

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>District office personnel conducted a variety of meetings across the school district, gathering information from each of our stakeholders. During each meeting, the eight state priorities were reviewed and leading questions were discussed. Our District Superintendent and Chief Personnel Officer initially met with parent groups at each of our two elementary schools, (Valley View Elementary, January 9, 2014; Nuvview Elementary School, January 14th, 2014) and our middle school (Mountain Shadows Middle School, January 13, 2014) gathering input. Each parent meeting was strategically held in concurrence with our school site council meetings to ensure maximum participation. In addition, meetings were held with our English Language Advisory Committees (ELAC) at each of our two elementary schools, (Valley View Elementary, February 27, 2014; Nuvview Elementary School, February 26, 2014) and our middle school (Mountain Shadows Middle School, February 13, 2014). Furthermore, an additional community meeting was held with our District English Advisory Committee on the evening of February 27, 2014. District office staff held staff meetings at each of our elementary schools, (Valley View Elementary School, February 5, 2014; Nuvview Elementary School, February 13, 2014) and our middle school, (Mountain Shadows Middle School, February 5, 2014) to gather feedback and encourage rich conversation around building the district's plan.</p> <p>In addition to the variety of public meetings, our district has posted two separate surveys, (multiple choice and open ended response) to our district website in both English and Spanish. Survey feedback has been collected and disseminated to the proper areas required of the Local Control Accountability Plan.</p>	<ul style="list-style-type: none"> - The Nuvview Union School District Local Control Accountability Plan guides decisions and practices related to the academic, social-emotional, mental, and physical education needs of each student. In addition, the LCAP covers a portion of the required facility needs to ensure the safety and well being of our school community. - Feedback provided by members of the community and employees of both our Certificated and Classified Associations helped shape the direction of the finalized Local Control Accountability Plan. Although our agreed upon goals didn't change, how we set out to accomplish those goals were adjusted based on stakeholder feedback. - The Nuvview Union School District has an 84% unduplicated count of high needs students, including low income, English Learners and Foster Youth. The input from the stakeholder groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable voices regarding the needs and services for each of the subpopulations across the district. - Analysis of the District and school data and input from stakeholders guided development of goals and actions related to the needs of Nuvview’s students and families with a particular focus on students from low income, English Learner, and Redesignated Fluent English Proficient subgroups. Due to the high concentration of high need students, LCAP goals, actions and services were developed and implemented on a district wide basis.

Involvement Process	Impact on LCAP
<p>Our LCAP committee was formed in March of 2014. The committee was instrumental in forming the plan and ensuring the information provided by each group of stakeholders was represented.</p> <p>April 30, 2014:</p> <p>Our LCAP Committee formed of members from each of our stakeholder groups met to review and discuss our first targeted goal, “Community and Stakeholder Engagement”. Feedback from the community surveys were provide to members of the committee for review. In addition, a draft copy of the LCAP was provided, reviewed and discussed at our next session scheduled for May 1st, 2014.</p> <p>May 1, 2014:</p> <p>Our LCAP Committee met for the second time to review the information in regards to, “Community Feedback and Stakeholder Engagement” and to begin discussions on the second goal titled, “Student Safety and Well-Being”. The committee agreed that some of the goals covered would fall into multiple areas of the LCAP, not necessarily in one specific area. Our 3rd meeting is scheduled to take place Thursday May 8, 2014.</p> <p>May 8, 2014:</p> <p>Our LCAP Committee met for the 3rd time with representatives from our certificated and classified staff to discuss Goal “C”, “Professional Development for All”. Our next meeting is scheduled to take place on Thursday May 15, 2014.</p> <p>May 15, 2014:</p> <p>Our LCAP Committee met for the 4th time to discuss Goal “D”, “Align Fiscal and Human Resources to implement the Common Core”. The majority of discussions revolved around instruction and ensuring both our Certificated and Classified Staff would have access to the necessary tools to properly implement the new standards next year. Healthy discussions were had on each side of the issue with not members of the feedback committee in 100% agreement with one another.</p>	

Involvement Process	Impact on LCAP
<p>May 22, 2014: Our LCAP Committee met for the 5th time to regroup and review all of the input provided thus far. It was determined necessary due to the volume of the information collected in addition to extra time needed to properly evaluate the technological needs district wide to include in goal #5.</p> <p>May 29, 2014: Our LCAP Committee met for the 6th time to discuss Goal “E”, “Technology Support for Instruction, Data and Assessment”. Our new Director of Technology joined the committee for the afternoon to provide input. The principals discussed their plan to provide both their Parent Advisory Councils, (PAC’s) and English Language Advisory Committee’s (ELAC) with copies of the complete draft in order to received feedback prior to the Public Hearing scheduled for June 12’ 2014.</p> <p>June 5, 2014: Our LCAP Committee met for the 7th time to review the financial implications tied to each of our agreed upon goals. Our Chief Business Officer, (CBO) reviewed each line item. Changes were made in regards to priorities and the implementation timeline. Adjustments were made to further prioritize implementation of the Common Core Curriculum in order to have the strongest impact on student achievement.</p> <p>June 10, 2014: Scheduled to take place in a virtual setting. Feedback will continue to be gathered from the committee.</p>	

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	Goal A: Professional Development for All							
Need: Staff training to	A1: Positive Behavior Intervention Support	All	NES, VVES, MSMS		Inservice training for	Inservice training for	Inservice training for	Pupil Achievement (4); Other Pupil

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provide consistent, systematic support across the district. Metric(s): Professional Development Sign-in Sheets					70% of certificated staff Inservice training for 20% of identified classified staff.	80% of certificated staff Inservice training for 40% of identified classified staff.	90% of certificated staff Inservice training for 60% of identified classified staff.	Outcomes (8); Pupil Engagement (5); School Climate (6). Basic (1)
Need: Provide Staff Development to ensure smooth transition to Common Core State Standards Metric: Submit updated units of study to site administration upon completion.	A2: Provide Common Core Implementation Professional Development and instructional strategies.	All	NES, VVES, MSMS		Develop units of study across each subject area. Instructional strategies to be discussed, reviewed and refined.	Refine units of study across each subject area. Instructional strategies to be discussed, reviewed and refined.	Refine units of study across each subject area. Instructional strategies to be discussed, reviewed and refined.	Implementation of State Standards (2); Pupil Achievement (4); Other pupil outcomes (8)

