

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

Rising to New Heights Through Language

Mission

At NVLA, we create high achieving scholars, confident communicators, and global citizens by providing a rigorous academic program which promotes language acquisition and develops academic and social skills.

Vision

NVLA's culturally diverse program will be widely recognized by the state of California for being a leading and innovative school that offers a Dual Immersion course of study. Students who complete the Dual Immersion program will achieve bi-literacy. All students will be prepared and motivated for college and careers to be successful in the competitive 21st century with high levels of academic proficiency.

Goals

- We will provide an environment of academic excellence that will develop creative and critical thinkers.
- We will engage each of our students as unique individuals in order to prepare them for college and career readiness.
- We will commit to provide a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens.

- We will educate all students in a safe and nurturing family environment, where they will learn to be active citizens of a culturally diverse society.

Every employee will honor students, parents, and community members by providing exemplary customer service.



LCAP Highlights

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

Reflecting on our schools mission, vision, and goals and through an extensive collaboration with various stakeholder groups, the following goals were created to address the needs of our students:

Goal #1 – Nueva Vista Language Academy (NVLA) will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness.

Goal #2 - All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low-performing groups

Goal #3 - Implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, Foreign Language and the Arts.

Our key LCAP actions include:

- Refining our instructional practices and planning for English Language Development
- Improving upon on instructional practices in Mathematics, while continuing to focus on refining our small group instruction to meet grade

level goals in reading

- Continue with full implementation of Common Core State Standards
- Begin training for Next Generation Science Standards instruction
- Improve upon fully credentialed teachers
- Maintain 100% Williams Team FIT tool – 100% sufficiency in access to materials and facilities in good repair
- Continue to maintain--Teachers trained in ELD Standards and Strategies
- CAASPP results – Meet/Exceed ELA
- CAASPP results - Meet/Exceed Math
- English Learner reclassification rate
- Improve Attendance rate
- Improve Chronic absenteeism rate
- Improve Suspension rate
- Expulsions
- Parent surveys indicate a need for continued funding to keep schools safe and to continue support of MTSS and anti-bullying efforts.
- Staff surveys indicate a need for increased technology upgrades, professional development in curriculum implementation, STEAM, and classroom management. Staff is also requesting increase of time for collaboration with colleagues and additional support for new teachers.
- Student surveys indicate a need to continue the efforts to offer incentives for positive behavior and attendance.
- All students had access to all courses
- All unduplicated pupils had access to programs and services available to all students
- All students were provided with opportunities for extended learning, including extended day, ASES, summer school, and any additional program offered by the site

Review of Performance

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

Greatest Progress

The California School Dashboard (<http://www.caschooldashboard.org>) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. Districts receive one of five color-coded performance levels on each of the six state indicators. Each performance level is represented by (1) a color, and (2) a number of shaded segments. For example, Green will have four segments filled. The overall performance level is based on both the current performance (status) and change from the previous year (change). The five levels, in order of lowest to highest, are: (LOW) RED - ORANGE - YELLOW - GREEN - BLUE (HIGH)

Due to positive change seen in most areas, current plans will continue to be implemented for Goals 1, 2 and 3 to continue the momentum that is occurring. Positive change was seen in all areas as reported by the California School Dashboard for Nueva Vista Language Academy, except for the suspension rate

o The suspension rate for all students is ORANGE- declined by -0.5% —

- Students with Disabilities declined significantly -4.1%

o English Language Arts (3-5) is YELLOW—an increase from the orange rating.

o Mathematics (3-5) is YELLOW-which is maintained from last year.

NVLA demonstrated growth in all areas of the CAASPP assessment:

In relation to mathematics, the percentage of students who scored Met/Exceeded has increased by about 20% since 2015 with an increase of about 10% between 2017 and 2018. In addition, the percentage of students who scored Not Met has decreased about 20% since 2015 with a decrease of about 10% between 2017 and 2018.

