anymore	5000-5999: Services And Other Operating Expenditures Decided not to use the vendor anymore

### Action 3

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Continue to provide additional 12 instructional minutes per day (2160 additional minutes of instruction per year) to provide additional access for all students to core curriculum and core intervention as needed.

#### 2018-19 Actions/Services

Continue to provide additional 12 instructional minutes per day (2160 additional minutes of instruction per year) to provide additional access for all students to core curriculum and core intervention as needed

#### 2019-20 Actions/Services

Continue to provide additional 12 instructional minutes per day (2160 additional minutes of instruction per year) to provide additional access for all students to core curriculum and core intervention as needed

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$110,000.00	\$52,452	69,402
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 12 additional minutes continue to provide over 2,000 additional instructional minutes for our students.	1000-1999: Certificated Personnel Salaries 12 additional minutes continue to provide over 2,000 additional instructional minutes for our students.	1000-1999: Certificated Personnel Salaries 12 additional minutes continue to provide over 2,000 additional instructional minutes for our students.

**Action 4**

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

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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**OR**

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

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

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Refine the referral criteria and intervention process for SSTs to better implement 504s and IEPs and to ensure those students get the services they need. Continue SSTs for students who have academic difficulties.

Evaluate and refine the referral criteria and intervention process already in place for SSTs to better implement 504s and IEPs and to ensure those students get the services they need. Continue SSTs for students who have academic difficulties.

Continue evaluating and refining the referral criteria and intervention process already in place for SSTs to better implement 504s and IEPs and to ensure those students get the services they need. Continue SSTs for students who have academic difficulties.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$250.00	\$250.00	\$250.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor/ SPED OT to develop	1000-1999: Certificated Personnel Salaries Counselor/ SPED OT to develop	1000-1999: Certificated Personnel Salaries Counselor/ SPED OT to develop
Amount	\$250.00	\$250.00	\$250.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries OT for classified position to assist with SST scheduling/ paperwork.	2000-2999: Classified Personnel Salaries OT for classified position to assist with SST scheduling/ paperwork.	2000-2999: Classified Personnel Salaries OT for classified position to assist with SST scheduling/ paperwork.
Amount	\$3324.00	\$1,715	\$1,715
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend SST and 504 coordinators	1000-1999: Certificated Personnel Salaries Stipend SST and 504 coordinators	1000-1999: Certificated Personnel Salaries Stipend SST and 504 coordinators

**Action 5**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: NBECHS

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Zero period Academic Support Course will be required for all students that are at-risk and below a 2.0 GPA.

**2018-19 Actions/Services**

Zero period Academic Support Course will be required for all students that are at-risk and below a 2.0 GPA.

**2019-20 Actions/Services**

Zero period Academic Support Course will be required for all students that are at-risk and below a 2.0 GPA.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$22,000.00	\$21,839	15,812
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Prep period buy-out	1000-1999: Certificated Personnel Salaries Prep period buy-out	1000-1999: Certificated Personnel Salaries Prep period buy-out

**Action 6**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: NBECHS

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Parent meetings and additional support needed for potential at-risk students with GPAs between 2.0-2.3.

2018-19 Actions/Services

Parent meetings and additional support needed for potential at-risk students with GPAs between 2.0-2.3.

2019-20 Actions/Services

Parent meetings and additional support needed for potential at-risk students with GPAs between 2.0-2.3.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$150.00	\$150.00	\$150.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries OT to meet with parents beyond school day	1000-1999: Certificated Personnel Salaries OT to meet with parents beyond school day	1000-1999: Certificated Personnel Salaries OT to meet with parents beyond school day

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Utilize Attention 2 Attendance(A2A) and tiered intervention strategies put into place by the district to reduce truancy

2018-19 Actions/Services

Continue to assess the success of tiered intervention for student truancy already in place and refine as needed.

2019-20 Actions/Services

Continue to assess the success of tiered intervention for student truancy already in place and refine as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$9250.00	\$9250.00	\$9250.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures A2A	5000-5999: Services And Other Operating Expenditures A2A	5000-5999: Services And Other Operating Expenditures A2A

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: NBECHS
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**Actions/Services**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain additional math teacher and sections to ensure smaller class sizes in math. Provide for 4th year math electives.	Maintain additional math teacher and sections to ensure smaller class sizes in math. Provide for 4th year math electives.	Maintain additional math teacher and sections to ensure smaller class sizes in math. Provide for 4th year math electives.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$104,570.00	\$152,566	\$77,201
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 1.33 FTE	1000-1999: Certificated Personnel Salaries 1.5 FTE	1000-1999: Certificated Personnel Salaries 1.0 FTE additional teacher for lower math class sizes.
Amount			56,989
Source			Base
Budget Reference			1000-1999: Certificated Personnel Salaries .5 FTE moved to base this year. Still teacher additional math courses.