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<p>Need: Ensure decisions are made on a consistent basis depending on employee.</p> <p>Metric: Quarterly review recess discipline reports to ensure consistency and reduce suspension rates.</p>	A3: Train supervision staff in school-wide, consistent procedures	All	NES, VVES, MSMS		Gather baseline data from discipline reports. Provide supervision staff with 2 half-day (4 hour) trainings.	Decrease inconsistencies by 5%. Provide further supervision staff trainings as needed.	Decrease inconsistencies by 5%. Provide further supervision staff trainings as needed.	Pupil Engagement (5); School Climate (6); Other Pupil Outcomes (8).
<p>Need: K-6 students need to receive writing instruction that is structured and consistent across grade levels</p> <p>Metric: Quarterly review to ensure consistency.</p>	A4: Train K-6 Instructional staff on district-wide writing program. Identified Classified Staff as well.	K-6	NES, VVES		Research and select State Approved Writing program.	Train 80% of staff in new writing program.	Train 100% of staff in new writing program.	Implementation of Common Core (2); Pupil Achievement (4)
<p>Need:</p>	A5: Train both	All	NES, VVES,		Fully Train	Finalize	Adjust	Implementation of

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The Nuview Union School District will be implementing a new student information system with components necessary to create benchmark assessments. Metric: Staff will determine which portions of the system will be used to best impact student achievement.	certificated and classified staff on the Illuminate student information system.		MSMS		100% of Staff on the new student informational portions of the program. Begin to develop new benchmark assessments in the Illuminate program.	benchmark assessments across each grade level.	benchmark assessments as needed to adapt to the SBAC Test.	Common Core (2); Pupil Achievement (4)
Need: Specialized training for staff is required to meet the needs of our English Learner Population,	A6: Provide certificated staff with targeted training for implementation of CCSS directed to our English Learner Population.	ELL	NES, VVES, MSMS		Train staff on English Language Instructional techniques.	Train staff on English Language Instruction techniques.	Train staff on English Language Instruction techniques.	Implementation of CCSS (2); Pupil Achievement (4); Pupil Engagement (5)

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ultimately closing the achievement gap. Metric: Professional Development Sign in Sheets. Increase EL reclassification rate.								
	Goal B: Student Safety and Well-Being							
Need: Students at Mountain Shadows are being suspended at a higher rate (13%) when compared to the other schools countywide. Metric: Suspension rates	B1: Reduce suspension rate at Mountain Shadows Middle School	7,8	MSMS		Gather baseline data under new protocols and site leadership. Implement, monitor, and track effect on bullying.	Reduce number of suspensions by 5% while providing positive behavior interventions options to decrease undesired behavior.	Reduce number of suspensions by 5% while providing positive behavior interventions options to decrease undesired	Pupil Engagement (5); School Climate (6)

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and reasons for the suspension will be reviewed on a quarterly basis to ensure progress.						Implement, monitor, and track effect on bullying.	behavior. Implement, monitor, and track effect on bullying.	
Need: Reinstate walking distances for students equivalent to the distance stated in board policy during the 2010-11 school year. Metric: Decrease number of tardies and increase attendance rate.	B2: Expand our transportation routes for home to school transportation.	All	NES, VVES, MSMS		Reinstate walking distance of ¾ mile for students K-6 and 1½ miles for students 7-8. Hire staff as necessary.	Monitor newly implemented bus routes, adjust as necessary.	Monitor newly implemented bus routes, adjust as necessary.	Pupil Engagement (5).
Need: Any and all forms of bullying are unacceptable at any of our school	B3: Decrease number of "Bullying incidents" during school hours to decrease the number	All	NES, VVES, MSMS		Gather baseline data on reports of bullying at each of the 3	Decrease the number of incidents reported through the	Decrease the number of incidents reported	Pupil Achievement (4); Parent Involvement (3); Pupil Engagement (5); School Climate

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<p>sites.</p> <p>Metric: Instances of bullying will be monitored through the use of our SPRIGIO reporting system, office referrals and other reporting systems to ensure quarterly decreases. Sign in sheets fro parent trainings.</p>	<p>of suspensions, expulsions and limit the middle school drop out rate.</p>				<p>school sites. Organize parent training courses on how to use SPRIGIO system. Determine parent involvement baseline.</p>	<p>SPRIGIO System, office referrals and other reporting systems by 5%. Parent involvement measurable progress.</p>	<p>through the SPRIGIO System, office referrals and other reporting systems by 5%. Parent involvement measurable progress.</p>	<p>(6).</p>
<p>Need: Schools within the Nuview Union School District are located on busy streets with a great deal of pedestrian traffic.</p> <p>Metric:</p>	<p>B4: Pursue Safe Routes to School Grant to provide sidewalk access to each of our three school sites.</p>	<p>All</p>	<p>NES, VVES, MSMS</p>		<p>Submit Safe Routes to School Grant for Nuview Elementary School.</p>	<p>Submit Safe Routes to School Grant for Mountain Shadows Middle School.</p>	<p>Submit Safe Routes to School Grant for Valley View Elementary School.</p>	<p>Basic (1); Parent Involvement (3); Pupil Engagement (5); School Climate (6)</p>

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Decrease number of tardies at each individual school site and increase attendance rate.								
<p>Need: Students in our elementary schools currently do not have regular access to a counselor when needs are determined by site intervention teams.</p> <p>Metric: Decrease number of students referred for discipline purposes. Increase support for our Foster Student</p>	B5: Addition of an elementary school PBIS counselor at Nuview and Valley View Elementary Schools	All	NES, VVES		Hire and evaluate a new elementary school counselor to share between our two elementary sites. Gather baseline data on student behavior incidents.	Evaluate the need to expand the program and potentially hire a second elementary school counselor based on the results of the information gathered in year 1.	Evaluate the program and make changes as needed based on data gathered during the first two years of the program.	Basic (1); Pupil Achievement (4); Other Pupil Outcomes (8); Pupil Engagement (5); School Climate (6).

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population.								
Need: Students need access to a trained Health Technician at all times during school hours. Metric: Ensure students are attending school regularly, decrease the number of health related absences.	B6: Add an additional 1.25 hrs. to Health Technician position at each of our three school sites.	All	NES, VVES, MSMS		Add an additional 1.25 hrs. of support in order to address identified student needs.	Evaluate additional time provided for our health techs to determine best use of funding.	Evaluate additional time provided for our health techs to determine best use of funding.	Pupil Engagement (5); School Climate (6).
Need: Mountain Shadows Middle School Relocated in the summer of 2013 to a facility with no designated media center/library. Metric: Facilities	B7: Construct a media center/library at Mountain Shadows Middle School	7,8	MSMS		During July/August of 2014, design a media center/library in Room 17 ready for student use by the commencement	Adjust the facility needs as needed based on student and staff input.	Adjust the facility needs as needed based on student and staff input.	Basic (1); Pupil Achievement (4); Pupil Engagement (5); School Climate (6); Other pupil Outcomes (8)

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Inspection Tool (FIT)					ent of the 2014/15 school year.			
Need: The kindergarten playground at Nuview Elementary School is separated by a chain link fence on it's east boundary parallel to Lakeview Avenue Metric: Facilities Inspection Tool (FIT).	B8: Construct a barrier on the east facing boundary of Nuview Elementary School around the kindergarten playground.	Kinder	NES		During July/August of 2014, develop a plan to construct a barrier surrounding the kindergarten play area at Nuview Elementary.	Maintain the barrier as needed.	Maintain the barrier as needed.	Basic (1); School Climate (6)
Need: Rooms 15 and 16 are the only two kindergarten classrooms at Nuview	B9: Kindergarten restroom accommodations at Nuview Elementary.	Kinder	NES		Construct a DSA approved restroom facility in rooms 15 and	Maintain additional restroom facility.	Maintain additional restroom facility.	Basic (1); Pupil Engagement (5); School Climate (6).

