Introduction:

LEA: NOVA Academy, Coachella   **Contact:** Renee Lancaster, Executive Director, renee-lancaster@nova-academy.org, (714) 569-0948   **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Involvement Process for 2016-2017 LCAP Development: • Parent Meeting: All Parents were invited to attend a spring parent meeting where school data and LCAP information was presented. After presentation there was time set aside for questions and answers, as well as feedback for the analysis of 2015-2016 goals and goal planning for 2016-2017. Parent surveys were also provided to those parents in attendance. • School Site Council: Prior to our parent meeting those parents on our school site council were gathered to gain their feedback on 2015-2016 goals, current data and feedback from 2016-2017 goals. • Staff Professional Development: All staff and faculty participated in a professional development meeting where	**Impact on 2016-2017 LCAP Development:** • Parent Meeting: Parents were able to have discussion with one another after LCAP information was presented. Each small group reported their thoughts on data and previous goals. This information was documented. See 'Parent Survey' below for specific survey data collected. • School Site Council: Three parents were in attendance during this portion of the meeting. Input provided was to continue goals regarding school climate, dual enrollment and technology. They were also in agreement that our goal #1 should be amended to reflect current CAASP testing needs.

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LCAP information was given. Staff reviewed goals, reviewed current data available, and developed a needs assessment. Once need assessment forms were collected by staff a group discussion was had regarding the goals that should be in place for the 2016-2017 school year.

- Technology Satisfaction Survey: A survey regarding technology satisfaction was distributed to all faculty via school Gmail accounts using Google Forms
- Student Survey: A survey was given to all NOVA Academy students via their Gmail account requesting opinions on the school's provided services and each of the eight state priorities listed. Quantitative data was collected at this time.
- Parent Survey: A survey was given to all parents of every NOVA Academy student requesting opinions on the school's provided services and each of the eight state priorities listed. Quantitative data was collected from this time.
- Board Meeting: The NOVA Academy school board was presented with LCAP update including all qualitative and quantitative data that had been collected. Findings were presented followed by discussion as well as question and answer session.
- Review of drafted goals: All drafted goals and LCAP plan with year benchmarks are presented to leadership team via email. Leadership team had the opportunity to provide feedback on the goals, including any suggestions or recommendations for change.
- Board Meeting: LCAP is presented to the NOVA Academy Board during June meeting and approval is voted on.

- Staff Professional Development: 9 of 10 teachers were in attendance during this particular meeting. Qualitative data included many ideas and input from previous 2015-2016 goals. Needs assessments were done as well to analyze the campuses current needs. This information was used to create and synthesize the goals for 2016-2017.
- Technology Satisfaction Survey: 13 surveys were completed and submitted via Google Forms. The 2015-2016 goal of a 75% satisfaction rate was met regarding school technology satisfaction. 75% of staff reported using IT support, 85% were "satisfied" or "very satisfied" with this support. 77% reported they were "very satisfied" or "satisfied" with the amount of technology available for classroom instruction. Regarding the speed of the internet/Wi-Fi access 69% reported "very satisfied" or "satisfied", 23% reported "dissatisfied" and 8% reported "very dissatisfied".
- Student Survey: 133 surveys were collected via student Gmail account and Google Forms. The surveys were completed in seminar classes under the instruction of the seminar teacher. "Not applicable" option was included for each question per feedback from last year's survey. Questions were also broken up to provide more specific data. There were 35 survey questions in total and all questions were mandatory. A free response comment box was added at the end of the survey for students to complete. School Safety Satisfaction rate will be calculated out of questions #30-35.
- Parent Survey: 54 parent surveys were returned. This survey was the same as the student survey but written for parents and guardians of students. Surveys were given in person at a parent meeting. Surveys were also distributed to all parents through email on a Google Form. This survey provided data for school satisfaction and school safety.

