

Nuview Bridge Early College High School
Charter School



Local Control Accountability Plan
2016-17

David Pyle, Superintendent
Dr. Jason Fowler, Principal

Introduction:

LEA: Nuview Bridge Early College High School **Contact (Name, Title, Email, Phone Number):** Jason Fowler, Principal, jfowler@nuview.k12.ca.us, (951) 928-8498 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The NBECHS Advisory Council is made up of parents (including those representing subgroups identified in Education Code 52052), teachers, students, district and school administration, classified staff and community members all elected by peers to advise and approve the school’s academic and fiscal goals. This body meets once a month and includes many opportunities for both member and non-member input. Elected representatives serve for 2-year terms. Meetings for this body are posted and announced publically at least 3 days prior to the meeting and all stakeholders are invited to attend each meeting dealing with issues they are interested in. It is through this advisory body that parents and other stakeholder groups can volunteer goals for school plans such as the Single School Plan, WASC, and LCAP. They review and approve those plans prior to being sent for final approval by the Governing Board.</p> <p>Monthly meetings are held which include certificated and classified staff.</p>	<p>Individuals from all stakeholder groups are provided with a venue in order to be heard and to have their ideas and concerns included in the NBECHS LCAP plan.</p> <p>Individuals with the most access to make meaningful input are those who are elected to represent individual stakeholder groups, including those identified in Education Code 52052. However, Advisory Council is an “open forum” and all parents, teachers, staff members, and members of the community are welcome to attend and will be heard.</p> <p>The school’s demographic information, test scores disaggregated by significant subpopulation and API scores (as available) were discussed with the stakeholders. Also a</p>

<p>Teachers and classified staff members are asked to assist in setting priorities, identify issues, formulate goals and objectives and as such contribute to all plans and budget priority documents prior to their presentation to Advisory Council.</p> <p>Quarterly parent information nights have been implemented as part of the school's counselor outreach program. These information nights have been very well received and attended often attracting as many as one hundred attendees. A number of these meetings have focused on graduation requirements, school priorities, and the need to better serve subpopulations of students. In early February two separate parent meetings were organized around the ELD population, Spanish-speaking parents were invited specifically to discuss issues they or their children had encountered as part of their time at our school. These parents were invited to offer input upon the goals and priorities being suggested by the Advisory Council and school staff for the LCAP. .</p> <p>The following timeline was utilized in the LCAP process to better include all stakeholders in a timely manner to engage in the development of the LCAP. The school's demographic information, test scores disaggregated by significant subpopulation and API scores (as available) were included in each discussion as were information on current plans in place to assist those students identified in Education Code 52052.</p> <p>January 2016- Overview of current LCAP to Stakeholders at Advisory Council and in staff meetings.</p> <p>February 2016- Public comments to identify needs and develop goals through a variety of stakeholder groups including Spanish speaking parents, Advisory Council, website questionnaire, and meetings with members from both labor associations.</p> <p>March 2016 - Review plan with Advisory Council and staff</p> <p>April 2016- Revise plan based on stakeholder input. Draft Presented to Advisory Council</p> <p>May 2016- Final review and edits. Approval from Advisory Council and Charter Board</p> <p>June 2016- LCAP submitted to State and County Office of Ed.</p>	<p>survey was available on the schools website to better engage those stakeholders who could not attend one of the school's meetings</p> <p>The LCAP was reviewed several times by various stakeholder groups and multiple opportunities were provided for stakeholder input especially student and parents identified in Education Code 52052.</p> <p>Through input from all stakeholder groups including those identified in Education Code 52052, four major needs were identified for the LCAP:</p> <p>88% of staff, 89% of students, and 80% of parents agreed that these four needs are what our school should be focused on.</p> <ol style="list-style-type: none"> 1) Implement strategies to ensure all students are eligible for 4-year college admission. 2) Implement strategies for students to be college and career ready. Improve student achievement through technology, language, and the arts. 3) Maintain a culture of high quality and high expectations. 4) Close achievement gap with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, and Reclassified English Learner students. <p>The budget is presented and approved by Advisory Council and the Charter Board each year. This year it includes LCFF revenue related to supplemental and concentration grants of an estimated \$757,772 to focus on unduplicated significant subgroups, which include Low income Socio Economically Disadvantaged, English Learners, Reclassified English Learners and Special Education support.</p>
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	<p>More importantly, we provide all students with a high quality educational environment that focuses on college and career readiness.</p>
<p>Annual Update:</p> <p>The LCAP serves as the guiding document for the school. Money has been spent to improve access and support to the most highly rigorous programs for underrepresented student groups. The process was taken up again to review and revise the document starting in January, when last year’s document was reviewed by the teaching staff and Advisory Council parents. A group of students with a variety of backgrounds were chosen and the LCAP was presented to them as well. In February three separate LCAP information nights were held to encourage further parent and community input. Two of these nights were focused on parents of EL and Reclassified EL students. For one of these meetings all parents who are on-file as parents of EL were called individually and invited. The LCAP was presented both to the Classified staff and the Certificated staff separately. Each group made suggestions, which were later considered for incorporation into this plan. A group of teachers and classified staff were then recruited to work alongside the Principal in the writing of the LCAP. The plan was then reviewed by Advisory Council in mid-April and approved by the Advisory Council and Charter Board in May.</p>	<p>Annual Update:</p> <p>As part of the annual review process for this year’s LCAP the stakeholders largely called for staying the course on last year’s identified priorities. Among these was a need for greater access to courses that would provide access to careers in science, math, and technology. To that end several new programs have been implemented this year. Project Lead the Way, a career preparation focused Engineering program. We will be offering year 2 of PLTW next year. We also offer an Applied Science course, which will introduce students to science related careers such robotics, water science, agricultural sciences, computer science, and engineering. These students are also learning about the scientific process and solving problems through experimentation. Additionally, student surveys sent out by district in Oct/Nov 2015 indicated 73% of students and 90% of the staff desired additional academic competitions such as Speech and Debate, and Academic Decathlon. A Speech and Debate course was added to the master schedule this year and we will be sponsoring a competitive speech team, a Comedy Sportz Improv group, and an Academic Decathlon team for the 2016-17 school year. 76% of the students also desired an expanded Arts curriculum. Drama and Band were added to the master schedule this year and will be expanded to include advanced course next year. The School also sponsors Thespian Troupe 8117 and this group has advanced to International Theater competition this year.</p>

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

Instructions:

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

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

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

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

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 schoolsite level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the 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 pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual 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:	A1: 90% or higher of NBECHS students will be accepted at institutions of higher learning.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Programmatic success</u>	
Identified Need:	Implement strategies to ensure all students are eligible for 4-year college admission.			
Goal Applies to:	Schools:	Nuview Bridge Early College High School		
	Applicable Pupil Subgroups:	All students		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	SAT/ACT scores increase, improved completion of A-G requirements, leading to 80% or higher acceptance rate.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Provide two SAT and ACT test preparation sessions in English and Math for Juniors and Seniors taught by NBECHS teachers.	11-12	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2930
	Provide at least two sessions per year of SAT and ACT testing at our site.	11-12	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost to school

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	SAT/ACT scores increase, improved completion of A-G requirements, leading to 85% or higher acceptance rate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement SAT and ACT test preparation strategies more deeply into the English, Math, and Science curricula.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost to school
Maintain test preparation classes.	11-12	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2911
Provide at least two sessions per year of SAT and ACT testing at our site.	11-12	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost to school