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Elementary School that don't have inside restroom facilities. Metric: Facilities Inspection Tool (FIT).					16 at Nuview Elementary School.			
Need: Kindergarten students in the "E" Pod do not have access to an interior restroom in equivalence to the other students in the kindergarten classrooms at Valley View Elementary. Metric: Facilities Inspection Tool	B10: Construct a kindergarten restroom in the, "E" Pod at Valley View Elementary School.	Kinder	VVES		Construct a DSA approved restroom facility in the "E" Pod at Valley View Elementary School.	Maintain additional restroom facility.	Maintain additional restroom facility.	Basic (1); Pupil Engagement (5); School Climate (6).

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(FIT)								
Need: Classrooms at each of our school sites lack the ability to lock/secure their classrooms from the inside potentially creating an unsafe lockdown scenario. Metric: Facilities Inspection Tool (FIT).	B11: Review the need to re-key classroom door locks at each site to ensure locking mechanism from inside the classroom. Explore optional digital locking mechanisms	All	NES, MSMS, VVES Pods		Research the need to replace door locks at each of our school sites. Explore optional locking mechanisms	Maintain locks on each of the affected classrooms.	Maintain locks on each of the affected classrooms.	Basic (1); School Climate (6)
Need: Staff members would like the ability to alert selected staff during a potentially dangerous, "lock	B12: Panic Buttons in each classroom for emergency situations.	All	NES, VVES, MSMS		Analyze the need in addition to pros and cons of installing a, "panic button" system in	Provide training and review ongoing needs of the system.	Provide training and review ongoing needs of the system.	Basic (1); School Climate (6)

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down" situation. Metric: Facilities Inspection Tool (FIT).					each of our student occupied classrooms.			
Need: The Lobby Guard System systematically ensures that visitors to each preschool site have not been convicted of a crime directly involving children. Metric: Facilities Inspection Tool (FIT).	B13: Additional Lobby Guard System at each of our preschool locations.	All	NES, VVES		Install and train affected staff on Lobby Guard System at both Nuview and Valley View Elementary Schools.	Maintain/Update Lobby Guard System. Train new staff as required.	Maintain/Update Lobby Guard System. Train new staff as required.	Basic (1); Parent Involvement (3); School Climate (6)
Need: Kindergarten play equipment at both of our elementary sites	B14: Replace outdated kindergarten playground equipment at both	Kinder	NES, VVES		Evaluate the need and research new equipment to be installed	Install selected equipment at each of our	Maintain the playground equipment installed at	Pupil Engagement (5); School Climate (6)

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are outdated and in need of replacement to meet specific safety requirements. Metric: Facilities Inspection Tool (FIT). Williams quarterly report.	Valley View and Nuview Elementary Schools.				at each of our elementary school kindergarten playgrounds.	elementary school sites.	each of our elementary school sites.	
	Goal C: Community and Stakeholder Engagement							

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Need: Increased use of two way communication Metric: Track increased numbers of parent contacts through newly implemented Illuminate Program.	C1:NUSD will increase the frequency of communication to parents through the posting of on line grading.	All	Mountain Shadows Middle School		Establish a baseline of communication by posting grades every two weeks into Illuminate SIS.	Increase the frequency of parents accessing grades on line from previous year by 5 percent.	Increase the frequency of parents accessing grades on line from previous year by 5 percent.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6); Parent Involvement(3)
Need: Increased use of two way communication Metric: Monitor the number of community phone dialers on a quarterly basis.	C2: NUSD will increase the frequency of communication to parents by phone.	All	All		Each school will use a parent dialer to send home messages a minimum of 1 time per month.	Each school will use a parent dialer to send home messages a min of 2 times per month.	Each school will use a parent dialer to send home messages a min of 2 times per month.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6); Parent Involvement(3)

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Need: Increased use of two way communication Metric: Increase parent participation at identified school events.	C3: NUSD will increase the frequency of communication to parents by email or text type services such as Remind 101.	All	All		Each school will send home an email or Remind 101 type message to all active email addresses a minimum of 1 time per month.	Each school will send home an email or Remind 101 type message to all active email addresses a minimum of 2 times per month.	Each school will send home an email or Remind 101 type message to all active email addresses a minimum of 2 times per month.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6); Parent Involvement(3)
Need: Increased opportunity for informal dialogue of school/community issues with Principal. Metric: Community/Parent Sign in sheets.	C4: NUSD will increase the frequency of communication to parents through a town hall (aka coffee talk) meeting.	All	All		Each school will hold a 'Coffee Talk' 3 times per school year to discuss happenings around the campus and community.	Each school will hold a 'Coffee Talk' 4 times per school year to discuss happenings around the campus and community.	Each school will hold a 'Coffee Talk' 5 times per school year to discuss happenings around the campus and community.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6); Parent Involvement(3)

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	Goal D: Align Fiscal and Human Resources to Implement CCSS Instruction							
Need: Ensure Highly Qualified Staff Metric: DataQuest NCLB Core and Compliant Classes by Subject.	D1 : NUSD will provide an optimum learning environment by employing highly qualified staff.	All	All		98% of teachers will be highly qualified as determined by DataQuest	98% of teachers will be highly qualified as determined by DataQuest	98% of teachers will be highly qualified as determined by DataQuest	Basic (1); Pupil Achievement(4); Course Access(7)

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<p>Need: Maintain Instructional Materials and Facilities at Zero or Resolved</p> <p>Metric: Annual SARC and Williams Quarterly Compliance</p>	D2: NUSD will maintain the district facilities and ensure instructional materials for all students.	All	All		Completely resolve any Williams issue if one were to arise.	Completely resolve any Williams issue if one were to arise.	Completely resolve any Williams issue if one were to arise.	Basic (1); Pupil Achievement(4);
<p>Need: Lower Class Sizes in k-3 classrooms.</p> <p>Metric: Class size ratio comparison from year to year consistent w LCFF funding and Ed Code requirements</p>	D3: NUSD will incrementally lower class sizes in K-3 grade classrooms.	All	NES, VVES		Lower class sizes by the requirements set up in the LCFF funding model.	Lower class sizes by requirements set up in the LCFF funding model.	Lower class sizes by requirements set up in LCFF funding model.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6), Implementation of CCSS(2); Basic (1)