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: NBECHS

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Maintain Science/Engineering teacher to provide smaller class sizes and increased student access to physics and science electives

2018-19 Actions/Services

Maintain Science/Engineering teacher to provide smaller class sizes and increased student access to physics and science electives

2019-20 Actions/Services

Maintain Science/Engineering teacher to provide smaller class sizes and increased student access to physics and science electives

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$56,500.00	\$66,424	\$101,928
Source	LCFF	LCFF	Base
Budget Reference	1000-1999: Certificated Personnel Salaries current intern	1000-1999: Certificated Personnel Salaries Intern salary	1000-1999: Certificated Personnel Salaries teacher salary

**Action 10**

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



**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

Specific Schools: Nuview Bridge Early College High School

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Provide EL coordinator and at least 1 class period for targeted EL support. Evaluate support classes annually to ensure that EL and R-FEP students remain eligible for the Early College Program.

**2018-19 Actions/Services**

Provide EL coordinator and at least 1 class period for targeted EL support. Evaluate support classes annually to ensure that EL and R-FEP students remain eligible for the Early College Program.

**2019-20 Actions/Services**

Provide EL coordinator and at least 1 class period for targeted EL support. Evaluate support classes annually to ensure that EL and R-FEP students remain eligible for the Early College Program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$21,023.00	\$21,866	\$23,143
Source	LCFF	LCFF	Base
Budget Reference	1000-1999: Certificated Personnel Salaries stipend and prep	1000-1999: Certificated Personnel Salaries stipend and prep	1000-1999: Certificated Personnel Salaries stipend and prep

**Action 11**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: NBECHS

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Provide stipend for Scholar Elective Coordinator to plan for focused lessons for unduplicated student population in Scholar. Ensure that enough sections of Scholar are available for all students.

**2018-19 Actions/Services**

Provide stipend for Scholar Elective Coordinator to plan for focused lessons for unduplicated student population in Scholar. Ensure that enough sections of Scholar are available for all students

**2019-20 Actions/Services**

Provide stipend for Scholar Elective Coordinator to plan for focused lessons for unduplicated student population in Scholar. Ensure that enough sections of Scholar are available for all students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,770.00	\$2,770.00	\$2,770.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries (former AVID coordinator stipend)	1000-1999: Certificated Personnel Salaries (former AVID coordinator stipend)	1000-1999: Certificated Personnel Salaries (former AVID coordinator stipend)

Amount	\$21,330.00	\$23,152	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries prep period buy out	1000-1999: Certificated Personnel Salaries prep period buy out	1000-1999: Certificated Personnel Salaries No prep buyout needed this year.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 4

Plan and implement school-wide improvements in academics, extracurricular activities, and environment

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Students need access to strong core academic classes, diverse extracurricular activities, and a safe and well-maintained campus in order to be most successful

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Next Generation Science Standards aim for "All sciences for all students." A student who completes a three year sequence of Biology, Chemistry, and Physics OR Integrated	As of 2016-17 8.6% of our students completed a three year science sequence	2017-18, 75% of our students completed the three year science sequence preferred by the UC/CSU	Increase the number of students who complete a 3 year science sequence by 5%	The class of 2021 should reach 100 percent participation in a 3-year-science sequence.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Science 1, 2, and 3 will accomplish this goal				
Most of the extracurricular activities at NBECHS are athletic. We want to increase the number of students participating in non-athletic extracurricular activities.	As of 2016-17 13% of our students participated in non-athletic extracurricular activities.	2017-18, 18% of our students participated in non-athletic extracurricular activities.	Increase the number of students participating in non-athletic extracurricular activities by 5%	Increase the number of students participating in non-athletic extracurricular activities by 5%

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Nuview Bridge Early College High School

### Actions/Services

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

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

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

Modified Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

Provide release time to teachers to begin development of new Social Studies unit plans based on new Next Gen standards, and to improve program effectiveness through alignment of Common Core State Standards and Next Generation Science Standards, emphasizing cross-curricular activities and project-based learning

2018-19 Actions/Services

Evaluate and refine implementation of new social studies framework and standards and to improve program effectiveness through alignment of Common Core State Standards and Next Generation Science Standards, emphasizing cross-curricular activities and project-based learning. Provide work days for teachers to work on cross-curricular projects and evaluate outcomes annually.