In relation to English Language Arts, the percentage of increase from 2015-2018 to from 20% to 37% met or exceeded, which is a gain of 17 percentage points. From 2017-2018 the % of increase is from 30% to 37%, which is an increase of 7 percentage points for met and exceeded. In addition, the percentage of students who did not meet standard has decreased from 2015 to 2017 from 57% to 31.6%, which is a drop of 25.4 percentage points. On the other hand, from 2017 to 2018, we dropped 12.4 percentage points starting from 44% Not met in 2017 to 31.6% in 2018 for students not met

All three significant subgroups demonstrated growth in the English Language Arts portion of the CAASPP assessment. English Learners increased 21 points, and Socio-economically Disadvantaged students increased 18.2 points for the 2017-2018 California Dashboard which is reported in 2018-2019.

All but one significant subgroups demonstrated growth in the Mathematics portion of the CAASPP assessment. English learners increased 21.1 points, and Socio-economically disadvantaged students increased 18.2 points.

Stakeholder input from parents made school safety a priority, therefore, we allocated funding for a school resource officer and continued to employ a vice principal. We also continue to employ a registered nurse who not only provides first aid assistance when necessary, but has served as a liaison with parents.

Coaches were instrumental in providing targeted assistance to all teachers specifically with implementation of the new ELA and math curriculum adoptions. Funding was allocated for this service.

NVLA is especially proud of our student accomplishments in the arts. We have celebrated creativity and expression via art projects that are tied to writing. We also had a significant increase in the number of students who participated in band and choir instruction during the day and after school.

Parent participation has significantly increased due to the number of activities offered at NVLA. We have seen dramatic growth in our School Site Council and ELAC meetings, as well as Parent-Child Dance events, per sign in sheets.

Continue to implement MTSS and monitor its effectiveness with the emphasis on this particular subgroup in order to move from the orange level to green on the California Dashboard.

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

Greatest Needs

While no areas are noted in “Red” for Nueva Vista Language Academy on the California School Dashboard we do have one area that is orange, and we have identified the following areas of greatest need:

Our suspension rate, specifically for our students who qualify for special education, has been marked at level ORANGE due to the fact that we over suspended students from this protected category. With that, we will be completing a Performance Indicator Review plan to ensure we do everything possible to help all of our students including our foster youth, homeless and English language learners.

English Language Arts (ELA) at YELLOW, this time, is an area of higher need as identified on the California School Dashboard for Nueva Vista as it pertains to the overall population (All students) as well as in our identified subgroups such as English Learners (EL), Low Socio-Economic (SED), Students with Disabilities, and the Hispanic. Even though we are labeled as YELLOW, each category of student has increased significantly by at least fifteen points, scoring higher than the state average distance from meeting standard. To be specific, English learners are marked as 31.3 points away from meeting standard, but they increased by 21.1 points for the 2017-2018 school year. Hispanic students are marked as 27.2 points away from meeting standard, but they increased by

15.0 points for the 2017-2018 school year. Socio-economically disadvantaged students are marked as 29.0 points away from meeting standard, but they increased by 18.2 points for the 2017-2018 school year.

ELD is an area of high need as identified on the California School Dashboard for Nueva Vista. Our English learner progress is labeled as 25.7% of our English learners are scoring well developed on the ELPAC assessment, 45.8% of our English learners are scoring moderately developed, 18.9% are scoring somewhat developed while 9.6% are still scoring at the beginning stages of language development. Teacher feedback and walk throughs reflect that instructional practices are changing and improving. Students are become better at responding in complete sentences, and taking turns in academic conversations; however, they need to listen more attentively and improve in reading and writing in English. A huge area of need is a systematic way to monitor the progress of our English learners. Key to this is going to be the implementation of Ellevation program, as well as monitoring via writing samples and proficiency exams in writing. Thinking Maps training will also better prepare us to teach writing effectively.

Math is now an area of strength at YELLOW, this time, however, it remains high need as identified on the California School Dashboard for Nueva Vista. Even though we are labeled as YELLOW, each category of student has increased significantly by at least nineteen points, scoring higher than the state average distance from meeting standard. To be specific, English learners are marked as 45.1 points away from meeting standard, but they increased by 24 points for the 2017-2018 school year. Hispanic students are marked as 44.1 points away from meeting standard, but they increased by 19.7 points for the 2017-2018 school year. Socio-economically disadvantaged students are marked as 44.7 points away from meeting standard, but they increased by 23.1 points for the 2017-2018 school year.