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Need: Increased tech tools to help deliver CCSS instruction. Metric: Number of tech tools at school sites.	D4: NUSD will increase the amount of technology tools for classroom instruction.	All	All		Establish an baseline of current technology tools used in each classroom to create a district standard.	Increase the use and inventory of technology tools in the classroom by 10 percent from the previous year.	Increase the use of technology tools in the classroom by 10% from the previous year. By year 3 all classrooms will be standard in each grade.	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)
Need: Alignment of Common Core Lessons to Ensure full implementation Metric: Increased collaboration opportunities to ensure CCSS implementation	D5: NUSD will provide collaboration time to continue to adjust Units of Study creating a consistent curriculum across sites	All	All		Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons	Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons	Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)
Need: Ensure	D6: Students will	All	All		Establish	2 percent	2 percent	Pupil

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students are performing well on State and District Standardized Assessments Metric: Growth on SBAC and other related state and district assessments.	possess the academic skills necessary to achieve at high levels on the end of year assessments.				SBAC baseline for each subgroup of 100 or more and in total.	fewer students will perform below grade level in each subgroup of 100 or more and in total over the previous year.	fewer students will perform below grade level in each subgroup of 100 or more and in total over the previous year.	Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)
Need: Close the Achievement Gap for our Special Education Students. Metric: Professional Development Sign in Sheets. Monitor student IEP's and 504	D7: Students will receive increased quality and/or quantity of instruction. Including PD opportunities for Special Education teachers.	Special Education, At-Risk (Low Income)	All		Special Education teachers and administrators will be trained in IEP compliance and Creation. Baseline Determined.	Special Education students will increase scores on benchmark reading assessment by 4 percent.	Special Education students will increase scores on benchmark reading assessment by 4 percent	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)

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Plans.							and on SBAC by 4 percent.	
Need: Flexibility in FTE at the Middle School to build a solid instructional schedule. Metric: Ensure added 6 th period assignment is meeting the needs fro flexibility. Evaluate semi-annually.	D8: Provide an additional 6 th period assignment above the allocated FTE for scheduling flexibility.	All	MSMS		Provide one additional 6 th period assignment to allow for scheduling flexibility and lower an impacted class.	Provide one additional 6 th period assignment to allow for scheduling flexibility and lower an impacted class	Provide one additional 6 th period assignment to allow for scheduling flexibility and lower an impacted class.	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2); Basic (1); Course of Study (7)
Need: Fine Arts program activities to correlate with the implementation of the Common Core State Standards. Metric:	D9: District Support for each school site's Fine Arts Program.	All	NES, VVES, MSMS		Supplement each site allocation with an additional \$1,000 to implement Fine Arts Program	Adjust dollar amount as needed based on individual site implementation	Adjust dollar amount as needed based on individual site implantation.	Pupil Engagement (5); School Climate (6); Other Pupil Outcomes (8); Course of Study (7).

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Evaluate use of designed funds to ensure proper usage. Evaluate Master Schedule to ensure implementation.								
Need: Additional programs at each site to help support each identified group of students. Metric: Opportunities provided that require financial support will be evaluated to ensure best use of funds determined through enrollment data.	D10: Increase, "High Achiever" opportunities for identified students.	High Achievers	NES, VVES, MSMS		Supplement each site with an additional \$1,000 to implement increased High Achiever opportunities .	Adjust dollar amount as needed based on individual site implementation.	Adjust dollar amount as needed based on individual site implementation.	Pupil Engagement (5); School Climate (6); Other Pupil Outcomes (8); Course of Study (7).
Need: Use of consistent	D11: Create common assessment windows	All	NES, VVES, MSMS		Identify four different	Identify four different	Identify four	Pupil Achievement(4);

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Benchmarks across NUSD to calibrate instruction Metric: Use of Illuminate SIS to measure benchmark data.	at each site to administer District Wide Benchmarks				checkpoints in the school year to administer benchmark assessments and use data from Illuminate to inform instruction	checkpoints in the school year to administer benchmark assessments and use data from Illuminate to inform instruction	different checkpoints in the school year to administer benchmark assessments and use data from Illuminate to inform instruction	Pupil Engagement(5); Implementation of CCSS(2)
Need: With the adoption of the new CCSS, we will need to evaluate and determine which instructional materials will need to be supplemented or replaced. Metric:	D12: Determine the level of need in regards to adopting State Approved Textbooks for Language Arts and Mathematics	All	NES, VVES, MSMS		Form a committee to review core curriculum options for our Mathematics program K-8. Begin review materials. Possibly buy	Pilot state approved mathematic samples at selected grade levels district-wide. Form a committee to review	Adopt new mathematics materials based on findings of committee. Pilot state approved language arts	Basic (1); Implementation of Common Core (2); Course Access (7); Pupil Achievement (4).

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Quarterly Williams review.					materials and implement based on committee's recommendation.	language arts materials.	samples at selected grade levels district-wide.	
Need: Our current report cards reflect student progress on antiquated requirements. Current alignment is necessary. Metric: Completion of the Common Core Report Cards.	D13: Adopt new report card to reflect the State Adopted Common Core State Standards.	K-6	NES, VVES, MSMS		Form a report card committee made up of site administrators and certificated teaching staff. Implement new report card K-8, board approved.	Evaluate and adjust identified areas as necessary.	Evaluate and adjust identified areas as necessary.	Implementation of Common Core (2); Pupil Achievement (4); Other Pupil Outcomes (8).
Need: As staff continue to build instructional units, new	D14: Provide funding for, "bridge" instruction materials across each grade	All	NES, VVES, MSMS		Provide each grade level with a monetary	Evaluate and adjust material request as	Evaluate and adjust material request as	Implementation of Common Core (2); Pupil Achievement (4); Other Pupil;

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common core aligned materials will need to be purchased. Metric: Williams Quarterly Report	level as we transition to the Common Core.				amount to be used to support CCSS transition. Materials requested must be approved by Site and district administration and Board of Trustees	necessary.	necessary.	Course Access (7); Outcomes (8); Basic (1).
	Goal E: Technology Support for Instruction, Data, and Assessment							
Need: Build a stronger infrastructure Metric: IT/Technology Plan.	E1: Increase network capacity to meet the needs of additional devices.	All	All		Analyze/Evaluate network infrastructure and core components. Upgrade for future	Continue adding additional devices to meet student and staff needs.	Continue adding additional devices to meet student and staff	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)