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	SAT/ACT scores increase, improved completion of A-G requirements, leading to 90% or higher acceptance rate.		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Continue SAT and ACT test preparation strategies more deeply into the English, Math, and Science curricula.	9-12	<input checked="" type="checkbox"/> ALL	No additional cost to school
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Maintain test preparation classes at no cost to students.	11-12	<input checked="" type="checkbox"/> ALL	\$2911
		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Provide at least three sessions per year of SAT and ACT testing at our site.	11-12	<input checked="" type="checkbox"/> ALL	No additional cost to school
		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	A2: At least 60% of our student body will attend college courses each semester while in high school. Increase number of seats and participation rate by 5% each year.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : <u>Programmatic success</u>
Identified Need :	Improve the percentage of students in the Early College & Dual Enrollment Programs. Maintain Early College & Dual Enrollment contracts with MVC and MSJC	
Goal Applies to:	Schools:	Nuview Bridge Early College High School
	Applicable Pupil Subgroups:	All students
LCAP Year 1: 2016-17		
Expected Annual Measurable	65% enrollment in college classes	

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain or increase the number of college courses through MVC.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$64,000 (MVC)
Maintain or increase the number of college courses through MSJC. Encourage all students who qualify to enroll in college.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$120,604 (dual credit) \$6512 (stipends)
Additional transportation and books to support additional college options.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$68,550
Maintain counseling support	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$78,299
Provide college information nights for students and their	9-12	<input checked="" type="checkbox"/> ALL	\$500

families to encourage greater participation in college offerings.		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Create a student senate to communicate with staff regarding student issues and increase student awareness of college opportunities, encouraging greater participation in college offerings. The student senate will include underrepresented student populations to ensure that their voices are heard.	9-12	X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$500
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	70% enrollment in college classes		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain or increase the number of college courses through MVC. Encourage all students who qualify to enroll in college.	9-12	X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$65,408 (MVC)
Maintain or increase the number of college courses through MSJC. Encourage all students who qualify to enroll in college.	9-12	X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Additional transportation and books to support additional		X_ALL	\$75,000

college options.		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Maintain counseling support	9-12	X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$80,029
Provide college information nights for students and their families to encourage greater participation in college offerings.	9-12	X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$500
Create a student senate to communicate with staff regarding student issues and increase student awareness of college opportunities, encouraging greater participation in college offerings. The student senate will include underrepresented student populations to ensure that their voices are heard.	9-12	X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	No additional cost to school

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	75% enrollment in college classes		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain or increase the number of college courses through	9-12	X_ALL	\$66,846 (MVC)

MVC. Encourage all students who qualify to enroll in college.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Maintain or increase the number of college courses through MSJC. Encourage all students who qualify to enroll in college.	9-12	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$125,968(dual credit) \$6512 (stipends)
Additional transportation and books to support additional college options.	9-12	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$75,000
Maintain counseling support	9-12	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$81,872
Provide college information nights for students and their families to encourage greater participation in college offerings.	9-12	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$500
Create a student senate to communicate with staff regarding student issues and increase student awareness of college opportunities, encouraging greater participation in college offerings. The student senate will include underrepresented student populations to ensure that their voices are heard.	9-12	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$500

GOAL:	A3: Increase the number of students receiving IGETC certification by 5 percentage points each year.		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Improve the percentage of students obtaining IGETC certification.			
Goal Applies to:	Schools:	Nuview Bridge Early College High School		
	Applicable Pupil Subgroups:	All students		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	IGETC completion increased to 30%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase number of students taking summer college courses at our site.		10-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost to school
Host a parent information night in English and Spanish, explaining the importance of IGETC as opposed to the Associate's Degree.		9-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$250
Offer free tutoring at additional times to accommodate		10-12	<input type="checkbox"/> ALL	\$45,478

college schedules. Staff with classified technician.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify) _____

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: IGETC completion increased to 35%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Introduce offerings of IGETC certified summer college courses on our campus.	10-12	<input checked="" type="checkbox"/> ALL	\$9,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Maintain tutoring hours, counselling, and parent information nights	9-12	<input checked="" type="checkbox"/> ALL	\$9,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: IGETC completion increased to 40%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue IGETC certified summer college courses on our campus.	10-12	<input checked="" type="checkbox"/> ALL	\$9,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		<u> </u> Other Subgroups: (Specify) _____	
Maintain tutoring hours, counselling, and parent information nights	9-12	<input checked="" type="checkbox"/> ALL	\$10,450
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	

GOAL:	A4: Maintain a graduation rate of at least 95%, while simultaneously increasing the number of students who complete A-G requirements.		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need:	Maintain GPA expectations for all college and activities.		
Goal Applies to:	Schools:	Nuvview Bridge Early College High School	
	Applicable Pupil Subgroups:	All students	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Graduation rate will stay the same or increase. A-G completion will increase.		
	Actions/Services	Scope of Service	Budgeted Expenditures
	Board approval of new graduation requirements that match A-G requirements, includes FAFSA, ACT/SAT requirements, And college applications.	9-12	No additional cost to schools
		<input checked="" type="checkbox"/> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
	Maintain 0 Period and Tutoring Center hours.	9-12	No additional cost to schools
		<input checked="" type="checkbox"/> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	

		<u> </u> Other Subgroups:(Specify)_____	
Educate parents and students on the importance of A-G completion rather than just passing the course.	9-12	<u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$250
Purchase credit recovery program to assist students in completing IGETC requirements	9-12	X ALL OR: <u> </u> X Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$16,250

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Graduation rate will stay the same or increase. A-G completion will increase.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue parent outreach programs.	9-12	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	No additional cost to school
College field trips for students who are on track to complete their A-G requirements.	11-12	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	\$1,200

Continue the peer mentoring/ peer tutoring program to highlight successful habits and improve relationships among students. Continue to hire successful student graduates as AVID tutors to act as role models.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$1,200
Maintain credit recovery program	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$16,250
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Graduation rate will stay at above 95%. A-G completion will increase.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue parent outreach programs.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No additional cost to school
College field trips for students who are on track to complete their A-G requirements.	11-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$1,200
Maintain peer mentoring/ tutoring program to highlight	9-12	<input checked="" type="checkbox"/> ALL	\$1,200

successful habits and improve relationships among students. Continue to hire successful student graduates as AVID tutors to act as role models.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Maintain credit recovery program	9-12	X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$16,255

GOAL:	B. Implement strategies for students to be college and career ready. Improve student achievement through technology, language, and the arts		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Full implementation of Common Core State Standards and Next Generation Science Standards across the curriculum.			
Goal Applies to:	Schools:	NBECHS		
	Applicable Pupil Subgroups:	All students		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Improvements will be made to implementation of new standards.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Supplementals will be purchased to ensure all courses will address most current standards with regards to materials, curriculum, and technology needs.	9-12	X_ALL	\$15,000

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Pre Cal course maintained for a year to fully transition cohort to Integrated Math sequence	11	X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,666
All core subject matter teachers will have professional development on expository writing.	9-12	X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500
Purchase online database to support common core and next gen science.	9-12	X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000
Project Lead The Way Engineering Year 2	10-12	X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$26,000
Maintain additional science/engineering courses on the master schedule	10-12	X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$79,256

		<u> </u> Other Subgroups:(Specify) _____	
Increase AVID tutorial training and support	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$8,000
Evaluate Common Core materials integration for English and Math.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No additional cost to school
Purchase new supplemental materials for Next Gen Science.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$12,000
Hire a computer lab coordinator/paraprofessional	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$24,128
Increase budget for new visual and performing arts units and courses. Provide at least one new course.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1/6 FTE