We will focus specifically on the previously mentioned subgroups in the 2019-2020 school year and provide interventions as appropriate as well as professional development for teachers and administrators.

CAASPP assessment data reveals that we have a high number of students who are not performing at the "met" or "exceeds" level and who require materials, interventions, specific training for staff and teachers, along with a laser-like focus with supports in order to see a positive change.

To be specific in mathematics, the percentage of students who scored Met/Exceeded has increased by about 20% since 2015 with an increase of about 10% between 2017 and 2018. The percentage of students who scored Not Met has decreased about 20% since 2015 with a decrease of about 10% between 2017 and 2018. As far as math claims, below is a breakdown of each claim and how we performed as a school:

Claim 1 Concepts and Procedures: The percentage of students scoring Above Standard has increased since 2015; the percentage of students scoring Below Standard has decreased nearly 20% since 2015.

Claim 2: Problem Solving/Modeling/Data: The percentage of students scoring Above Standard has increased since 2015; the percentage of students scoring Below Standard has decreased by about 12% since 2016.

Claim 3: Communicate Reasoning: The percentage of students scoring Above Standard has increased since 2015.; the percentage of students scoring Below Standard has decreased nearly 20% since 2015 with a significant decrease from 2017 to 2018.

To be specific in English language arts, the percentage of increase from 2015-2018 to from 20% to 37% met or exceeded, which is a gain of 17 percentage points. From 2017-2018 the percentage of increase is from 30% to 37%, which is an increase of 7 percentage points for met and exceeded. The percentage of students who did not meet standard has decreased from 2015 to 2017 from 57% to 31.6%, which is a drop of 25.4 percentage points. On the other hand, from 2017 to 2018, we dropped 12.4 percentage points starting from 44% Not met in 2017 to 31.6% in 2018 for students not met. As far as ELA claims, below is a breakdown of each claim and how we performed as a school:

Claim 1: Reading; The percent for student Met or Above increase by 3% from 2015 to 2018. The percent for student who met or above decrease by 1% from 2017-2018. The students who are near standard increase from 2015 to 2018 by 20 percent; from 2017 to 2018 the increase was 7 percent. The students who scored below standard decreased from 61% to 38% from 2015 to 2018; from 2017 to 2018 the decrease percentage was down 6.4 percent.

Claim 2: Writing: Met/Above: Increased from 12% to 15% from 2015 to 2018 (overall 3% increase); Decrease from 16.93% to 15% from 2017 to 2018 (overall 1.93% Decrease). Near Standard: increase from 35% to 48% from 2015 to 2018 (increase of 13%); Increase from 42% to 48% from 2017-2018 (5% increase). Below Standard: Decrease from 61% to 38% from 2015-2018 (decrease of 23%); Decrease from 44.49% to 38% from 2017-2018 (6.4% decrease).

Claim 3: Listening Met/Above: increase from 6% to 12% from 2015-2018 (increase of 12%); increase from 6.3% to 12% from 2017-2018 (5.7% increase). Near Standard: increase from 55% to 66% from 2015-2018 (increase of 11%); Increase from 63.70% to 66% from 2017 to 2018 (increase of 2.25%)

Below Standard: Decrease from 40% to 22% from 2015 to 2018 (decrease of 18%); Decrease from 29.92% to 22% from 2017 to 2018 (decrease of 7.92).

Claim 4: Research :Met/Above: increase from 8% to 24% from 2015 to 2018 (increase of 16%); Increase from 15.35 to 24% from 2017 to 2018 (increase of 3.65%). Near Standard: increase from 46% to 52% from 2015-2018 (increase of 5%); increase from 51.57 to 52% from 2017-2018 (increase of 0.43%).