	• <u>Board Meeting:</u> Board asked questions regarding data provided and requested additional information. Board discussed how data collected would form LCAP goals. • <u>Review of Drafted Goals:</u> Leadership provided feedback about drafted goals. • <u>Board Meeting:</u> NOVA Academy board votes on presented LCAP

Annual Update of 2014-2015 Goals for the 2015-2016 LCAP:
• Goal #1
  ▪ Discussed progress made towards goal with Sophomore Seminar teachers. Reviewed curriculum maps of the past year and made changes to the scope of the course. Previously course was named CAHSEE Prep but that was changed to incorporate more needs during the 10th grade year. Once change determined is that all sophomore students will be assigned a Sophomore Seminar course for the 2015-2016 year. Students that were qualitatively surveyed stated that the Sophomore Seminar course as well as the offered CAHSEE Boot Camp Saturdays helped them in feeling prepared and ready to succeed in passing the CAHSEE. Freshman and Sophomore English and math teachers have worked hard this year to incorporate the new Common Core standards, which are a very different testing style from the CAHSEE. The content, however, still was successfully reviewed and supported through course material. Next year, it was decided that the expectations for the incorporation of CAHSEE review material into these core courses would be given for more of a school wide impact.
 	
• Goal #2
  ▪ Parents were incorporated into the review of this goal by completing the parent survey which asked about their overall satisfaction with our school as well as their satisfaction with how parents are being involved. Input
	Annual Update of 2015-2016 Goals for the 2016-2017 LCAP:
	• Goal #1
	  ▪ By Sprig 2016, the Sophomore CAHSEE pass rate will be increased to 87% overall for math and 86% overall for ELA, 67% for EL subgroup math and 57% for EL subgroup ELA
	  ▪ Due to the CAHSEE being dismissed as a requirement for graduation, this goal was not applicable since the exam was not administered. Reviewed seminar tracks with seminar teachers and the changes for next year to include SBAC to replace CAHSEE goals.
	
	• Goal #2
	  ▪ By spring 2016, we will meet an overall attendance rate of 25% for parents at all offered parent meetings and parent events.
	  ▪ Parents were incorporated into the review of this goal by completing the parent survey, which asked about their overall satisfaction with our school as well as their satisfaction with how parents are being involved. Of all parents and students surveyed a large majority agreed or strongly agreed that NOVA Academy works hard to communicate with parents. Input of parent university meetings was gathered from our administrator who oversees and organizes these meetings. Communication with parents was timely and parent meetings were consistent. Attendance still remains an issue.
	
	• Goal #3
	  ▪ By 2016, NOVA Academy will review and refine student and parent surveys as needed. Parent and student surveys will demonstrate

of parent university meetings was gathered from our administrator who oversees and organizes these meetings. This year, incentives, direct phone calls and early communication had direct impact upon our attendance at these parent meetings. For next year we desire to continue these practices to increase attendance at such meetings. There has also been discussion regarding further incentives and publicity regarding T-shirts, stickers etc.

- Goal #3
  - School Site Council, students NOVA Academy Board members, executive director and NOVA staff and faculty were all included in the review of this goal. Across the board, it was decided that the surveys be reviewed and rewritten to be more specific in questioning. There was concern to ensure that each question will only target one specific aspect of our school and to specify each question. Survey will be expanded in order to facilitate this. Discussion was also had in getting more parents to participate in completing the survey. For next year, the survey will be incorporated into a Parent University night, which will highlight the survey and gaining specific parent feedback and opinion. The intention would be to gain more parent survey responses. All stakeholders were pleased with the participation from students as well as with the way the survey data was collected and computed through the data director system. Consideration for data calculation will have to be given if data director system in not renewed for next year.

- Goal #4
  - All students, staff and faculty were consulted as stakeholders in regards to reaching this goal. Specifically,

an average of 86% overall satisfaction rate and maintain an 89% satisfaction rate in school safety.
- School Site Council, students, NOVA Academy Board members, executive director, and NOVA staff and faculty were all included in the review of this goal. Parent and student surveys were refined and re-written using all of the gathered feedback from the previous year. Student surveys were distributed and data was collected using Google forms. A seminar teacher leaving on maternity leave affected the number of surveys completed. Parent surveys were done by paper and given at a parent meeting. Due to the attendance at that meeting surveys were put on to a Google Form and emailed to parents. Unfortunately only a small number of parents have a direct email. For next year, Parent University will focus on technology integration and having parents create their own Gmail. This way the survey can be distributed and data collected via Google Forms.