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Further improve implementation of new standards as available.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer at least two sections of visual and performing arts courses.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$56,236
Maintain computer lab coordinator/paraprofessional	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$24,658
Examine practices in English, Math, and Science in order to improve program effectiveness.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost to school

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Further improve implementation of new state standards standards as available.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer at least two additional sections of visual and	9-12	<input checked="" type="checkbox"/> ALL	\$56,236

performing arts courses.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Maintain computer lab coordinator/paraprofessional	9-12	<u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$25,200
Examine practices in Social Studies, Fine Arts, AVID, PE in order to improve program effectiveness.	9-12	<u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost to school

GOAL:	C1. Maintain a culture of high quality, academic rigor, and high expectations: Increase quality and quantity of formative assessments			Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : <u>Community input and involvement</u>
Identified Need :	Increase quality and quantity of formative assessments.			
Goal Applies to:	Schools:	NBECHS		
	Applicable Pupil Subgroups:	All		
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Improved quality of formative assessments, as well as increased applicable usage of formative assessments.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Complete alignment of Common Core standards to Math	9-12	<u>X</u> ALL	No additional

and English units and assessments from grades 9-12.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	cost to school
Using Interim Block Assessments, complete data analysis and test preparation for Smarter Balanced testing.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost to school

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Improved quality of formative assessments, as well as increased applicable usage of formative assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued staff training and development in order to improve quantity and quality of formative assessments, both in the classroom and in CAASPP preparation.	9-12	<input checked="" type="checkbox"/> ALL	\$500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
Provide staff with access to a variety of formative assessment resources, such as through the Smarter Balanced Library, digital resources, Illuminate DNA, etc.	9-12	<input checked="" type="checkbox"/> ALL	No additional cost to school
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Staff _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Improved quality of formative assessments, as well as increased applicable usage of formative assessments.		
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Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued staff training and development in order to improve quantity and quality of formative assessments, both in the classroom and in CAASPP preparation.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$500
Provide work days for teachers to create meaningful formative assessments in same department groups.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Staff _____	\$1200

GOAL:	C2. Maintain a culture of high quality, academic rigor, and high expectations: Increase involvement in the decision-making process through Advisory Council.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase involvement in the decision-making process through Advisory Council.		
Goal Applies to:	Schools:	NBECHS	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Increase parental involvement in the decision-making process through Advisory Council.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Analyze current Advisory Council structure in order to make improvements where needed.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost to school
Parent information night in order to recruit parents and students from underrepresented populations.	9-12	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase parental involvement in the decision-making process through Advisory Council.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate Advisory Council annually to ensure that State requirements and school needs are being met.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No additional cost to school
Continue to enact processes to recruit students and parents from underrepresented subgroups.	9-12	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	No additional cost to school

LCAP Year 3: 2018-19

Expected Annual Measurable	Increase parental involvement in the decision-making process through Advisory Council.		
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate Advisory Council annually to ensure that State requirements and school needs are being met.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost to school
Continue to enact processes to recruit students and parents from underrepresented subgroups.	9-12	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost to school

GOAL:	C3. Maintain a culture of high quality, academic rigor, and high expectations: Maintain recruitment effort to support diverse student population and increase percentage of first-in-family college-bound students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Maintain recruitment effort to support diverse student population and increase percentage of first-in-family college-bound students.		
Goal Applies to:	Schools:	NBECHS	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Maintain current diversity of student population, as well as high percentage of students who are first in their families to attend college.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue recruitment efforts with local communities.	9-12	<input checked="" type="checkbox"/> ALL	No additional

		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	cost to school
Expand recruitment efforts countywide.	9-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$3500
Involve parents and Advisory Council in recruitment efforts.	9-12	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No additional cost to school

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Maintain current diversity of student population, as well as high percentage of students who are first in their families to attend college.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize Video Production club to produce recruitment materials for use online, via broadcast and to bring to schools.	All students	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	No additional cost to school
Involve student organizations in the recruitment process.	All students	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	No additional cost to school

		__Other Subgroups: (Specify)_____	
Evaluate efficacy of recruitment procedures.	All students	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No additional cost to school
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Maintain current diversity of student population, as well as high percentage of students who are first in their families to attend college.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize Video Production club to produce recruitment materials for use online, via broadcast and to bring to schools.	All students	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No additional cost to school
Involve student organizations in the recruitment process.	All students	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No additional cost to school
Evaluate efficacy of recruitment procedures.	All students	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No additional cost to school

GOAL:	C4. Maintain a culture of high quality, academic rigor, and high expectations: Increase math performance on standardized testing, including Accuplacer, SBAC, SAT, and ACT.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6x__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase math performance on standardized testing, including Accuplacer, SBAC, SAT, and ACT.
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Goal Applies to:	Schools: NBECHS	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increased math performance on standardized testing, including Accuplacer, SBAC, SAT, and ACT.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide test preparation programs for Accuplacer, SAT, and ACT for use in AVID classes.	9-12	<input checked="" type="checkbox"/> ALL	\$2,100
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Hire an additional math teacher to reduce class size and increase the ability of the school to mandate a 4 th year of math.	9-12	<input checked="" type="checkbox"/> ALL	\$70,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increased math performance on standardized testing, including Accuplacer, SBAC, SAT, and ACT.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Improve student participation in offered test preparation coursework.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost to school
Improve accessibility of Accuplacer, SAT, ACT, and SBAC practice materials.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$750
Maintain additional math teacher to reduce class size and increase the ability of the school to mandate a 4th year of math.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$71,540

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Increased math performance on standardized testing, including Accuplacer, SBAC, SAT, and ACT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve student participation in offered test preparation coursework.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost to school
Improve accessibility of Accuplacer, SAT, ACT, and SBAC	9-12	<input checked="" type="checkbox"/> ALL	\$750

practice materials.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Maintain additional math teacher to reduce class size and increase the ability of the school to mandate a 4th year of math.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$73,113

GOAL:	C5. Maintain a culture of high quality, academic rigor, and high expectations: Increased percentage of students involved in athletics, clubs, and community activities.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increased percentage of students involved in athletics, clubs, and community activities.		
Goal Applies to:	Schools: NBECHS		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Increased percentage of students involved in athletics, clubs, and community activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain level of support and communication to continue participation in activities	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No additional cost to school
Continue intermural activities, such as Knight's Tournament	9-12	<input checked="" type="checkbox"/> ALL	No additional

in order to engage more students and promote involvement in academic and athletic activities		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	cost to school
Develop and continue academic competitive activities such as Academic Decathlon, Poetry Out Loud, Mock Trial, Science Olympiad, Mathletes, Sportz Improv. etc	9-12	X_ALL	\$15,000
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide resources for attendance at state and national competitions as academic competitive groups qualify.	9-12	X_ALL	\$15,000
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Activities will be expanded and continued.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue intermural activities, such as Knight’s Tournament in order to engage more students and promote involvement in academic and athletic activities	9-12	X_ALL	\$700/activity
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
Develop new and continue non-academic competitive activities such as Academic Decathlon, Poetry Out Loud,		X_ALL	\$1500 per

Mock Trial, Science Olympiad, Mathletes, Sportz Improv. etc		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Develop and increase additional arts options including additional drama sections, band sections, etc. Provide resources for attendance at state and national competitions as the groups qualify.	9-12	X_ALL	\$5000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