Below Standard: Decrease from 46% to 24% from 2015 to 2018 (decrease of 22%); Decrease from 33.07% to 24% from 2017-2018 (decrease of 9.07%).

We also have a need for training for staff and teachers in the Next Generation Science Standards in order to be fully prepared to teach those standards to Nueva Vista students.

Based on stakeholder surveys, the following areas have been identified as a needing improvement: (LCAP Goal 1 , p.46):

- o Increase staff and support staff for interventions, including summer interventions
- o Provide training in ELD and Mathematics
- o Increase Parent Education opportunities in ELA, Mathematics and technology
- o Summer reading incentive (AR) to reduce regression
- o Purchase software to support Core instruction
- o Provide support to teaching staff in assessment to protect instructional time
- o Provide collaboration/planning time for teaching staff to improve instructional practice and lesson design
- o Increase resources and materials for groups such as dual immersion, SpEd and English mainstream for small group reading
- o Increase accessibility to age-appropriate technology devices to SpEd and lower grade (K-2) students
- o Increase assemblies and field trip experiences for language development and academics (author visit, oral language, poetry, cinema visit)

(LCAP Goal 2 , p.63):

- o Increase Parent Education opportunities in gang awareness, behavior modification, Parenting 101 (basic needs, general hygiene, nutrition, lice, dental care, school expectations,), safety
- o Increase capacity in playground supervisors
- o Provide continual retraining to students with regard to playground expectations and increase incentives such as parent-student athletic competitions/activities
- o Increase student and parent access to mental health services, such MSWs, increase time for school psychologist
- o Safety training needs more clarity and detail
- o Development and implementation of restorative justice practices and plan
- o Increase assemblies/field trips to develop social skills, promote attendance, improve behavior and promote culture (safety, anti-bullying, bike rodeo, motivational)

(LCAP Goal 3, p.82):

- o Replace equipment (i.e. projector screen), carpeting, flooring as needed in classrooms
- o Provide music classes to K-2 students
- o Expand the DI program (TK DI class)
- o Provide awnings to provide shelter during rain
- o Expand the current library (space, materials)
- o Provide student access to clubs (robotics, folklorico, chess)
- o Increase Parent Education opportunities and parent-student activities (such as paint nights, parent-child lunches)
- o Beautify the cafeteria (curtains, walls) and improve the sound system/technology
- o Improve the yard (more trees, benches, covering for play structure), outdoor amphitheater, track
- o Increase assemblies/field trips (science, arts, drama, dance, view plays)
- o Improve furniture in grades K-5

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

Performance Gaps

Although all of the NVLA subgroups increased or maintained, there is still a significant gap. NVLA students are performing below the “MET” level on both CAASPP and the California Dashboard in English Language Arts and Mathematics, in all subgroups. The All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic subgroups scored two levels below on CAASPP and the California Dashboard the English Language Arts and Mathematics Assessment Reports. To address these significant gaps, Nueva Vista Language Academy will include the following in the LCAP:

NVLA will provide staff development in the area of English Language Arts, Mathematics, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students. (LCAP Goal 1, Action 1, p.9).

Instructional coaches in ELA and Mathematics will be available to assist teachers or grade levels with planning scaffolded lessons to meet the needs of all students and address the specific learning needs of students with learning disabilities. (LCAP Goal 1, Action 1, Action 2, p.10).

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Goal #1: Nueva Vista Language Academy (NVLA) will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment

18-19

The expected outcome is 100% for the 2017-2018 school year.

Baseline

NVLA has 2 teachers that are not highly qualified and fully credentialed and 26 teachers that are highly qualified and fully credentialed. This indicates that 92% of all teachers at NVLA are appropriately assigned and fully credentialed.

Metric/Indicator

Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment

18-19

The actual outcome is 92% for the 2018-2019 school year.

Baseline

NVLA has 2 teachers that are not highly qualified and fully credentialed and 26 teachers that are highly qualified and fully credentialed. This indicates that 92% of all teachers at NVLA are appropriately assigned and fully credentialed.