- Goal #4
  - By spring 2016, NOVA Academy will revise school technology and bandwidth needs based upon the 2014-2015 SBAC testing experience and will continue to work towards the technology and bandwidth needs. Staff and faculty survey will be given with an expected satisfaction rate of 75%.
  - 13 surveys were completed and submitted via Google Forms. The 2015-2016 goal of a 75% satisfaction rate was met regarding school technology satisfaction. 75% of staff reported using IT support, 85% were "satisfied" or "very satisfied" with this support. 77% reported they were "very satisfied" or "satisfied" with the amount of technology available for classroom instruction. Regarding the speed of the internet/Wi-Fi access 69% reported "very satisfied" or "satisfied", 23% reported "dissatisfied" and 8% reported "very dissatisfied".

we have worked this year in contracting a technology consultant as well as with our two main teachers overseeing the SBAC testing process. The technology consultant firm we have contracted with will continue throughout the 2015-2016 school year. The trial run this year of the SBAC has given much insight into our technology needs. Teachers have been able to give feedback on bandwidth and speed of Internet service. Qualitatively, from both teachers and students, it has been determined that more chrome books are needed for next year. This order is being overseen by our technology consultant along with the purchase of chrome book cars as well as bandwidth, technology support, programs etc.

- Goal #5
  - Teachers have been involved as stakeholders in the process of reviewing this goal. Teachers submitted curriculum maps for each semester outlining each unit and the standards covered within each. These documents were reviewed, revised and approved by administration to ensure that all standards were being met. Although focus was given to SPED and ELL students, more focus will be given towards these sub groups for the 2015-2016 school year. Department meetings were held throughout the year to discuss curriculum maps and to ensure alignment with the Common Core Standards and inclusion of the common practices on campus. There has been discussion with the math department who has been reviewing and sampling many different integrated math courses to use next year. The math department will be selecting which publisher's curriculum they would like to purchase. Purchase of Integrated Math 1 & 2 will be made in July of 2015 ready for implementation for the 2015-2016 school

- Goal #5
  - By spring 2016, all courses will continue to transition into common core, next generation science standards, and state standards as it pertains to each content and each course will be aligned by at least 75% as measured by each course's curriculum maps.
  - Teachers have been involved as stakeholders in the process of reviewing this goal. 100% of teachers completed curriculum map documents for all courses taught in fall and spring. Curriculum maps were collected at the beginning of first and second semester (to Sanchez) and show what units will be taught and what standards are addressed. Teachers report what standards are addressed, academic vocabulary, formative assessments utilized, essential questions, objectives and resources needed for each unit as well as show the standards addressed within the unit will be assessed at the end.

- Goal #6
  - By spring 2016, 45% of 10th and 11th grade students will be eligible for dual enrollment for the 2016 summer and fall semesters.
  - Administration, counselors, executive director, parents, students and other NOVA staff and faculty were consulted as stakeholders for this goal. Currently 40% of students will be eligible for dual enrollment for the 2016 summer and fall semesters. Eligibility is determined by progress reports, finals grade as well as tardies until the end of the semester. Students can still be disqualified if they fail a class or accrue additional tardies by the end of the year. The eligibility requirements to enroll in a college course (dual enrollment/concurrent enrollment) are currently being reviewed to become slightly less stringent. The summer advantage program will continue for the summer of 2016 with a college focus. Seminar courses will continue to be embedded into each student's schedule to emphasize our college pathways program and seminar tracks are being revised to better reflect

year. Administration has also worked with other departments regarding their needs. • Goal #6 ▪ Administration, counselors, executive director, parents, students and other NOVA Academy staff and faculty were consulted as stakeholders for this goal. This year there was a focus placed on college eligibility and the desire to focus our school as an early college high school. With the efforts for the counselors, teaching staff, and administration students who qualified for college were enrolled into college courses. For those who resisted, meetings were held with the student, their academic counselor, and their parent to discuss the vision and mission of our school. The eligibility requirements to enroll in college (dual enrollment/concurrent enrollment) will remain the same for the 2015-2016 school year. The summer advantage program will continue for the summer of 2015 with a more specified emphasis on college. It has also been decided that a seminar course will be embedded into each student's schedule to emphasize our college pathways program.	the demands of the common core, 21st century skills, college entrance, SBAC and SAT/ACT prep.