GOAL:	C6. Maintain a culture of high quality, academic rigor, and high expectations: Increased student attendance and reduction of unexcused absences		Related State and/or Local Priorities: 1_X 2__ 3__ 4__ 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : _____
Identified Need :	Students need a safe and well maintained learning environment and to not miss class in order to maximize their learning opportunities.		
Goal Applies to:	Schools:	Nuview Bridge Early College High School	
	Applicable Pupil Subgroups:	All Students	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	Frequency of truancy reduced by 15%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional campus supervisor to insure safety of students in parking lot and to insure proper check-in/out of students and guests.	9-12	X_ALL	\$11,520
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Additional grounds keeping and custodial hours. To ensure safety and condition of school so students can take greater pride in their campus.		<input checked="" type="checkbox"/> _ALL	\$12,780
		OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
Train attendance staff to provide tiered intervention to reduce chronic absences. Pay especial attention to students with chronic issues. Make use of district SART strategies. Use contracts to exit with bad attendance	9-12	<input type="checkbox"/> _ALL	\$2,600
		OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _X English Learners <input checked="" type="checkbox"/> _X Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Frequency of truancy reduced by 30%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue campus supervisor position	9-12	<input checked="" type="checkbox"/> _ALL	\$11,773
		OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
Continue grounds keeping and custodial hours.	9-12	<input checked="" type="checkbox"/> _ALL	\$13,061

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue and assess the success of tiered intervention. Provide additional training as needed.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$250
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Frequency of truancy reduced by 50%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue campus supervisor position	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,032
Continue grounds keeping and custodial hours.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,348
Continue and assess the success of tiered intervention		<input type="checkbox"/> ALL	\$2000

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

GOAL:	D1. Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, Reclassified English Learner Students, and Foster Youth: Increased parent involvement with night time parent courses.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	Increased parent involvement with night time parent courses.		
Goal Applies to:	Schools:	NBECHS	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase parent involvement with nighttime parent courses.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent nights to train parents in various areas of high school, college, and technology.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$550
Evaluate efficacy of parent meetings, address relevant topics (in Spanish and English) based on parent feedback.	9-12	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	TBD
Principal's Coffee morning meeting focusing on EL needs.	9-12	<input type="checkbox"/> ALL	\$150

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Increase parent night offerings by one per semester.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$250

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase parent involvement with nighttime parent courses.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate parent meeting topics, offer new topics as the need arises.	9-12	<input type="checkbox"/> ALL	No Cost
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
Increase Parent nights to at least 2 per semester	9-12	<input type="checkbox"/> ALL	\$250 per
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	

LCAP Year 3: 2018-19

Expected Annual	Increase parent involvement with nighttime parent courses.		
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Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate parent meeting topics, offer new topics as the need arises.	9-12	<input type="checkbox"/> ALL	No Cost
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Increase Parent nights to at least 3 per semester	9-12	<input type="checkbox"/> ALL	\$250 per
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	D. Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, Reclassified English Learner Students, and Foster Youth: Improved data collection methods for reclassified students.	Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4_ <u>X</u> 5_ <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Improved data collection methods for reclassified students.
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Goal Applies to:	Schools: NBECHS
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Applicable Pupil Subgroups:	All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Data regarding GPAs, CELDT testing, CAASPP, classroom formative and summative data, and attendance for EL/R-FEP students will be collected more effectively.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL Coordinator stipend continued to monitor progress and record data of EL and Reclassified students.	9-12	___ALL OR: ___Low Income pupils <u>X</u> English Learners ___Foster Youth <u>X</u> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$1,662
Include R-FEP students in EL support class as needed.	9-12	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth <u>X</u> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	No additional cost to school
EL Coordinator will collect, organize, and present data regarding progress of EL students to teaching staff as well as to keep CUM files up to date.	9-12	___ALL OR: ___Low Income pupils <u>X</u> English Learners ___Foster Youth <u>X</u> Redesignated fluent English proficient	No additional cost to school

__Other Subgroups:(Specify)_____

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Data regarding GPAs, CELDT testing, CAASPP, classroom formative and summative data, and attendance for EL/R-FEP students will be collected more effectively.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain previous level of support. Examine previous year's practices, improving where necessary.	9-12	__ALL	No additional cost to school
		OR: __Low Income pupils __X English Learners __Foster Youth X__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Data regarding GPAs, CELDT testing, CAASPP, classroom formative and summative data, and attendance for EL/R-FEP students will be collected more effectively.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain previous level of support. Examine previous year's practices, improving where necessary.	9-12	__ALL	No additional cost to school
		OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL:	D. Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, Reclassified English Learner Students, and Foster Youth. Increase participation rates in AVID and Early College Programs for these subgroups.	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5__ 6_X 7__ 8__ COE only: 9__ 10__
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Local : Specify _____

Identified Need :	Increase participation rates in AVID and Early College Programs for these subgroups.		
Goal Applies to:	Schools:	NBECHS	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All students in these subgroups will participate in the AVID program all four years.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue AVID Coordinator stipend	9-12	<input type="checkbox"/> ALL	\$2,770
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Master Schedule will provide enough sections of AVID to accommodate all students.	9-12	<input type="checkbox"/> ALL	\$82,770
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide additional services through AVID and EL Support classes to ensure that EL and R-FEP students are eligible for the Early College Program.	9-12	<input type="checkbox"/> ALL	No additional cost to school
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increased enrollment of EL/R-FEP students in college classes.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue AVID Coordinator stipend	9-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2770
Master Schedule will provide enough sections of AVID to accommodate all students.	9-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$84,590
Provide additional services through AVID and EL Support classes to ensure that EL and R-FEP students are eligible for the Early College Program.	9-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost to school

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increased enrollment of EL/R-FEP students in college classes.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	

Continue AVID Coordinator stipend	9-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3200
Master Schedule will provide enough sections of AVID to accommodate all students.	9-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$86,450
Identify and increase the percentage of Foster Students who are A-G certified by 5% each year (as available)	9-12F	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional Cost to school

GOAL:	Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, and Reclassified English Learner students: Improve SST and Academic Probation Process: Improve SST and Academic Probation Process	Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Improve SST and Academic Probation Process	
Goal Applies to:	Schools:	Nuview Bridge Early College High School
	Applicable Pupil Subgroups:	All students
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Criteria and process developed for SST referrals and Academic Probation.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop referral criteria and intervention process, 504 plans, and RSP.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost to Schools
Fully implement SST process as a Tier 2 intervention	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$750
If funding is available then extra duty pay will be offered for period 0 assignment or covered by admin for Academic Probation	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$20803
Continue No Fly list for students on the bubble (2.0-2.3) to incentivize better grades	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Criteria and process developed for SST referrals and Academic Probation.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Further refine the criteria and intervention process, 504 plans, and RSP.	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost to Schools
Continue SSTs for students who have academic difficulty	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$750
Zero period Academic Probation Course will be required for all students on Academic Probation	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$21,260
Continue No Fly list for students on the bubble (2.0-2.3) to incentivize better grades	9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost to School

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Criteria and process developed for SST referrals and Academic Probation.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue SSTs for students with severe academic difficulties	9-12	<input checked="" type="checkbox"/> ALL	No Cost to

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schools
Continue Zero Period Academic Probation support class	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$21,728
Continue No Fly list for students on the bubble (2.0-2.3) to incentivize better grades	9-12	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost to School
GOAL:	Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, and Reclassified English Learner students: Liaison between SPED/ELD in order to better identify and serve needs of these students		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Liaison between SPED/ELD in order to better identify and serve needs of these students		
Goal Applies to:	Schools:	Nuview Bridge Early College High School	
	Applicable Pupil Subgroups:	English Language Learners, Reclassified Students, Special Education Students	
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Liaison position will continue.		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Maintain increased hours for instructional aide to continue serving as EL liaison or secure new person for this role.	English Language Learners, SPED	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$14,200