2019-20 Actions/Services

Continued to evaluate and refine implementation of new social studies framework and standards and to improve program effectiveness through alignment of Common Core State Standards and Next Generation Science Standards, emphasizing cross-curricular activities and project-based learning. Provide work days for teachers to work on cross-curricular projects and evaluate outcomes annually.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,500.00	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher planning subs	1000-1999: Certificated Personnel Salaries Teacher planning subs	1000-1999: Certificated Personnel Salaries Teacher planning subs

**Action 2**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Nuview Bridge Early College High School
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**Actions/Services**

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

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

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

Modified Action	Modified Action	Unchanged Action
-----------------	-----------------	------------------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue staff training and development in resources such as the Smarter Balanced Library, digital resources, Illuminate DNA, etc. in order to improve quality of formative assessments and preparation for CAASPP	Provide work days for teachers to create meaningful and CAASPP aligned formative assessments within content areas.	Provide work days for teachers to create meaningful and CAASPP aligned formative assessments within content areas
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$1,500.00	\$2,511
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD	1000-1999: Certificated Personnel Salaries Teacher planning subs	1000-1999: Certificated Personnel Salaries Teacher planning subs

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]	[Add Location(s) selection here]
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**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Nuview Bridge Early  
College High School

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

Offer at least two additional sections of  
visual and performing arts classes

## 2018-19 Actions/Services

Maintain least two additional sections of  
visual and performing arts classes

## 2019-20 Actions/Services

Maintain least two additional sections of  
visual and performing arts classes

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$54,000.00	\$132,496	\$149,551
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries .33 FTE	1000-1999: Certificated Personnel Salaries 1.0FTE	1000-1999: Certificated Personnel Salaries 1.0 FTE
Amount	\$6500.00	\$4,500.00	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Rights, dues, fees, travel	5000-5999: Services And Other Operating Expenditures Rights, dues, fees, travel	5000-5999: Services And Other Operating Expenditures Rights, dues, fees, travel

**Action 4**

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

**Students to be Served:**

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

**Location(s):**

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



[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Nuview Bridge Early College High School

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

Continue the peer mentoring/peer tutoring program to highlight successful habits and improve relationships among students. Plan implementation of a peer mentoring elective.

**2018-19 Actions/Services**

Expand the peer mentoring/peer tutoring program to an elective class.

**2019-20 Actions/Services**

Evaluate and continue the peer mentoring program

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,500.00	\$1,500.00	\$1,500.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated OT	1000-1999: Certificated Personnel Salaries Certificated OT	1000-1999: Certificated Personnel Salaries Certificated OT

**Action 5**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Nuview Bridge Early  
College High School**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

Provide resources for attendance at state and national competitions as groups qualify

## 2018-19 Actions/Services

Provide resources for attendance at state and national competitions as groups qualify

## 2019-20 Actions/Services

Provide resources for attendance at state and national competitions as groups qualify

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000.00	\$5,100	\$5,100
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Nonathletic competitions	5000-5999: Services And Other Operating Expenditures Nonathletic competitions	5000-5999: Services And Other Operating Expenditures Nonathletic competitions

**Action 6**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Nuview Bridge Early  
College High School**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

Develop new non-athletic competitive activities such as Academic Decathlon, Poetry Out Loud, Mock Trial, Science Olympiad, Mathletes, Sportz Improv. etc.

## 2018-19 Actions/Services

Develop new and continue non-athletic competitive activities such as Academic Decathlon, Poetry Out Loud, Mock Trial, Science Olympiad, Mathletes, Sportz Improv. etc.

## 2019-20 Actions/Services

Develop new and continue non-athletic competitive activities such as Academic Decathlon, Poetry Out Loud, Mock Trial, Science Olympiad, Mathletes, Sportz Improv. etc.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4500.00	\$4,500.00	\$4,500.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Fees, dues, travel	5000-5999: Services And Other Operating Expenditures Fees, dues, travel	5000-5999: Services And Other Operating Expenditures Fees, dues, travel

Amount	\$1500.00	\$1,500.00	\$1,500.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Materials, start up costs	4000-4999: Books And Supplies Materials, start up costs	4000-4999: Books And Supplies Materials, start up costs

### Action 7

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: NBECHS

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Maintain 1 additional campus supervisor position at 0.5 FTE

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

Unchanged Action

2018-19 Actions/Services

Maintain 1 additional campus supervisor position at 0.5 FTE

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

Unchanged Action

2019-20 Actions/Services

Maintain 1 additional campus supervisor position at 0.5 FTE

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,520.00	\$10,074	\$11,141
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Classified position Campus sup	2000-2999: Classified Personnel Salaries Classified position Campus sup	2000-2999: Classified Personnel Salaries Classified position Campus sup

### Action 8

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: NBECHS

### Actions/Services

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

Modified Action

2017-18 Actions/Services

Recruit and hire at least 1 successful student graduate as Scholar academic support coaches (tutors) to act as role model and to specifically work with unduplicated students.