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (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.

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

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

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

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

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

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

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

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

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

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

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

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	NOVA Academy will increase *California Assessment of Student Performance and Progress* (CAASPP) achievement levels on the *Smarter balance Assessment System* (SBAC) within overall, special education (SPED) and English language learner (ELL) subgroup populations.	Related State and/or Local Priorities: 1 **X** 2 **X** 3__ 4 **X** 5 **X** 6__ 7 **X** 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Increase baseline scores from CAASPP 2015 to increase overall, SPED and EL on SBAC exams and close the achievement gap between all pupils and sub groups

Goal Applies to:	Schools: NOVA Academy, Coachella
	Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	NOVA Academy will increase CAASPP achievement levels within the Overall, SPED and EL subgroup populations.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Actions and services include freshmen, sophomore and junior seminar courses; ELD specific professional development for teaching staff; implementation of SBAC Interim testing and scoring; purchase of ELD specific curriculum; individualized academic support including SPED and EL populations.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditure amount of $144,349 will be made from Fund 09; Object 1000-5000
Actions and services include capacity expansion of infrastructure and technology equipment to increase bandwidth and technology to the level needed to support all SBAC, online college courses, Next Generation Science, and Common Core implementation and instructional needs.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included
Actions and services will include providing remedial level support courses in math and ELA	School Wide	X ALL OR:	Included

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that provide students exposure to concepts on a daily basis to support mastery of skills.		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Actions and services will include purchase of Integrated Math 3 curriculum; purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	NOVA Academy will increase CAASPP achievement levels within the Overall, SPED and EL subgroup populations increasing in percentage by 10% for overall math, 10% for overall ELA, 5% for SPED subgroup math, 5% for SPED subgroup ELA, 5% for EL subgroup math, & 5% for EL subgroup ELA, until 80% of overall population meets or exceeds achievement level, as shown by the 2016-2017 CAASPP scores.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditure amount of $144,349 will be made from Fund 09; Object 1000-5000
Same as preceding year with increase in expenses due to expansion of inventoried equipment and infrastructure to support expansion of equipment and software implementation.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included
Actions and services will include purchase of core subject curriculum and other supplemental curriculum; purchase and implementation of data	School Wide	X ALL OR: __Low Income pupils __English Learners	Included

| and assessment management system; and teacher training. | | __Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	NOVA Academy will increase CAASPP achievement levels within the Overall, SPED and EL subgroup populations increasing in percentage by 10% for overall math, 10% for overall ELA, 5% for SPED subgroup math, 5% for SPED subgroup ELA, 5% for EL subgroup math, & 5% for EL subgroup ELA until 80% of overall population meets or exceeds achievement level, as shown by the 2017-2018 CAASPP scores.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Expenditure amount of $144,349 will be made from Fund 09; Object 1000-5000
Same as preceding year with increase in expenses due to expansion of inventoried equipment and infrastructure to support expansion of equipment and software implementation.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Included
Actions and services will include purchase of core subject curriculum and other supplemental curriculum; purchase and implementation of data and assessment management system; and teacher training.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Included

GOAL #2:	Increase parent input and involvement of NOVA Academy families by promoting parent participation and engagement and increase parent enrichment opportunities offered at NOVA Academy including Parent University, Parent Advisory Committee (PAC) and School Site Council (SSC).	Related State and/or Local Priorities: 1__ 2__ 3 **X** 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Goal Applies to:	Schools:	NOVA Academy, Coachella
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	By Spring 2017, parent surveys will demonstrate that 50% of parents in attendance at parent events found the information and skills shared through parent meetings to be useful.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Actions and services will include a questionnaire provided to parents to identify the topics they feel will be useful in supporting their students' academic, social and emotional needs.	School Wide	X ALL ----------------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditure amount of $1,500 will be made from Fund 09; Object 4000-5000
Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate.	School Wide	X ALL ----------------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included
Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards and	School Wide	X ALL ----------------------------------- OR: __Low Income pupils __English Learners	Included

| certificates; implementation of college fair; possible community resource/liaison individual. | | __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	By Spring 2018, parent surveys will demonstrate that 55% of parents found the information and skills shared through parent meetings to be useful.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as preceding year with slight adjustments based on feedback from previous year.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditure amount of $1,500 will be made from Fund 09; Object 4000-5000
Same as preceding year with slight adjustments based on feedback from previous year.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included
Same as preceding year with a slight anticipated increase in costs of materials and professional services.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	By Spring 2017, parent surveys will demonstrate that 60% of parents found the information and skills shared through parent meetings to be useful.