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					additional devices.		needs.	
Need: Additional Support to address technology issues Metric: FCMAT Report and IT/Technology Plan.	E2: Use FCMAT report as a guide to add additional personnel support to the technology department.	All	All		Analyze/Evaluate work orders and add personnel where additional need is determined.	Continue to monitor personnel and adjust as needed.	Continue to monitor personnel and adjust as needed.	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)
Need: Survey staff on an annual basis on needs in technology. Metric: Data from staff Survey Monkey sent out to all employees.	E3: Conduct a semi-annual technology survey to gather input on staff technology needs.	All	All		Send out annual technology survey and continue to assess site needs.	Send out annual technology survey and continue to assess site needs.	Send out annual technology survey and continue to assess site needs.	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)
Need: Better prepare our students for SBAC by improving computer skills Metric: Increased	E4: Provide increased opportunity for computer skills by analyzing and implementing programs that will	All	All		Investigate best options and 'push out' programs to labs at school	Increase the amount of students accessing this program by 10	Increase the amount of students accessing this program by	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)

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opportunity for computer skills. IT/Technology Plan.	meet the needs of our students for SBAC.				site. Develop baseline and standardize best option.	percent from the previous year.	10 percent from the previous year.	
Need: Support implementation of new technology based programs. Metric: Professional Development Sign in Sheets.	E5: Support new and existing computer based programs, (ie. Illuminate, Read 180, Meals Plus and Synched Solution).	All	All		Hold trainings with staff throughout the year to ensure successful implementation of the tech component of these programs.	Hold trainings with staff throughout the year to ensure successful implementation of the tech component of these programs.	Hold trainings with staff throughout the year to ensure successful implementation of the tech component of these programs.	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2); Course of Study (7).
Need: Due to the fact there are ongoing changes to our technology procedures, students and their families will be required to sign	E6: Annually update the district-wide computer use policy.	All	All		Develop and update district-wide computer use policy. Distribute to each school site for	Develop and update district-wide computer use policy. Distribute to each school site for	Develop and update district-wide computer use policy. Distribute to each	Parent Involvement (3); Pupil Engagement (5); School Climate (6)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
an annual computer use policy. Metric: Ensure required signatures from students and parents when necessary are collected on a regular basis.					required signatures.	required signatures.	school site for required signatures.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code

section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
A1: Positive Behavior Intervention Support	Pupil Achievement (4); Other Pupil Outcomes (8); Pupil Engagement (5); School Climate (6).	Provide professional development opportunities for both our classified and certificated staffs.	LEA-wide		Inservice training for 70% of certificated staff. Inservice training for 20% of identified classified staff \$18,000 LCFF BASE FUNDING	Inservice training for 80% of certificated staff. Inservice training for 40% of identified classified staff \$21,000 LCFF BASE FUNDING	Inservice training for 90% of certificated staff. Inservice training for 60% of identified classified staff \$22,000 LCFF BASE FUNDING
A2: Provide Common Core Implementation Professional Development	Implementation of State Standards (2); Pupil Achievement (4); Other pupil outcomes (8)	Staff will develop and refine course units of study, with focused trainings on instructional strategies.	LEA-wide		Develop units of study across each subject area. Instructional strategies to be discussed, reviewed and refined. \$3,000	Refine units of study across each subject area. Instructional strategies to be discussed, reviewed and refined.	Refine units of study across each subject area. Instructional strategies to be discussed, reviewed and refined.
A3: Train supervision staff	Pupil Engagement (5);	Classified staff will be trained	LEA-wide		Gather baseline data from	Decrease inconsistencies	Decrease inconsistencies

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
in school-wide, consistent procedures	School Climate (6); Other Pupil Outcomes (8).	on consistent practices at each of our individual school sites			discipline reports. Provide supervision staff with 2 half-day (4 hour) trainings. \$1,200 LCFF funded	by 5%. Provide further supervision staff trainings as needed. \$500 LCFF funded	by 5%. Provide further supervision staff trainings as needed. \$500 LCFF funded
A4: Train K-6 Instructional staff, (Certificated and identified Classified) on district-wide writing program.	Implementation of Common Core (2); Pupil Achievement (4)	Certificated and identified classified staff will be trained on a common core approved writing system that will be consistent across the district	K-6		Research and select State Approved Writing program. \$25,000 LCFF funded	Train 80% of staff in new writing program. \$21,000 LCFF funded	Train 100% of staff in new writing program. \$6,000 LCFF funded
A5: Train both certificated and classified staff on the Illuminate student information system.	Implementation of Common Core (2); Pupil Achievement (4)	Staff will need to be appropriately trained on the new Student Information System in order to keep updated records and	LEA-wide		Fully Train 100% of Staff on the new student informational portions of the program. Begin to develop new benchmark assessments in	Finalize benchmark assessments across each grade level.	Adjust benchmark assessments as needed to adapt to the SBAC Test.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		develop benchmark assessments as necessary.			the Illuminate program. \$NO COST	\$ NO COST	\$ NO COST
A6: Provide certificated staff with targeted training for implementation of CCSS directed to our English Learner Population.	Implementation of CCSS (2); Pupil Achievement (4); Pupil Engagement (5)	Students identified as English Learners will receive necessary interventions in order to close the existing achievement gap.	LEA-wide		Train staff on English Language Instructional techniques. \$10,000 LCFF Funded	Train staff on English Language Instruction techniques. \$10,000 LCFF funded	Train staff on English Language Instruction techniques. \$10,000 LCFF Funded
B1: Reduce suspension rate at Mountain Shadows Middle School	Pupil Engagement (5); School Climate (6)	Ensure that the suspension rate for students at MSMS decreases to align with county average.	MSMS		Gather baseline data under new protocols and site leadership.	Reduce number of suspensions by 5% while providing positive behavior interventions options to decrease undesired behavior.	Reduce number of suspensions by 5% while providing positive behavior interventions options to decrease undesired behavior.
B2: Expand our transportation routes for home to school	Basic (1); Pupil Engagement (5).	Provide transportation options for students.	LEA-wide		Reinstate walking distance of ¼ mile for students K-6 and	Monitor newly implemented bus routes, adjust as	Monitor newly implemented bus routes, adjust as

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
transportation.					1 ½ miles for students 7-8. Hire staff as necessary. \$65,000 LCFF BASE FUNDING	necessary.	necessary.
B3: Decrease number of "Bullying incidents" during school hours.	Pupil Achievement (4); Parent Involvement (3); Pupil Engagement (5); School Climate (6).	Through the use of a variety of reporting systems, ensure bullying instances are minimized at each school site.	School-wide MSMS		Gather baseline data on reports of bullying at each of the 3 school sites. Organize parent training courses on how to use SPRIGIO system. \$200 LCFF FUNDED	Decrease the number of incidents reported through the SPRIGIO System, office referrals and other reporting systems by 5%. \$200 LCFF FUNDED	Decrease the number of incidents reported through the SPRIGIO System, office referrals and other reporting systems by 5%. \$200 LCFF FUNDED
B4: Pursue Safe Routes to School Grant to provide sidewalk access to each of our three school sites.	Basic (1); Parent Involvement (3); Pupil Engagement (5); School Climate (6)	Provide safe walking options for students in our school community.	LEA-wide		Submit Safe Routes to School Grant for Nuvview Elementary School.	Submit Safe Routes to School Grant for Mountain Shadows Middle School.	Submit Safe Routes to School Grant for Valley View Elementary School.
B5: Addition of an elementary school PBIS counselor at	Basic (1); Pupil Achievement (4); Other Pupil	Provide counseling services for	NES, VVES		Hire and evaluate a new elementary	Evaluate the need to expand the program and	Evaluate the program and make changes as