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

Modified Action

2018-19 Actions/Services

Recruit and hire at least 1 successful student graduate as Scholar academic support coaches (tutors) to act as role model and to specifically work with unduplicated students.

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

Modified Action

2019-20 Actions/Services

Begin KnightLife program with two assigned teacher mentors working with junior and senior student leaders, who will mentor younger students, helping with the

academic and emotional transition to high school.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,200.00	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 1 tutor	2000-2999: Classified Personnel Salaries 1 tutor, See goal 2 for additional tutor	1000-1999: Certificated Personnel Salaries 1 tutor, see goal 2 for additional tutor

### Action 9

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

Specific Schools: NBECHS

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain computer lab aide position (1 FTE) to ensure student access to the computer lab in order to do research, word

2018-19 Actions/Services

Maintain computer lab aide position (1 FTE) to ensure student access to the computer lab in order to do research, word

2019-20 Actions/Services

Maintain computer lab aide position (1 FTE) to ensure student access to the computer lab in order to do research, word

processing printing, etc. throughout the school day.

processing printing, etc. throughout the school day.

processing printing, etc. throughout the school day.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$24,128.00	\$21,574	\$26,599
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Comp lab aides	2000-2999: Classified Personnel Salaries Comp lab aides	2000-2999: Classified Personnel Salaries Comp lab aides

**Action 10**

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

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>Students with Disabilities [Add Students to be Served selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
---	---

**OR**

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

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Foster Youth Low Income [Add Students to be Served selection here]</p>	<p><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>Specific Schools: Nuview Bridge Early College High School [Add Location(s) selection here]</p>
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**Actions/Services**

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
--	--	--

2017-18 Actions/Services

Provide and continue the tutor lab coordinator position to ensure the tutor lab is open whenever students need help

2018-19 Actions/Services

Provide and continue the tutor lab coordinator position to ensure the tutor lab is open whenever students need help

2019-20 Actions/Services

Provide and continue the tutor lab coordinator position to ensure the tutor lab is open whenever students need help

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$46,000.00	\$51,229	\$57,215
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries AVID (Scholar) Guidance tech	2000-2999: Classified Personnel Salaries AVID (Scholar) Guidance tech	2000-2999: Classified Personnel Salaries AVID (Scholar) Guidance tech



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 5

### State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

## Planned Actions / Services

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

### Action 1

OR

Actions/Services

Budgeted Expenditures



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,079,036

Percentage to Increase or Improve Services

17.98%

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

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

The proportion of the estimated supplemental and concentration grant funds of \$1,079,036 listed above with the base grant of \$6,001,644 is 17.98%. As long as the school stays on target with the spending plan then the 17.98% for increased or improved services will be met quantitatively. The LCAP is a three-year ongoing plan and very little changes have been made to the plan over the last several years. We continue to focus on our original four key goals: Implement strategies to ensure all students are eligible for four-year college admission, engage with the community through focused outreach activities and recruitment to diverse populations, close achievement gap by 5% each year with focused service on special populations of SPED, SED, EL, foster, and RFEP, and plan and implement school-wide improvements in academics, extracurricular activities, and environment. We prioritize funding for our ongoing Early College High School funding and to provide college opportunities to students who would not have that access without us. We view the LCAP plan as a road-map for improving the lives of all our students through access to the highest quality academic program, college coursework, a strong school culture, and opportunities to challenge themselves both mentally and physically. This plan includes plans to maintain and increase our college options, including an MOU with the Moreno Valley College to continue and expand our Early College, the maintenance of our Dual Enrollment and Concurrent enrollment options through Mt. San Jacinto College, and the development of additional Career Tech Ed options. Additionally, money will be set aside to continue our academic support class, the SCHOLAR program. Additional strategies will be put into place to ensure that the percentage of students who are college and career ready increase (A through G). We will continue our APEX program to ensure nearly all of our students are A-G compliant, have options and support in taking the SAT/ACT, and have access to high quality coursework that prepares them for college throughout, including Integrated Science, more math options, more arts courses, and a more rigorous foreign language pathway. Finally, we will ensure the reduction of the achievement gap by providing focussed services to our EL, SPED, and Foster Youth populations.