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

Same as preceding year with slight adjustments based on feedback from previous year.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditure amount of $1,500 will be made from Fund 09; Object 4000-5000
Same as preceding year with slight adjustments based on feedback from previous year.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included
Same as preceding year with a slight anticipated increase in costs of materials and professional services.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Included

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GOAL #3:	NOVA Academy will assess satisfaction of school climate via student and parent surveys in the categories of overall, school safety and school wide nutrition program.	Related State and/or Local Priorities: 1__ 2__ 3 **X** 4__ 5 **X** 6 **X** 7__ 8 **X** COE only: 9__ 10__ Local : Specify _____

Identified Need :	Measure parent and student school climate satisfaction through the categories of overall, school safety and school wide nutrition program.
Goal Applies to:	Schools: NOVA Academy, Coachella
	Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	By Spring 2017, parent and student surveys will maintain an 85% overall satisfaction rate, maintain an 84% school safety satisfaction rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Actions and services will include continued development and implementation of parent and student survey; safe campus program and development of positive school culture.	School Wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditure amount of $500 will be made from Fund 09; Object 4000-5000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	By Spring 2018, parent and student surveys will maintain an 86% overall satisfaction rate, demonstrate an 85% school safety satisfaction rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<u>X</u> ALL	

| Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs. | School Wide | OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | Expenditure amount of $500 will be made from Fund 09; Object 4000-5000 |

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	By Spring 2019, parent and student surveys will maintain an 88% overall satisfaction rate, maintain an 87% school safety satisfaction rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Expenditure amount of $500 will be made from Fund 09; Object 4000-5000

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GOAL #4:	Increase percentage of NOVA Academy students who meet the NOVA Academy eligibility requirements for dual enrollment	Related State and/or Local Priorities: 1__ 2__ 3__ 4 **X** 5__ 6__ 7 **X** 8 **X** COE only: 9__ 10__ Local : Specify _____

Identified Need :	Increase in student eligibility for dual enrollment	
Goal Applies to:	Schools:	NOVA Academy, Coachella
	Applicable Pupil Subgroups:	All Pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	By Spring 2017, 45% of all NOVA Academy students will be eligible for dual enrollment for the 2017 summer and fall semesters.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Actions and services include providing a Summer Advantage program; college pathways courses; freshman, sophomore, junior and senior seminar courses; online college courses, on campus college courses taught by university professors and providing student with textbooks, materials and transportation for college.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditure amount of $36,603 will be made from Fund 09; Object 4000-6000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	By Spring 2018, 47% of all NOVA Academy students will be eligible for dual enrollment for the 2018 summer and fall semesters.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expenditure amount of $36,603 will be made

				from Fund 09; Object 4000-6000

<div align="center">LCAP Year 3: 2018-2019</div>

Expected Annual Measurable Outcomes:	By Spring 2019, 50% of all NOVA Academy students will be eligible for dual enrollment for the 2019 summer and fall semesters.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Expenditure amount of $36,603 will be made from Fund 09; Object 4000-6000

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

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Goal #1: By Spring 2016, the Sophomore CAHSEE pass rate will be increased to 87% overall for math and 86% overall for ELA, 67% for EL subgroup math and 67% for EL subgroup ELA		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	NOVA Academy, Coachella	
	Applicable Pupil Subgroups:	All Pupils	
Expected Annual Measurable Outcomes:	Sophomore CAHSEE pass rate will be increased to 87% overall for math and 86% overall for ELA, 67% for EL subgroup math and 67% for EL subgroup ELA	Actual Annual Measurable Outcomes:	The CAHSEE was Suspended in October 2015, rendering this goal inapplicable.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Actions and services include freshmen and sophomore seminars; ELD specific professional development for teaching staff; implementation CAHSEE Revolution Prep software; purchase of ELD specific curriculum; individualized academic support.	Expenditure amount of $64,000 will be made from Fund 09; Objects 1000-52000	**Actual planned actions and services:** • Freshman and Sophomore seminar courses were implemented • purchase of ELD specific curriculum • Individualized academic support. • ELD specific professional development for teaching staff **Planned actions and services that did not occur:** • Implementation CAHSEE Revolution Prep software	$77,800