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Nuview and Valley View Elementary Schools	Outcomes (8); Pupil Engagement (5); School Climate (6).	students at the elementary level.			school counselor to share between our two elementary sites. \$95,000 LCFF BASE FUNDING	potentially hire a second elementary school counselor. \$95,000 LCFF BASE FUNDING	needed. \$ NO COST
B6: Add an additional 1.25 hrs. to Health Tech position at each of our three school sites.	Pupil Engagement (5); School Climate (6).	Increase coverage to ensure students have access to a health expert during school hours.	LEA-wide		Add an additional 1.25 hrs. of support in order to address identified student needs. \$6,750 LCFF BASE FUNDING	Evaluate additional time provided for our health techs to determine best use of funding. \$6,750 LCFF BASE FUNDING	Evaluate additional time provided for our health techs to determine best use of funding. \$6,750 LCFF BASE FUNDING
B7: Construct a media center/library at Mountain Shadows Middle School	Pupil Achievement (4); Pupil Engagement (5); School Climate (6); Other pupil Outcomes (8)	Build a Media Center at our middle school for student use.	MSMS		During July/August of 2014, design a media center/library in Room 17 ready for student use by the commencement of the 2014/15 school year.	Adjust the facility needs as needed based on student and staff input.	Adjust the facility needs as needed based on student and staff input.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$31,000 LCFF BASE FUNDING		
B8: Construct a barrier on the east facing boundary of Nuview Elementary School around the kindergarten playground.	Basic (1); School Climate (6)	Build a safety barrier surrounding the Kindergarten playground at Nuview Elementary School.	NES		During July/August of 2014, construct a barrier surrounding the kindergarten play area at Nuview Elementary. \$ 20,000 LCFF funded	Maintain the wall as needed.	Maintain the wall as needed.
B9: Kindergarten restroom accommodations at Nuview Elementary.	Basic (1); Pupil Engagement (5); School Climate (6).	Ensure equity amongst each of our Kindergarten classrooms at Nuview Elementary School.	NES		Construct a DSA approved restroom facility in rooms 15 and 16 at Nuview Elementary School. \$ 50,000 LCFF Funded	Maintain additional restroom facility.	Maintain additional restroom facility.
B10: Construct a kindergarten restroom in the, "E" Pod at Valley View Elementary School.	Basic (1); Pupil Engagement (5); School Climate (6).	Ensure equity amongst each of our Kindergarten classrooms at Valley View	VVES		Construct a DSA approved restroom facility in the "E" Pod at Valley View Elementary	Maintain additional restroom facility.	Maintain additional restroom facility.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Elementary School.			School. \$70,000 LCFF Funded		
B11: Re-key classroom door locks at each site to ensure locking mechanism from inside the classroom.	Basic (1); School Climate (6)	Provide the ability for teachers to lock secure their classrooms from inside their classrooms.	LEA-wide		Review the need to replace locking systems at each of our school sites. Replace when necessary. \$25,000 LCFF Funded	Maintain locks on each of the affected classrooms.	Maintain locks on each of the affected classrooms.
B12: Panic Buttons in each classroom for emergency situations.	Basic (1); School Climate (6)	Provide additional safety measures for school staff.	LEA-wide		Analyze the need in addition to pros and cons of installing a, "panic button" system in each of our student occupied classrooms. NO COSTS	Provide training and review ongoing needs of the system. COST TO BE DETERMINED	Provide training and review ongoing needs of the system. COST TO BE DETERMINED
B13: Additional Lobby Guard System at each of our preschool locations.	Basic (1); Parent Involvement (3); School Climate (6)	Provide a level of equity at each of our preschool and elementary school sites.	NES, VVES		Install and train affected staff on Lobby Guard System at both Nuview and Valley View	Maintain/Update Lobby Guard System. Train new staff as required.	Maintain/Update Lobby Guard System. Train new staff as required.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Elementary Schools. \$7,000 LCFF Funded	\$7,000 LCFF Funded	\$7,000 LCFF Funded
B14: Replace outdated kindergarten playground equipment at both Valley View and Nuview Elementary Schools.	Pupil Engagement (5); School Climate (6); Basic (1)	Ensure safe play equipment for our kindergarten students district-wide.	NES, VVES		Evaluate the need and research new equipment to be installed at each of our elementary school kindergarten playgrounds.	Install selected equipment at each of our elementary school sites \$80,000 LCFF funded	Maintain the playground equipment installed at each of our elementary school sites.
C1: NUSD will increase the frequency of communication to parents through the posting of on line grading.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6); Parent Involvement(3)	Increase family engagement	Mountain Shadows Middle School	TBD	Establish a baseline of communication by posting grades every two weeks into Illuminate SIS.	Increase the frequency of parents accessing grades on line from previous year by 5 percent.	Increase the frequency of parents accessing grades on line from previous year by 5 percent.
C2: NUSD will increase the frequency of communication to parents by phone.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6);	Monitor progress using reports available in the Phone Dialer	LEA-wide	TBD	Each school will use a parent dialer to send home messages a minimum of 1 time per month.	Each school will use a parent dialer to send home messages a min of 2 times per month.	Each school will use a parent dialer to send home messages a min of 2 times per month.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Parent Involvement(3)						
C3: NUSD will increase the frequency of communication to parents by email or text type services such as Remind 101.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6); Parent Involvement(3)	Monitor progress of how many active email accounts are active in our database.	LEA-wide		Each school will send home an email or Remind 101 type message to all active email addresses a minimum of 1 time per month.	Each school will send home an email or Remind 101 type message to all active email addresses a minimum of 2 times per month.	Each school will send home an email or Remind 101 type message to all active email addresses a minimum of 2 times per month.
C4: NUSD will increase the frequency of communication to parents through a town hall (aka coffee talk) meeting.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6); Parent Involvement(3)	Increase family participation in school events.	LEA-wide		Each school will hold a 'Coffee Talk' 3 times per school year to discuss happenings around the campus and community.	Each school will hold a 'Coffee Talk' 4 times per school year to discuss happenings around the campus and community.	Each school will hold a 'Coffee Talk' 5 times per school year to discuss happenings around the campus and community.
D1 : NUSD will provide and optimum learning environment by employing highly qualified staff	Basic (1); Pupil Achievement(4); Course Access	Ensure Highly Qualified Staff for the Students of NUSD	LEA-wide	TBD	98% of teachers will be highly qualified as determined by Data Quest	98% of teachers will be highly qualified as determined by Data Quest	98% of teachers will be highly qualified as determined by Data Quest
D2: NUSD will	Basic (1);	Maintain safe	LEA-wide	TBD	Completely	Completely	Completely