In the 2019-20 school year, LCAP funds will be used to maintain many of our college and student support programs. NBECHS will maintain its Scholar program for Seniors and Freshmen which will assist all student sub-populations in becoming more college and career ready as well as providing additional tutorial support to help with academic success. The tutor lab will continue to be open and staffed from 7:30AM to 4:00PM and will be a resource for all students who need academic help. Integrated Math implementation was continued and Integrated Math 3 was put into place in 2017/18, as well as a total conversion to Common Core and beginning the conversion to Next Generation science standards which will culminate with the implementation of of the Integrated Science sequence. Integrated Science 2 was implemented this year and planning has begun for Integrated Science 3. This will ensure that our students continue to receive curriculum that will prepare them for college and/or a high skilled career after graduation. Our science and engineering courses will help prepare students for challenging and well-paying careers after high school and access to Tier I science, engineering, and math programs. Over 80% of the students in these courses are from unduplicated populations. Our expansion of the arts will continue, thus providing a venue for many students to develop presentation skills and confidence, as well as developing creative problem-solving skills. These courses have been very popular with our unduplicated populations. We expanded our Theater and Band by one period each in the 2017-18 school year to address the popularity of these courses. In 2018-19, we have 1.0 FTE for Theater and .17 FTE for Band. This year these programs will serve more than 100 unduplicated students between them. Our Early College Program was maintained to ensure that our students and especially our Economically Disadvantaged and English Learners had access to college courses while in high school that will help to accelerate those students post-graduation, as well as make college more economically and psychologically accessible to all our student body. Finally, the school culture of high quality and higher expectations will be maintained in order to challenge students to take more rigorous academic pathways, while providing ample academic and social support for them if they struggle. By using the additional LCAP monies to provide additional Early College, Dual Credit, ELD support services, and Scholar, the target sub-populations have benefited through greater access to highly rigorous coursework, additional academic, social, and academic support, and through the practice of teaching them the skills necessary to be successful on their own after high school.

In the 2019-20 year funds will be used to meet our goals of professional development for all in the areas of Common Core and Next Generation Science and Social Science standards, to provide unduplicated populations much greater access to both college course work, and to support services specifically targeted for the academic improvement of those populations in several ways. First, the new Scholars Program is designed to offer support and outreach to students who are from underrepresented groups in ways the traditional program does not. The Parent classes offered by CAFE by a fellow parent has been instrumental in teaching our parents how to advocate for their students and support them at home with their studies. In addition, it helps our new Scholar Student Support program. The school will offer greater test prep to all students but especially to our unduplicated population who in the past have not taken advantage of our after school or Saturday options and who often cannot afford to take such courses on their own. NBECHS will continue its focus on professional development to increase the number of staff who are providing high quality instruction and lessons through Common Core, technology unit intervention. Highlighted below are the list of programs/services to be implemented in this LCAP year. These programs, along with the base action/services, will support Nuviev Bridge Early College High School in meeting each of the eight state priorities.

1.1 MVC ECHS MOU - This supplemental allows for unduplicated students to have access to college while in high school.

- 1.2 ACT to all 11th graders - This provides practice and a point of support for our unduplicated students scheduled to take ACT/SAT in their 11th grade year.
- 1.3 College and Career Readiness Program - Provides unduplicated students test prep, A-G planning, personalized goals to meet their college/career goals.
- 1.4 Additional FTE for counseling - This supplemental allows for unduplicated students to have smaller student to counselor ratio to meet social-emotional and academic needs.
- 1.6 Scholar FTE - Although we didn't offer Scholar for all students in 19-20 school year, we offered this support class for our new/incoming 9th graders and seniors to prepare them for college and career. Our unduplicated population learned how to keep their notebook organized, receive intervention and support via tutoring during their assigned Scholar period.
- 1.7 ACT/SAT Test Prep - We offer test prep for SAT for all of our students, including our unduplicated pupils, to prepare them for SAT, thereby preparing them for college/career.
- 1.8 IGETC Summer College Course - Our MOU with the colleges does not allow for any IGETC College Courses to be offered in the summer.
- 2.1 Parent Outreach - We were able to increase our parent communication this year with unduplicated students via Parent Square. Especially our CAFE Project-2-Inspire classes offered to parents taught by a parent on how to advocate for their child.
- 2.3 Tutoring Hours - Maintaining our tutoring hours has allowed for unduplicated students to make up their work, understand something they may not have before and raise their grade.
- 2.4 Advisory Council - This council, which includes all stakeholders and unduplicated pupils/families, is important as a decision making entity.
- 3.1 Office Employees to Work with Foster Youth - Although we didn't have a specific person take the role of working with Foster Youth this year, all of our counselors, with their intended lower case loads, were able to identify, support and provide intervention for our foster youth population.
- 3.2 Support for Young Men and Women - This program was discontinued for the 2018-19 school year.
- 3.3 Extended School Day and School Year - Provide additional intervention support for unduplicated students through an offering of summer school and intersession/tutoring opportunities.
- 3.4 SSTs/504/IEP Intervention - We provide an intervention process and criteria for identifying students, especially unduplicated students, to receive the services they need.
- 3.5 Academic Support Course - We provide an extra period offered before or after school for unduplicated students who have been identified as at-risk, based on their GPA at progress reports and final semester grades. Students are offered tutoring services and homework checks during this time.
- 3.6 Parent Meetings for At-Risk Students - Our counselors meet with their caseloads on a regular basis.
- 3.8 Smaller Math Class Sizes - We are able to offer a 4th year of math for our unduplicated students, increasing the unduplicated students' chances of college and career readiness.
- 3.9 Science/Engineering Teacher to Provide Smaller Classes in Science - We were able to offer 6 sections of science electives for unduplicated pupils. Many of our elective science courses provide hands-on learning for students.