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			Effectiveness of actual actions and services and progress towards goal: • Freshman and Sophomore seminar courses were implemented – highly effective in shifting curriculum from CAHSEE to SBAC/CAASP and 21st Century Skill integration and student preparedness • Purchase of ELD specific curriculum – some purchases were made as supplemental material, however, larger program needs to be implemented • Individualized academic support – very effective in helping students make progress towards academic goals • ELD specific professional development for teaching staff.		
Scope of service:	School Wide		Scope of service:	School Wide	
X ALL			**X** ALL		
OR: __Low Income pupils **X** English Learners __Foster Youth __Re-designated fluent English proficient **X** Other Subgroups:(Specify)<u>Freshman & Sophomore Students</u>			OR: __Low Income pupils **X** English Learners __Foster Youth __Re-designated fluent English proficient **X** Other Subgroups:(Specify)<u>Freshman & Sophomore Students</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**Changes to actions and services for 2015-2016 school year:** • Actions and services will now be shifted to focus onto student achievement as shown on the SBAC/CAASP **Changes to goal for 2015-2016 school year:** • This goal is no longer applicable and will not be included for the 2016-2017 school year.				

Original GOAL from prior year LCAP:	Goal #2: By Spring 2016, we will met an overall attendance rate of 25% for parents at all offered parent meetings and parent events.	Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: NOVA Academy, Coachella
	Applicable Pupil Subgroups: All Pupils

Expected Annual Measurable Outcomes:	25% of parents will attend offered parent meetings and parent events.	Actual Annual Measurable Outcomes:	17% of parents attended the offered parent meetings and parent events for the 2015-2016 school year.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Actions and services will include monthly "Parent University" meetings which will include but may not be limited to guest speakers, food, awards and certificates; implementation of college fair.	Expenditure amount of $2,000 will be made from Fund 09; Objects 4000-5000's.	**Actual planned actions and services:** • Monthly Parent University meetings • Guest Speakers • Food **Planned actions and services that did not occur:** • N/A **Effectiveness of actual actions and services and progress towards goal:** • Our goal was not met and was missed by 8%. The actual actions and services taken to meet this goal were not effective and need to be emphasized and changed so	$715

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			that there is a dramatic increase for the 2016-2017 school year.	
Scope of service:	School Wide		Scope of service:	School Wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**Changes to actions and services for 2015-2016 school year:** • These actions and services will be continued for next year but the date time and method of communication are being changed in hopes to increase attendance. Direct communication in the form of phone calls has proven effective in the past and will be focused on for this upcoming year. • Our goal will include all parents' events including, but not limited to, School Site Council, Back to School Night, and Parent/Teacher conferences. **Changes to goal for 2015-2016 school year:** • There is a need to adjust percentages since the goal was met • Include parent meetings and parent activities (i.e. parent/teacher conference, back to school night)

Original GOAL from prior year LCAP:	Goal #3: By Spring 2016, NOVA Academy will review and refine student and parent surveys as needed. Parent and student surveys will demonstrate an average of 86% overall satisfaction rate and maintain an 89% satisfaction rate in school safety.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	NOVA Academy, Coachella
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	Review and refine student and parent surveys as needed. Parent and student surveys will demonstrate an average of 86% overall satisfaction rate and maintain an 89% satisfaction rate in school safety.	Actual Annual Measurable Outcomes:	84% of all students surveyed reported an overall satisfaction rate. 82% of all students surveyed reported an overall school safety satisfaction rate. 86% of all parents surveyed reported an overall satisfaction rate. 85% of all parents surveyed reported an overall school safety satisfaction rate. overall satisfaction rate = 85% overall school safety satisfaction rate = 84%