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Liaison position will continue and possibly increase in scope.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate position to consider adding hours to serve foster youth.	Foster youth	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	TBD

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Liaison position will continue and possibly increase in scope.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate position to consider adding hours to serve foster youth.	Foster youth	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	TBD

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GOAL:	Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, and Reclassified English Learner students: Improve communication and translation for foster + EL students and their families	Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Improve communication and translation for foster + EL students and their families				
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>NBECHS</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>English language learners, foster youth</td> </tr> </table>	Schools:	NBECHS	Applicable Pupil Subgroups:	English language learners, foster youth
Schools:	NBECHS				
Applicable Pupil Subgroups:	English language learners, foster youth				

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase hours for community liaison or counseling clerk to serve as Foster youth liaison.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase hours for community liaison or clerk as needed to liaise with courts/social workers and provide translation for foster and EL students and their families.	9-12	__ALL	\$600
		OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Liaison position will continue and possibly increase in scope.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate position to consider expanding position.	English	__ALL	\$600

	language learners, foster youth	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____

LCAP Year 3: 2018-19

Liaison position will continue and possibly increase in scope.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate position to consider expanding position.	English language learners, foster youth	<input type="checkbox"/> ALL	\$600

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	A1: 90% or higher of NBECHS students will be accepted at institutions of higher learning.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Nuview Bridge Early College High School		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	SAT/ACT scores increase, improved completion of A-G requirements, leading to 80% or higher acceptance rate.		Actual Annual Measurable Outcomes:	SAT and ACT testing participation rates increased by 21.5% this year. Average scores are also up based on Fall tests by 7.25%.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide at least one session of SAT and ACT training in Math and English from either local teacher or outside company.		\$2,100	Provide additional SAT/ACT information and training materials for AVID classes. Updated test prep manuals were purchased and checked out by AVID instructors through library.	
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)_____	
Provide at least two sessions per year of SAT and ACT testing at our site.		\$3,360	SAT and ACT preparation integrated into English, Math, and AVID classroom instruction. SAT and ACT held 2 times (ACT) , 2 times SAT at site 2015/16.	
Scope of service:	School wide		Scope of service:	Schoolwide
x_ALL			x_ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Maintain counselor ratio to support monitoring of A-G requirements and increase the number of meetings with students and parents.		\$80,000	Counselor ratio of 310:1 maintained.		\$78,259
Scope of service:	School wide		Schoolwide		
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue ELD Support class in order to increase college access, information, and support to EL students.		\$2500	We have drop-in support with an aide and teacher throughout day, EL coordinator increased classroom observations. Stipend and OT for ELD advisor to facilitate zero period support course for ELs		\$8560.00
Scope of service:	School wide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Integrating SAT and ACT instruction into classroom instruction has the potential to reach more students, leaving them better prepared. EL student drop-in support and observations will continue as well as ongoing daily support class scheduled during the regular school day to decrease student absenteeism.			

Original	A2: At least 60% of our student body will attend college courses each semester while in high	Related State and/or Local Priorities:
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GOAL from prior year LCAP:	school. Increase number of seats and participation rate by 5% each year.	1_x 2__ 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Nuview Bridge Early College High School Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	60% enrollment in college classes	Actual Annual Measurable Outcomes:	87% of student body attended at least 1 college course this year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Expand contract with MSJC. Offer one additional MSJC course. Hiring practices will include subject-matter Master's Degrees preferred.	1/3 FTE or \$8,000 depending on staffing	Achieved approval for embedded English instruction for additional 2016/17 courses.	12,040 per dual enrollment instructor (2 this year)
Scope of service:	School wide	Scope of service:	School wide
Maintain MVC Early College contract.	\$150,000	Maintained MVC Early College contract	\$150,000
Scope of service:	School wide	Scope of service:	Scope of service:

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Second year of 3 year contract which includes extra services, includes Guidance courses and more student seats. Expanding relationship with MSJC to include more coursework and developing a mirror Early College program on that campus to support student needs in arts, the Big Four, and vocational ed.
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Original	A3: Increase the number of students receiving IGETC certification by 5 percentage points each	Related State and/or Local Priorities:
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GOAL from prior year LCAP:	year.	1__ 2__ 3__ 4__ 5_x 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Nuview Bridge Early College High School
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	IGETC completion increased by 25%.	Actual Annual Measurable Outcomes:	Two years ago, 13 students received IGETC certification. Last year 25 students received IGETC for an increase of 52%. This year 32 students will receive IGETC for a 28% increase over last year and a 146% increase over 2 years ago.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase the number of Sophomore students taking at least one college class per semester.	No Cost	Number of Sophomores taking college classes increased by 17% this year. Additional 10 th graders will be taking summer MSJC	Cost captured in MOU
Scope of service:	10 th grade	Scope of service:	10 th grade
Increase course counselling to encourage students to focus on IGETC required courses.	No Cost	3 times per year college counselors came out meet with Juniors and seniors on track for IGETC from MVC and MSJC.	Cost captured in MOU
Scope of service:	All students	Scope of service:	All students

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are constantly adding new college options. Next year we will be piloting a new Early College with MSJC adding dual enrollment courses (1). Offering summer dual enrollment options (3). And maintaining our relationship with MVC.
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Original GOAL from	A4: Maintain a graduation rate of at least 95%, while simultaneously increasing the number of students who complete A-G requirements.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__
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prior year LCAP:		COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Nuvview Bridge Early College High School
	Applicable Pupil Subgroups: All students

Expected Annual Measurable Outcomes:	Graduation rate will stay the same or increase. A-G completion will increase.	Actual Annual Measurable Outcomes:	Graduation rate is projected at over 95%. Students receiving A-G requirements increased to 89.8%.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide 0 period progress monitoring and tutorial support.	1/6 FTE	We did offer this service this year because we did not have a teacher who wanted to teach it.	0
Scope of service:	School wide	Scope of service:	School wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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)_____	
Keep AVID tutoring center open for longer hours in morning and afternoon.	\$9,000	We made the tutor center coordinator a full-time classified position. We added two hours per week to counseling center	\$45,478
Scope of service:	School wide	Scope of service:	School wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners		OR: __ Low Income pupils __ English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Integrate Common Core curriculum throughout all subjects in order to meet the needs of struggling students.		No cost	Integrated Common Core curriculum throughout all subjects in order to meet the needs of struggling students. Sent English and math teachers to seminars and training (x2) each.		\$4,800.00
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide enough credit recovery opportunities for students to recover D and F grades. Options including building recovery within master schedule, number of Fuel ED seats, and summer school opportunities.		\$12,000	We filled classes to facilitate students who need to retake Ds and Fs and we also Purchased 45 seats on Fuel Ed for credit recovery during the summer. Fuel Ed requires paying their online teachers for certain classes. We had to pay our teachers OT for grading.		\$18,700
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		With the Fuel Ed programs hidden cost of needing to pay for instructors and over time for grading we are seeking a new program for next year.			