- 3.10 EL Coordinator - We offer a stipend and 1 class period of support for identified unduplicated students
- 3.11 Scholar Elective Coordinator Stipend - We provided a stipend for our Scholar Elective coordinator to plan and implement its second year of Scholar for 9th and 12th graders. Scholars is intended to support our unduplicated students with homework help, studying help, and binder checks.
- 4.1 Evaluate and Refine Implementation of New Standards in Social Science, Science, English and Math - Teachers were able to pilot different curriculums while deciding on the curriculum to fully implement. Teachers were provided time collaborate and create the Integrated Science 3 curriculum. Unduplicated students have access to the most update standards set by the state in our classrooms.
- 4.2 Formative Assessments within Content Areas - Science teachers will be provided time to plan assessments aligned to NGSS. Unduplicated students were given access to content that would prepare them for the CAST.
- 4.4 Peer Mentoring - Although we decided to keep this as an after school program rather than an elective class, unduplicated students have access to tutoring and peer mentoring as a community service.
- 4.5 State and National Competitions - We were able to fund 9 students for a theatre competition out of state and many of the students in the program are unduplicated.
- 4.6 Non-athletic Competitive Activities - We offer ways for our unduplicated students to participate in activities after-school.
- 4.7 Campus Supervisor - We added .5 FTE campus supervisor to keep campus safe and secure during non instructional time.
- 4.8 Scholar Academic Support Coach - We assign tutors to our highest need classes for unduplicated students as determined by D/F rates.
- 4.9 Computer Lab Aide Position - Our computer lab aide has been instrumental in supporting students and providing a space for students to work on credit recovery program, APEX, during the school day.
- 4.10 Tutor Lab Coordinator - The tutor lab coordinator organizes the schedule for all tutors and provided a space for our unduplicated students to have a place to receive tutoring help and access to computers and printing.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,009,325

Percentage to Increase or Improve Services

17.79%

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

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

The proportion of the estimated supplemental and concentration grant funds of \$1,019,860 listed above with the base grant of \$5,673,555 is 17.79%. As long as the school stays on target with the spending plan then the 17.79% for increased or improved services will be met quantitatively. The LCAP is a three-year ongoing plan and very few changes have been made to the plan over the last several years. We continue to focus on our original four key goals: Implement strategies to ensure all students are eligible for four-year college admission, engage with the community through focused outreach activities and recruitment to diverse populations, close achievement gap by 5% each year with focused service on special populations of SPED, SED, EL, foster, and RFEP, and plan and implement school-wide improvements in academics, extracurricular activities, and environment. We prioritize funding for our ongoing Early College High School funding and to provide college opportunities to students who would not have that access without us. We view the LCAP plan as a road-map for improving the lives of all our students through access to the highest quality academic program, college coursework, a strong school culture, and opportunities to challenge themselves both mentally and physically. This plan includes plans to maintain and increase our college options, including an MOU with the Moreno Valley College to continue and expand our Early College, the maintenance of our Dual Enrollment and Concurrent enrollment options through Mt. San Jacinto College, and the development of additional Career Tech Ed options. Additionally, money will be set aside to continue our academic support class, the SCHOLAR program. Additional strategies will be put into place to ensure that the percentage of students who are college and career ready increase (A through G). We will continue our APEX program to ensure nearly all of our students are A-G compliant, have options and support in taking the SAT/ACT, and have access to high quality coursework that prepares them for college throughout, including Integrated Science, more math options, more arts courses, and a more rigorous foreign language pathway. Finally, we will ensure the reduction of the achievement gap by providing focussed services to our EL, SPED, and Foster Youth populations.