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Actions and services will include the development and implementation of parent and student survey; safe campus program and development of positive school culture.	Expenditure amount of $2,500 will be made from Fund 09; Objects 4300-5870	**Actual planned actions and services:** • Review and refine student and parent surveys • Distributed parent and student data to all students and all parents, via their students, and calculated data for all submitted surveys. • Development of positive school culture	No Additional Expenses

<table>
<tr>
<td></td>
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<td></td>
<td colspan="2">Planned actions and services that did not occur:
• Personal phone calls to families

Effectiveness of actual actions and services and progress towards goal:
• Overall satisfaction rate remained high, although it did miss the goal by 1%. Overall safety satisfaction rate did see a decrease of 5% from our goal.</td>
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<tr>
<td>Scope of service:</td>
<td>School Wide</td>
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<td>Scope of service:</td>
<td>School Wide</td>
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</tr>
<tr>
<td colspan="2">X ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td></td>
<td colspan="2">X ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
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<tr>
<td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td>
<td colspan="5">Changes to actions and services for 2015-2016 school year:
• Actions and services to remain the same with consideration/changes of:
    ▪ Explore safety concerns in detail and identify specific issues that are concerning to students and parents.
    ▪ Implement a safe campus program with the involvement of local law enforcement with possible periodic visits by police personnel.
    ▪ Explore areas of concern as detailed in the survey regarding satisfaction with administration, counseling and teachers.

Changes to goal for 2015-2016 school year:
• Continue to measure overall school satisfaction and safety within this goal, Increase overall satisfaction and school safety satisfaction to 85%.</td>
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</table>

Original GOAL from prior year LCAP:	Goal #4: By Spring 2016, NOVA Academy will revise school technology and bandwidth needs based upon the 2014-2015 SBAC testing experience and will continue to work towards the technology & bandwidth needs. Staff and faculty survey will be given with an expected satisfaction rate of 75%.	Related State and/or Local Priorities: 1X 2X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	NOVA Academy, Coachella
	Applicable Pupil Subgroups:	All Pupils

Expected Annual Measurable Outcomes:	Revise school technology and bandwidth needs based upon the 2014-2015 SBAC testing experience and will continue to work towards the technology & bandwidth needs. Staff and faculty survey will be given with an expected satisfaction rate of 75%.	Actual Annual Measurable Outcomes:	13 surveys were completed and submitted via Google Forms. The 2015-2016 goal of a 75% satisfaction rate was met regarding school technology satisfaction. 75% of staff reported using IT support, 85% were "satisfied" or "very satisfied" with this support. 77% reported they were "very satisfied" or "satisfied" with the amount of technology available for classroom instruction. Regarding the speed of the internet/Wi-Fi access 69% reported "very satisfied" or "satisfied", 23% reported "dissatisfied" and 8% reported "very dissatisfied".

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Actions and services include capacity expansion of inventoried equipment and infrastructure to support expansion of equipment and software implementation.	Expenditure amount of $18,000 will be made from Fund 09; Objects 4400	**Actual planned actions and services:** • Expansion of equipment and infrastructure • Expansion of software implementation **Planned actions and services that did not occur:** • N/A	$46,661

Board Approved 6/23/2016

			Effectiveness of actual actions and services and progress towards goal: • School technology and bandwidth needs were successfully addressee and the effectiveness of actions and services is seen in goal having been achieved.	
Scope of service:	School Wide		Scope of service:	School Wide
X ALL			**X** ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**Changes to actions and services for 2015-2016 school year:** • These actions and services will be embedded into the 2016-2017 Goal #1. **Changes to goal for 2015-2016 school year:** • This goal has been embedded into Goal #1 for the 2016-2017 school year.

Original GOAL from prior year LCAP:	Goal #5: By Spring 2016, all courses will continue to transition into the common core, next generation science standards, and state standards as it pertains to each content and each course will be aligned by at least 75% as measured by each course's curriculum map document.	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	NOVA Academy, Coachella
	Applicable Pupil Subgroups:	All Pupils

Expected Annual Measurable Outcomes:	All courses will continue to transition into the common core, next generation science standards, and state standards as it pertains to each content and each course will be aligned by at least 75% as measured by each course's curriculum map document.	Actual Annual Measurable Outcomes:	All courses were transitioned into the common core, next generation science standards, and state standards as it pertained to each content. Each course submitted curriculum map documents for the Fall and Spring semesters and were aligned 100% to common core standards