Original	B. Implement strategies for students to be college and career ready. Improve student	Related State and/or Local Priorities:
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GOAL from prior year LCAP:	achievement through technology, language, and the arts		1__x 2__x 3__ 4__x 5__ 6__ 7__x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Nuview Bridge Early College High School		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	New state standards will be implemented.		Actual Annual Measurable Outcomes:	New state standards will be implemented.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
English, Social Studies, Art, and AVID departments will improve upon Common Core unit plans.		No additional cost to school	English, Social Studies, Art, and AVID departments have fully implemented improved Common Core unit plans.	
Scope of service:	School wide	No additional cost to school	Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> 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)_____	
Students will take Smarter Balanced Interim Formative Assessments to prepare for testing..		No additional cost to school	Students have taken Smarter Balanced Interim Formative Assessments to prepare for testing.	
Scope of service:	School wide	No additional cost to school	Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Math department will produce unit plans for the integrated math pathways. Release time provided as requested.	No additional cost to school	Math department produced unit plans for the integrated math pathways. Release time provided as requested. Integrated 2 added this year. IM 3 will be added next year.	\$750
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
English and Math departments will meet with the local middle school and the local colleges at least once per semester to ensure vertical alignment of the standards and writing practices.	\$1200	English and Math departments have met with the local colleges 1 time. No meetings have been scheduled with middle school. Information concerning expectations have been sent from MSJC and shared with English staff at both HS and MS.	\$400
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> x ALL		<input checked="" type="checkbox"/> x ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Integrated Math 2 course will be developed and implemented.	\$1200	Integrated Math 2 course was designed, developed and implemented. Math department took several days to do this.	\$1645

Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Science Dept. will produce unit plans for Next Generation Science standards by 2015-2016 SY.		\$1200	Science Dept. have produced unit plans for Next Gen Science and have implemented them in Biology and Chemistry. Physics is still in progress but should be in place by next year.		\$1245
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
English teachers will have one day per semester for professional development on writing strategies		\$1200	English teachers and one AVID teacher provided with one day per semester for professional development on writing strategies		\$1240
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide materials and technology for Next Gen standards instruction and assessment, including Applied Sciences elective to engage low income and other underrepresented students in engineering skills and careers.		\$12,000	Provide materials and technology for Next Gen standards instruction and assessment, including Applied Sciences elective to engage low income and other underrepresented students in engineering skills and careers.		\$18,266
Scope of	School wide		Scope of service:	School wide	

service:			
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	
Introduce one Project Lead The Way course to introduce low income students to careers in science and engineering.	\$300	Offered two sections of PLTW 1 course to introduce low income students to careers in science and engineering. Will Offer year 2 next year.	\$26,548
Scope of service	School wide	Scope of service	School wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	
Project Lead the Way Curriculum and supporting technology to implement the class	\$40,000	Dedicated computer cart capable of supporting CAD for PLTW and necessary software purchased. Necessary materials for engineering curriculum based on PLTW requirements	\$61,787
Scope of service:	School wide	Scope of service:	School wide
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Increase the number of AVID tutors to support an AVID for all program at a 1:12 ratio.	\$12,000	Increased the number of AVID tutors to support an AVID for all program at a 1:12 ratio. (2 new tutors PT)	\$23,071
Scope of	School wide	Scope of	School wide

service:			service:		
<input checked="" type="checkbox"/> _X_ALL			<input checked="" type="checkbox"/> _X_ALL		
OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)			OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)		
Purchase classroom sets of computers for English and Science classes.	\$8000		Purchased three COWS for English and Science classrooms		\$35,705
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> _X_ALL			<input checked="" type="checkbox"/> _X_ALL		
OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)			OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)		
Purchase any needed technology for new foreign language courses.	\$8000		Purchased an upgraded Chromebook COW and headphones		\$11,985
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> _X_ALL			<input checked="" type="checkbox"/> _X_ALL		
OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)			OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Providing additional technology to stay cutting edge. Offering more distance learning courses built upon the successes of our Proximity Learning language program next year through APEX. PLTW has become very popular with the students and is a good addition to the course.				

Original GOAL from	Related State and/or Local Priorities: 1_X 2__ 3__ 4_X 5__ 6__ 7__ 8_X
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prior year LCAP:	C. Maintain a culture of high quality, academic rigor, and high expectations.		COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Nuview Bridge Early College High School			
	Applicable Pupil Subgroups: All students			
Expected Annual Measurable Outcomes:	Improved quality of formative assessments, as well as increased applicable usage of formative assessments.	Actual Annual Measurable Outcomes:	Staff worked on formative assessments several times by department. More training needed through Illuminate DNA.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Training and implementation of Illuminate Student Information System and Data/Assessments System with Inspect Summative, Formative and Performance Tasks aligned to common core standards.			No additional cost to school	Registrar and 1 staff member attended DNA training through Illuminate and Master Schedule training. More we go over the summer
Scope of service:	School wide		Scope of service:	School wide
Provide professional development to staff to improve assessment creation and usage.			No additional cost to school	Professional development provided during the staff Saturday PD day
Scope of service:	School wide		Scope of service:	School wide
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Illuminate in place still working on training teachers on Data and Assessment System as it was unavailable to our district for a time.		

Original	C: Maintain a culture of high quality, academic rigor, and high expectations	Related State and/or Local Priorities:
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GOAL from prior year LCAP:				1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Nuview Bridge Early College High School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Increased parental involvement in the Advisory Council.		Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
Restructure Advisory Council to include parent representatives for each underrepresented group on our campus.		No cost to school	Bylaws rewritten to better reflect balance the council and insure that parents and students are well represented.	
Scope of service:	School wide		Scope of service:	School wide
__ALL			__ALL	
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x_English Learners __Foster Youth __x_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	
Meet state requirements by including a Spanish-speaking parent on Advisory Council.		No cost to school	Spanish speaking parent served on Advisory Council. Staff translator was brought in to assist the parent. Parent served only 4 meetings despite attempts to get her to other meetings.	
Scope of service:	School wide		Scope of service:	School Wide
__ALL			__ALL	
			\$250	

OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Make necessary Bylaw changes to include subgroups.		No cost to school	Bylaws rewritten to better reflect balance the council and insure that parents and students are well represented.		No cost to school
Scope of service:	School wide		Scope of service:	School wide	
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Make parents aware of Advisory Council responsibilities in order to promote involvement.		No cost to school	Emails, newsletters, web site postings and Parent Square messages have gone out monthly since November to recruit new parents and invite public to attend Advisory Council		No cost to school
Scope of service:	School Wide		Scope of service:	School Wide	
<input checked="" type="checkbox"/> ALL			__ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Provide Spanish translations for Advisory Council meetings.		No cost to school	Translator attends all meetings where EL topics are discussed or when we know there are likely to be multiple parents at the meeting.		\$250
Scope of service:	School Wide		Scope of service:	School Wide	
__ ALL			__ ALL		
OR:			OR:		

<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	An EL liaison position will be added to Advisory Council starting with next officer elections. Bylaws re-written to define this role.

Original GOAL from prior year LCAP:	C: Maintain a culture of high quality, academic rigor, and high expectations.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5_X 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Nuvview Bridge Early College High School
	Applicable Pupil Subgroups: All students

Expected Annual Measurable Outcomes:	Video technology equipment will be available and functional for performance task purposes 9-12.	Actual Annual Measurable Outcomes:	4 cameras and editing software packages were added this year.
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LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Obtain portable video equipment and provide 9-12 cable svc.	\$1,200	Portable video equipment was purchased. All classes are connected to news services and necessary media through the Internet		996.46
Scope of service:	All students	Scope of service:	All students	
Repair channel 3 system.	TBD			
Scope of	All students	Scope of	All students	

service:		service:	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Most teachers have moved toward digital broadcast services such as Netflix and TeacherTube for their instructional video needs Friday morning Video announcements have been implemented and are broadcast via YouTube .		