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
maintain the district facilities.	Pupil Achievement(4)	facilities for our students and staff			resolve any Williams issue if one were to arise. \$\$ TBD Budget available in RS 0854 & 8150	resolve any Williams issue if one were to arise. \$\$ TBD Budget available in RS 0854 & 8150	resolve any Williams issue if one were to arise. \$\$ TBD Budget available in RS 0854 & 8150
D3: NUSD will incrementally lower class sizes in K-3 grade classrooms.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6), Implementation of CCSS(2) Basic (1).	Lower Class Sizes to support student engagement as defined under LCFF	LEA-wide	TBD	Lower class sizes by the requirements set up in the LCFF funding model. \$88,000 LCFF Funded	Lower class sizes by the requirements set up in the LCFF funding model. \$88,000 LCFF Funded	Lower class sizes by the requirements set up in the LCFF funding model. \$88,000 LCFF Funded
D4: NUSD will increase the amount of technology tools for classroom instruction	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)	Increase the use and inventory in classrooms so that students are better prepared to be college and career ready.	LEA-wide		Establish an inventory of current technology tools used in each classroom to create a district standard.	Increase the use and inventory of technology tools in the classroom by 10 percent from the previous year. \$3,500 LCFF funded	Increase the use of technology tools in the classroom by 10% from the previous year. By year 3 all classrooms will be standard in each grade. \$17,500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
							LCFF Funded
D5 : NUSD will provide collaboration time to continue to adjust Units of Study creating a consistent curriculum across sites	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)	Provide collaboration time for staff to ensure a rigorous delivery of CCSS to our students.	LEA-wide		Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons. \$22,000 Funded from CCSS RS 7405	Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons. \$22,000 Funded from LCFF	Provide a minimum of 4 days of release time for each grade level to adjust CCSS lessons. \$22,000 Funded from LCFF
D6: Students will possess the academic skills necessary to achieve at high levels on the end of year	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)	Increase proficiency level for all students.	LEA-Wide		Establish SBAC baseline for each subgroup of 100 or more and in total.	2 percent fewer students will perform below grade level in each subgroup of 100 or more and in total over the previous year.	2 percent fewer students will perform below grade level in each subgroup of 100 or more and in total over the previous year.
D7: Students will receive increased quality and/or quantity of instruction. Including PD opportunities for Special Education	Pupil Achievement (4); Pupil Engagement (5); Implementation of CCSS(2)	Close the achievement gap for our SPED students.	LEA-Wide		Special Education teachers and administrators will be trained in IEP compliance and Creation. Baseline	Special Education students will increase scores on benchmark reading assessment by 4 percent.	Special Education students will increase scores on benchmark reading assessment by 4 percent and on

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
teachers.					Determined. \$1,400 Funded from AB602 RS 6500		SBAC by 4 percent.
D8: Provide an additional 6 th period assignment above the allocated FTE for scheduling flexibility.	Pupil Achievement (4); Pupil Engagement(5); Implementation of CCSS(2); Basic (1) Course of Study (7).	Provide additional flexibility to lower class sizes.	MSMS		Provide one additional 6 th period assignment to allow for scheduling flexibility and lower an impacted class. \$9,000 LCFF funded	Provide one additional 6 th period assignment to allow for scheduling flexibility and lower an impacted class. \$9,000 LCFF funded	Provide one additional 6 th period assignment to allow for scheduling flexibility and lower an impacted class. \$9,000 LCFF funded
D9: District Support for each school site's Fine Arts Program.	Pupil Engagement (5); School Climate (6); Other Pupil Outcomes (8); Course of Study (7).	Provide financial support to assist in the implementation of site determined Fine Arts Program.	LEA-Wide		Supplement each site allocation with an additional \$1,000 to implement Fine Arts Program. \$3,000 LCFF Funded	Adjust dollar amount as needed based on individual site implementation. \$3,000 +/- LCFF Funded	Adjust dollar amount as needed based on individual site implantation. \$3,000 +/- LCFF Funded
D10: Increase, "High Achiever" opportunities for identified students.	Pupil Engagement (5); School Climate (6); Other Pupil Outcomes (8);	Provide financial support to assist in the implementation	LEA-Wide		Supplement each site with an additional \$1,000 to implement	Adjust dollar amount as needed based on individual site implementation.	Adjust dollar amount as needed based on individual site implementation.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Course of Study (7).	of site determined, "High Achiever" Program.			increased High Achiever opportunities. \$3,000 LCFF funded	\$3,000 +/- LCFF Funded	\$3,000 +/- LCFF Funded
D11: Create common assessment windows at each site to administer District Wide Benchmarks	Pupil Achievement (4); Pupil Engagement(5); Implementation of CCSS(2)	Provide common assessments to identify areas of strengths and weakness for the administration of SBAC.	LEA-Wide		Identify four different checkpoints in the school year to administer benchmark assessments and use data from Illuminate to inform instruction. \$\$ included in TOSA salaries	Identify four different checkpoints in the school year to administer benchmark assessments and use data from Illuminate to inform instruction. \$\$ included in TOSA salaries	Identify four different checkpoints in the school year to administer benchmark assessments and use data from Illuminate to inform instruction. \$\$ included in TOSA salaries
D12: Determine the level of need in regards to adopting State Approved Textbooks for Language Arts and Mathematics	Basic (1); Implementation of Common Core (2); Course Access (7); Pupil Achievement (4).	Update curriculum to provide tools necessary to properly implement the Common Core State Standards.	LEA-Wide		Form a committee to review core curriculum options for our Mathematics program K-8. Begin review materials. Possible	Pilot state approved mathematic samples at selected grade levels district-wide. Form a committee to	Adopt new mathematics materials based on findings of committee. Pilot state approved language arts samples at