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Actions and services will include purchase of Level II Math curriculum; purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training.	Expenditure amount of $26,000 will be made from Fund 09; Objects 4200-5200.	**Actual planned actions and services:** • Level 1 and 2 of Integrated Math curriculum was purchased. • Core subject curriculum was purchased • Teacher training **Planned actions and services that did not occur:** • Purchase and implementation of data and assessment management system **Effectiveness of actual actions and services and progress towards goal:** • These actions and services were effective in progressing towards goal.	$29,922

Scope of service:	School Wide		Scope of service:	School Wide	
X ALL			**X** ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**Changes to actions and services for 2015-2016 school year:** • Will remain the same with the exception of the purchase of Integrated Math 3 curriculum **Changes to goal for 2015-2016 school year:** • This goal has been embedded into Goal #1 for the 2016-2017 school year.

Original GOAL from prior year LCAP:	Goal #6: By Spring 2016, 45% of 10th and 11th grade students will be eligible for dual enrollment for the 2016 Summer and Fall semesters	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	NOVA Academy, Coachella
	Applicable Pupil Subgroups:	All Pupils

Expected Annual Measurable Outcomes:	45% of all NOVA Academy students will be eligible for dual enrollment for the 2016 Summer and Fall semesters	Actual Annual Measurable Outcomes:	• Currently 40% of students will be eligible for dual enrollment for the 2016 summer and fall semesters. Eligibility is determined by progress reports, finals grade as well as tardies until the end of the semester. Students can still be disqualified if they fail a class or accrue additional tardies by the end of the year. Seniors are not included in this calculation since it is eligibility for Summer and Fall semesters of the following year

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Actions and services include providing a Summer Advantage program; college pathways courses; junior seminar; online college courses and providing student with textbooks for college.	Expenditure amount of $29,509 will be made from Fund 09; Objects 1000-5000	**Actual planned actions and services:** • Summer Advantage program • College pathways courses • Provided student with textbooks for college **Planned actions and services that did not occur:** • Online college courses • Junior seminar	$23,854

			Effectiveness of actual actions and services and progress towards goal: • Services were effective despite the decrease in student eligibility percentages.	
Scope of service:	School Wide		Scope of service:	School Wide
X ALL			**X** ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**Changes to actions and services for 2015-2016 school year:** • Include all seminar courses in actions and services (not just junior seminar) • Include college courses taught by university professors on campus • Include transportation for college **Changes to goal for 2015-2016 school year:** • Percentage will be increased to 45%			

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

Board Approved 6/23/2016

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

 A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

   For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$178,952

From 2015-16 LCAP:
Supplemental and concentration funds for low-income pupils, foster youth, and English learners will generate improved services based upon the proportional increase in supplemental and concentration funds through ongoing staff, parent and student implementations regarding technology, CAHSEE pass rates, English language learners, "Parent University", etc. as identified in section 2.
NOVA Academy expects to expend supplemental and concentration grant resources on the actions and materials as outlined in this document. NOVA Academy expects that funds which are used to support school wide activities, such as the acquisition of technology, implementation of common core, student and parent surveys, and a focus of grade specific seminar courses are the most effective use of funds and will ultimately benefit our goals for unduplicated pupils in the state priority areas.

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

   Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided

for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

100	%

From 2015-16 LCAP:

NOVA Academy intends to expend supplemental and concentration grant funds to support the actions that will ultimately serve low income, English learner, and/or foster youth pupils. Services for low income, foster youth and English Learners will be improved by at least the services provided to "all pupils" pursuant to 5 CCR 15496. An example of this increased support, the expenditures that support our intervention, can be found in the school's revenue, actions/services, and expenditures budgeted for each year of the LCAP. Further evidence of our ability to exceed the proportionality percentage is shown through and supported by our ELD specific professional developments and curriculum resources as well as seminar courses specific to freshmen and sophomore grade levels. The use of supplemental funds on a school wide manner is the most effective use of these resources as it allows us to provide flexible, yet targeted, program, resource, and supplemental support when needed, where needed, to achieve organizational goals as outlined in this LCAP.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]