Original GOAL from prior year LCAP:	C: Maintain a culture of high quality, academic rigor, and high expectations.	Related State and/or Local Priorities: 1_x 2__ 3_x 4__ 5__ 6_x 7_x 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Nuview Bridge Early College High School
	Applicable Pupil Subgroups: All students

Expected Annual Measurable Outcomes:	Maintain current diversity of student population, as well as high percentage of students who are first in their families to attend college.	Actual Annual Measurable Outcomes:	The demographics of the school continue to be more diverse than the surrounding district. First generation students continue to be over 60% of our student population
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement recruitment strategies to maintain diversity levels, including local press online and print, social media, in English and Spanish.	\$2,000	Digital billboard off the 215 was rented during the month of Open Enrollment. Open enrollment was advertised in both English and Spanish. Posting in Press Enterprise Hemet Edition and flyers sent out in English and Spanish to local MSs	\$2800.00
Scope of service:	School wide	Scope of service:	School wide
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue recruitment efforts within local communities (approximate 10 mile radius)		No cost to school	Open enrollment was advertised in both English and Spanish in the Press Enterprise Hemet Edition and flyers sent out in English and Spanish to local MSs		\$1000
Scope of service:	School wide		Scope of service:	School wide	
x_ALL			__ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Expand recruitment efforts county-wide		No cost to school	Digital billboard off the 215 was rented during the month of Open Enrollment. Open enrollment was advertised in both English and Spanish.		\$1800
Scope of service:	School wide		Scope of service:	School wide	
x_ALL			__ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Encourage the creation of student organizations that reflect and celebrate the diversity of the student population		No cost to school	A comprehensive school rush program was implemented. Students define the clubs which are the chartered by ASB. A number of groups celebrate ethnic and sexual/gender diversity of students		No cost to school
Scope of service:	School wide		Scope of service:	School wide	
x_ALL			__ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A more concerted recruitment effort that includes more social media and Internet posting is desirable. Print media does not seem to reach the intended target populations. Billboard did not seem to garner new student/parent interest. Word of mouth seems best bet.
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Original GOAL from prior year LCAP:	C. Maintain a culture of high quality, academic rigor, and high expectations.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Nuvview Bridge Early College High School Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	Increased math performance on standardized testing, including Accuplacer, SBAC, SAT, and ACT.	Actual Annual Measurable Outcomes:	The Math scores on the SBAC were highest in the county. SAT and ACT scores have increased somewhat.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase awareness of Accuplacer practice resources, such as practice questions, smartphone apps in order to increase Accuplacer scores in freshman and sophomore years.	No cost to school	Counselors spend time in AVID classes at least 4 times per year.	No cost to school
Scope of service:	Math department	Scope of service:	Math department
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> 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)_____	
Continue Integrated Math series with vertical alignment of local middle school to include Honors section.	No cost to school	Continue Integrated Math series with vertical alignment of local middle school to include Honors section.	No cost to school
Scope of service: Math department		Scope of service: Math Department	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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?	Integrated Math sequence seems to be successful in that it gives across the board access to high level curriculum and problem solving skills		

Original GOAL from prior year LCAP:	C. Maintain a culture of high quality, academic rigor, and high expectations.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Nuview Bridge Early College High School	Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	Increased percentage of students involved in athletics, clubs, and community activities	Actual Annual Measurable Outcomes:	Most NBECHS students are involved in athletics, clubs, and community activities 84% involved in sports and clubs.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase stipend budget to include at least two additional academic or national clubs.			Leo's and National Femeineers were added as clubs this year	\$1,400
Scope of service:	School wide		Scope of service:	School wide
<u> </u> X ALL			<u> </u> x ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
Host a Knight's Tournament in order to allow otherwise ineligible students to participate in community building athletic and academic challenges.		No additional cost to school	Knight's tournament ran through Advisement	No additional cost to school
Scope of service:	School wide		Scope of service:	School wide
<u> </u> X ALL			<u> </u> X ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> 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?		Culture at Bridge is generally very positive. Most students are heavily involved in Bridge culture.		

Original GOAL from prior year LCAP:	D1: Close achievement gap by 5% each year with focused service of Special Ed, Low Income pupils, English Learners, Reclassified English Learner Students, and Foster Youth.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u>X</u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____
Goal Applies to:	Schools: Nuview Bridge Early College High School	

Applicable Pupil Subgroups:		RSP Special Ed Students	
Expected Annual Measurable Outcomes:	Subgroup achievement gap is narrowed.	Actual Annual Measurable Outcomes:	African American girls and Hispanic students (non SES) did as well as anyone on the SBAC. Low SES students still underperforming
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue support class with materials for ELD and needed Reclassified students.	No cost	Offered EL class as zero period and drop in this year.	\$12,300
Scope of service:	School Wide	Scope of service:	School Wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Increase instructional aide position to 5 hours per day to serve as liaison between SPED and ELD in order to better serve needs of students who fall under both designations.	\$13,000	Instructional Aid position increased by 2 hours to 4.5 per day. This was paid as OT and not an increase.	\$6,685
Scope of service:	School Wide	Scope of service:	School Wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SPED</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Providing targeted support and oversight of students having difficulty be it because of language acquisition difficulties or other factors pays dividends.		

Original GOAL from prior year LCAP:	D. Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, Reclassified English Learner Students, and Foster Youth.		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5_ <input checked="" type="checkbox"/> 6__ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Nuview Bridge Early College High School	Applicable Pupil Subgroups: English Learners and Special Ed students	
Expected Annual Measurable Outcomes:	Increase parent involvement with nighttime parent courses.	Actual Annual Measurable Outcomes:	Several nighttime courses were scheduled in the Media Center.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide parent nights to train parents in various areas of high school, college, and technology.	TBD	A parent night was held for 9 th grade parents focusing on preparation for college, Several technology support nights were held as well.	\$525

Scope of service:	School wide	Scope of service:	School wide
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> SPED		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> SPED	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Parent night events are very lightly attended we will try other models next year.

Original GOAL from prior year LCAP:	D. Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, Reclassified English Learner Students, and Foster Youth.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Nuview Bridge Early College High School	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	Data regarding GPAs, CELDT testing, SBAC, classroom formative and summative data, and attendance for EL/R-FEP students will be collected more effectively.	Actual Annual Measurable Outcomes:	Counselors have organized a folder of each of these items. Celdt scores are kept by EL coordinator. EL coordinator does presentations for staff twice annually of EL/R-Fep data/ outcomes.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide site EL Coordinator to monitor progress and record data of EL and Reclassified students.	\$1,323	EL Coordinator monitors progress and records data of EL and Reclassified students.	\$4214
Scope of service:	School wide	Scope of service:	School Wide

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Include R-FEP students in EL support class as needed.		No cost	We did not need to include R-FEP students in support class/ drop-in program this year.		0
Scope of service:	School wide		Scope of service:	School Wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
EL Coordinator will collect, organize, and present data regarding progress of EL students to teaching staff as well as to keep CUM files up to date.		No cost	EL Coordinator collects, organizes, and present data regarding progress of EL students to teaching staff as well as to keep CUM files up to date.		\$4214
Scope of service:	School wide		Scope of service:	School Wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?		El services will be provided through a dedicated class period held during the regular school day next year. Zero period has not worked. We will continue the drop in program with the aid.			