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College Program was maintained to ensure that our students and especially our Economically Disadvantaged and English Learners had access to college courses while in high school that will help to accelerate those students post-graduation, as well as make college more economically and psychologically accessible to all our student body. Finally, the school culture of high quality and higher expectations will be maintained in order to challenge students to take more rigorous academic pathways, while providing ample academic and social support for them as they struggle. By using the additional LCAP monies to provide additional Early College, Dual Credit, ELD support services, and Scholar, the target sub-populations have benefited through greater access to highly rigorous coursework, additional academic, social, and academic support, and through the practice of teaching them the skills necessary to be successful on their own after high school.

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1.1 MVC ECHS MOU - This supplemental allows for unduplicated students to have access to college while in high school.

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2.3 Tutoring Hours - Maintaining our tutoring hours has allowed for unduplicated students to make up their work, understand something they may not have before and raise their grade.

2.4 Advisory Council - This council, which includes all stakeholders and unduplicated pupils/families, is important as a decision making entity.

3.1 Office Employees to Work with Foster Youth - Although we didn't have a specific person take the role of working with Foster Youth this year, all of our counselors, with their intended lower case loads, were able to identify, support and provide intervention for our foster youth population.

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4.2 Formative Assessments within Content Areas - Science teachers will be provided time to plan assessments aligned to NGSS. Unduplicated students were given access to content that would prepare them for the CAST.

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4.5 State and National Competitions - We were able to fund 9 students for a theatre competition out of state and many of the students in the program are unduplicated.

- 4.6 Non-athletic Competitive Activities - We offer ways for our unduplicated students to participate in activities after-school.
- 4.7 Campus Supervisor - We added .5 FTE campus supervisor to keep campus safe and secure during non instructional time.
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- 4.9 Computer Lab Aide Position - Our computer lab aide has been instrumental in supporting students and providing a space for students to work on credit recovery program, APEX, during the school day.
- 4.10 Tutor Lab Coordinator - The tutor lab coordinator organizes the schedule for all tutors and provided a space for our unduplicated students to have a place to receive tutoring help and access to computers and printing.

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$975,560

18.27%

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

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

For the LCAP year 2017-18, the LEA projects expenditures for supplemental/concentration funds at \$972,952 and in 2018-19 \$1,019,860, which is at target. This would indicate a need to increase services provided to Low Income, English Learners, Foster Youth, SPED and pupils Re-designated as Fluent English Proficient (RFEP), by 18.16%. The School's average of 66.13% unduplicated population allows the School to designate most of the activities as school-wide efforts. Additional professional development will be provided for certificated staff for common core implementation specifically including instructional strategies of English Learners, Foster Youth, Low Income and RFEP students. The continued expansion of counseling services will support student achievement and provide a additional college program oversight and more specific focus on foster youth, EL, and Low-income supports. Scholar teachers provide targeted interventions to underachieving students, as well as support Tier One school wide strategies. Although not a complete list of programs/services to be implemented in the first LCAP year, these programs, in addition to the base action/services, will support NBECHS in meeting each of the eight state priorities. The increased/improved services described in section C for the Low Income, English Learners and Foster Youth students in our School are calculated to meet the Supplemental and Concentration Grant expenditure levels of \$972,952 in Year 1 and will continue to meet the projected increase in Supplemental/Concentration expenses of \$1,019,860 in Year 2, and \$1,073,679 in Year 3 (exceeds target for that year). These increases reflect a minimum Proportionality Percentage of 18.27% in year one, 18.27% in year two, and 18.16% in year three. These percentage amounts will be dedicated to increase/improve services to unduplicated students over services provided for all students in the LCAP year.

In the 2017-18 school year LCAP funds were used to maintain many of our college and student support programs. NBECHS maintain its school-wide Scholar-for-all program which will assisted all student sub-populations in becoming more college and career ready as well as providing additional tutorial support to help with academic success. Integrated Math implementation was continued and Integrated Math 3 was put into place, as well as a total conversion to Common Core and beginning the conversion to Next Generation science standards this year that will ensure that our students continue to receive curriculum that will prepare them for college and or a high skilled career after graduation. Our science and engineering courses will help prepare students for challenging and well-paying careers after high school and access to Tier I science, engineering and math programs. Over 80% of the students in these courses are from unduplicated populations. Our expansion of the arts continued this year and offered a venue for many students to develop presentation skills and confidence as well as developing creative problem solving skills. These courses have been very popular with our unduplicated populations. We expanded our Theater and Band by one period each 2017-18 school year to address the popularity of these courses. In 18-19 it will be expanded further to include 1.0 FTE for Theater and .17 FTE for Band. This year these programs served more than 100 unduplicated students between them. Our Early College Program was maintained to ensure that our students and especially our Economically Disadvantaged and English Learners had access to college courses while in high school that will help to accelerate those students post-graduation as well as make college more economically and psychologically accessible to all our student body. Of our 421 unduplicated students 401 have benefited from individual college credit attainment at some level this year. Finally, we worked hard this year to maintain a school culture of high quality and higher expectations in order to challenge students to take more rigorous academic pathways while providing ample academic and social support for them as they struggle. By using the additional LCAP monies to provide additional Early College, Dual Credit, ELD support services, and for school-wide Scholar-for all, the