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					purchase of materials: \$25,000 Funded through LCFF, Title I and Lottery	review language arts materials. \$1,500 Funded from LCFF, Title I	selected grade levels district-wide. \$1,500 Funded from LCFF
D13: Adopt new report card to reflect the State Adopted Common Core State Standards.	Implementation of Common Core (2); Pupil Achievement (4); Other Pupil Outcomes (8).	Develop new report card measuring system to reflect Common Core State Standards.	LEA-Wide		Form a report card committee made up of site administrators and certificated teaching staff. Implement new report card if completed and board approved. \$500 LCFF base funding	Evaluate and adjust identified areas as necessary. \$500 LCFF base funding	Evaluate and adjust identified areas as necessary. \$500 LCFF base funding
D14: Provide funding for, "Bridge" instruction materials across each grade level as we transition to the Common	Implementation of Common Core (2); Pupil Achievement (4); Other Pupil; Course Access (7); Outcomes (8); Basic (1).				Provide each grade level with a monetary amount to be used to support CCSS transition. Materials	Evaluate and adjust material request as necessary.	Evaluate and adjust material request as necessary.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Core.					requested must be approved by Site and district administration. \$30 per student = (\$46,000) CCSS funding	\$4,600 LCFF funded	\$4,600 LCFF funded
E1: Increase network capacity to meet the needs of additional devices.	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)	Assess needs of infrastructure to move forward in adding additional devices for classrooms.	LEA-Wide		Analyze/Evaluate network infrastructure and core components. Upgrade for future additional devices. \$190,000 LCFF Funded	Send out annual technology survey and continue to assess site needs. \$50,000 LCFF Funded	Send out annual technology survey and continue to assess site needs. \$50,000 LCFF funded
E2: Use FCMAT report as a guide to add additional personnel support to the technology department.	Pupil Achievement(4); Implementation of CCSS(2)	Provide additional support to assist teachers in implementing CCSS.	LEA-Wide		Analyze/Evaluate work orders and add personnel where additional need is determined. \$103,000 LCFF Funded	Continue to monitor personnel and adjust as needed. \$2,060 LCFF funded	Continue to monitor personnel and adjust as needed. \$2,101 LCFF Funded
E3: Conduct a semi-annual technology survey	Pupil Achievement(4); Pupil	Survey staff and determine most critical needs in	LEA-Wide		Send out annual tech survey and continue to	Send out annual tech survey and continue to	Send out annual tech survey and continue to

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
to gather input on staff technology needs.	Engagement(5); Implementation of CCSS(2)	area of technology.			assess site needs.	assess site needs.	assess site needs.
E4: Provide increased opportunity for computer skills by analyzing and implementing programs that will meet the needs of our students for SBAC.	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2); Course of Study (7).	Support instructional staff with keyboarding and computing skills.	LEA-Wide		Investigate best options and 'push out' programs to labs at school site. Develop baseline and standardize best option. \$120,000 LCFF funded	Increase the amount of students accessing this program by 10 percent from the previous year. \$5,000 LCFF funded	Increase the amount of students accessing this program by 10 percent from the previous year. \$5,000 LCFF funded
E5: Support new and existing computer based programs, (ie. Illuminate, Read 180, Meals Plus and Synched Solution).	Pupil Achievement(4); Pupil Engagement(5); Implementation of CCSS(2)	Support district-wide computer based programs.	LEA-Wide		Hold trainings with staff throughout the year to ensure successful implementation of the tech component of these programs. \$3,900 LCFF & Spec Ed	Hold trainings with staff throughout the year to ensure successful implementation of the tech component of these programs. \$3,900 LCFF & Spec Ed	Hold trainings with staff throughout the year to ensure successful implementation of the tech component of these programs. \$3,900 LCFF & Spec Ed
E6: Annually update the district-wide computer use policy.	Parent Involvement (3); Pupil Engagement (5); School Climate	Ensure rules and regulations are followed by all stakeholders.	LEA-Wide		Develop and update district-wide computer use policy. Distribute to	Develop and update district-wide computer use policy. Distribute to	Develop and update district-wide computer use policy. Distribute to

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	(6)				each school site for required signatures.	each school site for required signatures.	each school site for required signatures.

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Students will receive increased quality and/or quantity of instruction. Including PD opportunities to support our English Learner and RFEP population.	Pupil Achievement(4); Pupil Engagement(5);	Close the achievement gap for our EL students.	LEA-wide (targeted for EL)		The number of EL students scoring proficient on the CELDT will increase test by 4 percent. In addition, 1 percent of EL students will be reclassified over the previous year. \$\$ included in Title III Plan	The number of EL students scoring proficient on the CELDT will increase test by 4 percent. In addition, 1 percent of EL students will be reclassified over the previous year. Included in Title III Plan	The number of EL students scoring proficient on the CELDT will increase test by 4 percent. In addition, 1 percent of EL students will be reclassified over the previous year. \$\$ Included in Title III Plan
Maintain/Increase TOSA’s at each site to support intervention and the instruction of	Pupil Achievement (4); Pupil Engagement (5); Implementation	Close the achievement GAP for our EL and low-income learners by	LEA-Wide		Add an additional TOSA to deliver Tier 2 and Common Core	Use data to support the continued positive impact of TOSA’s at	Use data to support the continued positive impact of TOSA’s at

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
CCSS	of CCSS (2); Basic (1)	providing additional intervention and support during the school day.			Instruction. \$98,000 Funded from Title I	each site. Look at adding an additional TOSA. \$99,470 Funded from Title I	each site. \$100,962 Funded from Title I
NUSD will ensure active family and student engagement through research based family engagement practices.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6); Parent Involvement(3)	Increase family engagement in school events targeted our EL, Foster youth and low-income families.	LEA-wide		Establish a baseline of families who attend school functions and feel welcome on campus.	Increase the percent of families who feel welcome and connected to schools from previous year by 5 percent. \$200 LCFF Funded	Increase the percent of families who feel welcome and connected to schools from previous year by 5 percent. \$200 LCFF Funded
NUSD will increase the amount of educational/family programs to empower them in supporting achievement and success.	Pupil Achievement(4); Pupil Engagement(5); School Climate(6); Parent Involvement(3)	Increase family engagement and learning opportunities for our parents and provide outreach services for our low-income families.	LEA-wide		Establish a baseline of families who attend parent nights and programs designed for family education and growth.	Increase the frequency of parents accessing grades on line from previous year by 5 percent.	Increase the frequency of parents accessing grades on line from previous year by 5 percent.

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

In the 2013-2014 year, the LEA has provided services in an amount equal to or exceeding the EIA allocation of \$ 273,840 for the 2012-2013, school year. For the LCAP year 2014-15, the LEA projects an allocation for supplemental/concentration funds at \$1,160,504. This would indicate a need to increase services provided to Low Income, English Learners, Foster Youth and pupils Re-designated as Fluent English Proficient (RFEP), by 11.69%. The LEA's district-wide average of 82% unduplicated population allows the district to designate most of the activities as district-wide efforts. Professional development will be provided for certificated staff for common core implementation specifically including instructionally strategies of English Learners, Foster Youth, Low Income and RFEP students. Read 180®, and a comprehensive district-wide writing program both English Learner reading/writing support programs, will be implemented at all elementary and middle schools. 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 NUSD in meeting each of the eight state priorities.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The increased/improved services described in section C for the Low Income, English Learners and Foster Youth students

in our LEA are calculated to meet the Supplemental and Concentration Grant Funding allotment of \$886,664 in Year 1 and will continue to meet the projected increase in Supplemental/Concentration funds of \$1,070,141 in Year 2, and \$700,085 in Year 3. These increases reflect a minimum Proportionality Percentage of 11.69% in year one, 12.40% in year two, and 8.22% 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.

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