Original GOAL from	D. Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, Reclassified English Learner Students, and Foster	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7_X 8__
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prior year LCAP:	Youth.	COE only: 9__ 10__	
Local : Specify _____			
Goal Applies to:	Schools: Nuviev Bridge Early College High School	Applicable Pupil Subgroups: English Learners, Reclassified students	
Expected Annual Measurable Outcomes:	All students in these subgroups will participate in the AVID program all four years.	Actual Annual Measurable Outcomes:	All students are enrolled in AVID
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide additional tutorial support and hours for AVID and the tutor lab.	\$9,000	Two new tutors added this year hours increased by 2 hours per week. Full time Tutor Lab coordinator added.	\$65,838
Scope of service:	School Wide	Scope of service:	School Wide
__ALL		__ALL	
OR: __Low Income pupils __x_English Learners __Foster Youth __x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __x_English Learners __Foster Youth __x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Master Schedule will provide enough sections of AVID to accommodate all students.	No cost	100% of students included in AVID. 3 teacher prep periods bought out this year to provide AVID for all.	\$50,895
Scope of service:	School Wide	Scope of service:	School Wide
__ALL		__ALL	
OR: __Low Income pupils __x_English Learners __Foster Youth __x_Redesignated fluent English proficient		OR: __Low Income pupils __x_English Learners __Foster Youth __x_Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____	__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?	The EL Coordinator has become a key position that helps the principal set priorities. AVID remains one of the major focuses of the school and provides support to all student groups especially EL, Low income, and R-FEP students.

Original GOAL from prior year LCAP:	Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, and Reclassified English Learner students.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Nuviev Bridge Early College High School
	Applicable Pupil Subgroups: English Learners, SPED

Expected Annual Measurable Outcomes:	Criteria and process developed for SST referrals and Academic Probation.	Actual Annual Measurable Outcomes:	Stipend continued. Progress monitoring piece added.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop referral criteria and intervention process, 504 plans, and RSP.	No cost	Referral criteria defined.	Done as part of the stipend
Scope of service:	School Wide	Scope of service:	School Wide
__ALL		__ALL	
OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient x Other Subgroups:(Specify) __SPED_____		OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) __SPED_____	

If funding is available then extra duty pay will be offered for period 0 assignments or covered by admin.		1/6 FTE	Period Zero offered one day a week.	\$2416
Scope of service:	School Wide		Scope of service:	School Wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) __SPED			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) __SPED	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		?		

Original GOAL from prior year LCAP:	Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, and Reclassified English Learner students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Nuview Bridge Early College High School		
	Applicable Pupil Subgroups:	English Learners and SPED		
Expected Annual Measurable Outcomes:	SPED/ELD liaison between positions will be created.		Actual Annual Measurable Outcomes:	Instructional aide hours increased to serve in this position
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Add hours to existing Instructional aide who serves SPED population to work with ELD students.		\$9300	2 hours per day were added to instructional aide's day.	\$6,658

Scope of service:	School wide	Scope of service:	School wide
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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? Aide position seems to be working. Both departments seem to value the additional support and service.

Original GOAL from prior year LCAP:	Close achievement gap by 5% each year with focused service of Special Ed, Socio-Economically Disadvantaged, English Learners, and Reclassified English Learner students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Nuview Bridge Early College High School
	Applicable Pupil Subgroups: English Learners and SPED

Expected Annual Measurable Outcomes:	Increase hours for community liaison or counseling clerk.	Actual Annual Measurable Outcomes:	Community liaison often tapped to do after hour translations and works with families directly, Counseling clerk called upon to liaise with courts and social workers as the need arises
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase hours for community liaison or clerk by two hours per week as needed to liaise with courts/social workers and provide translation for foster and EL students and their families.	\$600	Community liaison often tapped to do after hour translations and works with families directly, Counseling clerk called upon to liaise with courts and social workers as the need arises	\$2600

Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		
OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x_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?		This practice seems to be working. If the school gets greater numbers of Foster youth and EL students in the future we will need to reassess.			

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 charter wide 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:	\$ <u>981,694</u>
<p>Nuview Bridge Early College High School will receive \$981,694 in revenue related to supplemental and concentrated grants to focus on unduplicated significant subgroups, which includes Low Socio-Economically Disadvantaged youth, English Learners, Reclassified English Learners, and students receiving Special Education services. This amount will increase slightly each year. These funds are calculated on the number of English Language Learners and students identified as low income. Nuview Bridge Early College High School will offer a variety of programs which will benefit all our students but especially the above identified subgroups. Specifically, we will increase the amount of ELD support by funding a special ELD support class for English Learners, and we will fund a site coordinator to not only work with these students but also to assist with family outreach and to provide additional support to staff who work with this population. We will provide additional time for an instructional aide to serve as a liaison between the EL and SPED groups offering support for both populations. Additionally we will hold parent information classes to teach low income and EL parents how to better work with schools and oversee their students education while simultaneously teach them about the expectations of college and how to assist their child in preparing for the next steps in their lives. The school will be implementing the second year of Project Lead the Way a career preparation focused Engineering program. We will also be offering an Applied Science course which will introduce students to science related careers such robotics, water science, agricultural sciences, computer science, and engineering and encourages student competition such as the Science Olympics and Solar Cup. These courses are designed specifically to assist students in attaining skills necessary to pursuit careers in science, math, and engineering field. The school will also be increasing its arts option by having 2 sections of drama, band and one section of speech throughout the day. These groups are encouraged to practice and display their craft in county, state, and national competitions. Finally the school will continue to offer Early College and dual credit opportunities to help with the financial burden of college for low income families, the highest possible rigorous coursework, and to show students from underrepresented subpopulations they can be successful in higher education. We will be starting a new Early College Program through MSJC next year and we will add English to our dual credit options.</p>	

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.

16.68	%	<p>NBECCHS is made up of 66.28% unduplicated students who need to be served under LCAP. The school offers many programs that will help us reach our LCAP goals. NBECCHS will maintain its school-wide AVID-for all program which will assist all student subpopulations in becoming more college and career ready as well as providing additional tutorial support to help with academic success. Integrated Math implementation over the next two years (to include new IM 3, as well as a total conversion to Common Core and Next Generation science standards will ensure that our students continue to receive curriculum that will prepare them for college and or a high skilled career after graduation. Our Applied Science and Project Lead the Way Courses will help prepare students for challenging and well-paying careers after high school and access to Tier I science, Engineering and Math programs. 86% of the students in these courses are from unduplicated populations. Our expansion of the arts will offer a venue for many students to develop presentation skills and confidence as well as developing creative problem solving skills. While still developing it is projected that these courses will be very popular with our unduplicated populations. We are expanding our Theater and Band by one period each next year to address the popularity of these courses. This year these programs served 66 unduplicated students or Our Early College Program will ensure that our students and especially our Economically Disadvantaged and English Learners will have access to college courses while in high school that will help to accelerate those students post-graduation as well as make college more economically and psychologically accessible to all our student. Of our 407 unduplicated students 386 of them have benefited from individual college credit attainment at some level this year. Student availability of college courses will be increased through the expansion of our Dual credit program and second Early College Program with Mt. San Jacinto College. The purchase of additional computers will allow student in the target subpopulations access to laptops which will allow for the development of 21st Century skills. Finally, maintaining a school culture of high quality and higher expectations will challenge students to take more rigorous academic pathways while providing ample academic and social support for them as they struggle. By using the additional LCAP monies to provide additional Early College, Dual Credit, ELD support services, and for school-wide AVID-for all, the target subpopulations will benefit through greater access to highly rigorous coursework, additional academic, social, and academic support, and through the practice of teaching them the skills necessary to be successful on their own after high school. The increase in services for unduplicated students includes the SPED /ELD Liaison, bilingual parent education nights, increase in tutorial opportunities, Increase in Early College and Dual Credit college course access, greater student safety, additional art options and the targeted science courses result in a 68.7 % increase in services targeted specifically for the identified LCAP subpopulations</p>
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over prior years.

01-13-15 [California Department of Education]