target sub-populations have benefited through greater access to highly rigorous coursework, additional academic, social, and academic support, and through the practice of teaching them the skills necessary to be successful on their own after high school.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

### **Plan Summary**

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

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

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

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

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

### **Comprehensive Support and Improvement**

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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



## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

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

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

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

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

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

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

- (1) For a 4-Year Cohort Graduation Rate:
  - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  - (B) The total number of students in the cohort.
  - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    - (i) a regular high school diploma
    - (ii) a High School Equivalency Certificate
    - (iii) an adult education diploma
    - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  - (B) The number of students in the DASS graduation cohort.
  - (C) Divide (1) by (2).

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

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

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

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



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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,256,816.00	1,226,281.00	1,216,151.00	1,256,816.00	1,484,173.00	3,957,140.00
Base	181,956.00	161,956.00	149,250.00	181,956.00	333,810.00	665,016.00
LCFF	1,019,860.00	1,009,325.00	934,818.00	1,019,860.00	1,095,363.00	3,050,041.00
Lottery	55,000.00	55,000.00	55,000.00	55,000.00	55,000.00	165,000.00
Other	0.00	0.00	77,083.00	0.00	0.00	77,083.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,256,816.00	1,226,281.00	1,216,151.00	1,256,816.00	1,484,173.00	3,957,140.00
1000-1999: Certificated Personnel Salaries	859,249.00	861,692.00	779,774.00	859,249.00	1,069,025.00	2,708,048.00
2000-2999: Classified Personnel Salaries	107,365.00	104,463.00	101,594.00	107,365.00	119,446.00	328,405.00
4000-4999: Books And Supplies	59,175.00	57,359.00	57,450.00	59,175.00	59,175.00	175,800.00
5000-5999: Services And Other Operating Expenditures	228,527.00	202,767.00	254,333.00	228,527.00	234,027.00	716,887.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00	0.00	23,000.00	2,500.00	2,500.00	28,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,256,816.00	1,226,281.00	1,216,151.00	1,256,816.00	1,484,173.00	3,957,140.00
1000-1999: Certificated Personnel Salaries	Base	30,206.00	30,206.00	0.00	30,206.00	182,060.00	212,266.00
1000-1999: Certificated Personnel Salaries	LCFF	829,043.00	831,486.00	718,469.00	829,043.00	886,965.00	2,434,477.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	61,305.00	0.00	0.00	61,305.00
2000-2999: Classified Personnel Salaries	LCFF	107,365.00	104,463.00	101,594.00	107,365.00	119,446.00	328,405.00
4000-4999: Books And Supplies	LCFF	4,175.00	2,359.00	2,450.00	4,175.00	4,175.00	10,800.00
4000-4999: Books And Supplies	Lottery	55,000.00	55,000.00	55,000.00	55,000.00	55,000.00	165,000.00
5000-5999: Services And Other Operating Expenditures	Base	151,750.00	131,750.00	129,250.00	151,750.00	151,750.00	432,750.00
5000-5999: Services And Other Operating Expenditures	LCFF	76,777.00	71,017.00	109,305.00	76,777.00	82,277.00	268,359.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	15,778.00	0.00	0.00	15,778.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	20,000.00	0.00	0.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,500.00	0.00	3,000.00	2,500.00	2,500.00	8,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	633,396.00	618,684.00	642,890.00	633,396.00	818,680.00	2,094,966.00
<b>Goal 2</b>	34,763.00	29,732.00	13,246.00	34,763.00	34,816.00	82,825.00
<b>Goal 3</b>	353,684.00	369,946.00	382,167.00	353,684.00	360,060.00	1,095,911.00
<b>Goal 4</b>	234,973.00	207,919.00	177,848.00	234,973.00	270,617.00	683,438.00
<b>Goal 5</b>			0.00	0.00	0.00	0.00
<b>Goal 7</b>			0.00	0.00	0.00	0.00
<b>Goal 8</b>			0.00	0.00	0.00	0.00
<b>Goal 9</b>			0.00	0.00	0.00	0.00
<b>Goal 10</b>			0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					



<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					