Metric/Indicator

Priority 1 (b) – pupils access to standards-aligned materials

Metric/Indicator

Priority 1 (b) – pupils access to standards-aligned materials

Expected

18-19

The expected outcome for 2018-2019 school year is 100%

Baseline

Based on the Williams Team visits in August, 2016, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage.

Metric/Indicator

Priority 1 (c) – School facilities maintained in good repair

18-19

The expected outcome for 2018-2019 school year is Exemplary.

Baseline

Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary.

Metric/Indicator

Priority 2 (a) – Implementation of CCSS

18-19

Expected outcome for 2018-2019 is 98% of teachers achieving full implementation.

Baseline

NVLA will implement all content performance standards. Based district walkthroughs, 85% of teachers are fully implementing CCSS.

Metric/Indicator

Priority 2 (b) – Programs/Services that enable ELs to access CCSS and ELD standards for academic content knowledge and English proficiency

18-19

Expected outcome for 2018-2019 is to continue with 100% of teachers at full implementation during the ELD block. Integrated ELD expected outcome is to be at fully implemented.

Actual

18-19

The actual outcome for 2018-2019 school year is 100%

Baseline

Based on the Williams Team visits in August, 2016, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage.

Metric/Indicator

Priority 1 (c) – School facilities maintained in good repair
18-19

The actual outcome for 2018-2019 school year is Exemplary.

Baseline

Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary.

Metric/Indicator

Priority 2 (a) – Implementation of CCSS
18-19

The Actual outcome for 2018-2019 is 100% of teachers achieving full implementation.

Baseline

NVLA will implement all content performance standards. Based district walkthroughs, 85% of teachers are fully implementing CCSS.

Metric/Indicator

Priority 2 (a) – Implementation of CCSS
18-19

The Actual outcome for 2018-2019 is 100% of teachers achieving full implementation.

Baseline

Expected

Baseline

ELD-95% of teachers are fully implementing the new ELD standards, based on walkthroughs and the C3 observation tool. The ELD standards were fully implemented at NVLA during an additional 30-45 minute ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. The implementation is only partial for Integrated ELD, as evidenced by SBAC, CELDT and Redesignation data and lesson plans. The Next Generation Science Standards are still in the initial stages of implementation. A baseline will be established in 2017-2018 using classroom observations and lesson plans.

Metric/Indicator

Priority 4 (a) – Statewide Assessments

18-19

Pupil Achievement

Statewide Assessments – Based on 2018 CAASPP results, the district and NVLA will achieve the following for ELA and Math:

- 2018-19 ELA Expected-NVLA 35%
- 2018-19 MATH Expected-NVLA 25%

SUBGROUPS

- ELL'S

ELA EXPECTED 40% / MATH 31%

- SPED

ELA NVLA 8% / MATH 4%

Baseline

CAASPP Results – All students:

ELA: 28%

Math: 15%

ELs ELA: 35%

ELs Math: 26%

SPED ELA: 8%

SPED Math: 4%

SED ELA: 24%

SED Math: 12%

Actual

NVLA will implement all content performance standards. Based district walkthroughs, 85% of teachers are fully implementing CCSS.

Language Arts: The % of increase from 2015-2018 is from 20% to 37% met or exceeded, which is a gain of 17 percentage points.

From 2017-2018 the % of increase is from 30% to 37%, which is an increase of 7 percentage points for met and exceeded.

Language Arts: The percentage of students who did not meet standard has decreased from 2015 to 2017 from 57% to 31.6%, which is a drop of 25.4 percentage points.

Since last year, from 2017 to 2018, we dropped 12.4 percentage points starting from 44% Not met in 2017 to 31.6% in 2018 for students not met.

Math: The % of increase from 2015-2018 increased 9% to get to 29% met or exceeded, which is a gain of 20 percentage points.

From 2017-2018 the % of increase is from 20 % to 29%, which is an increase of 9 percentage points for met and exceed

Math: The % of students who scored Not Met has decreased about 20% since 2015 with a decrease of about 10% between 2017 and 2018.

Expected

Actual

Metric/Indicator

Priority 4 (b) – API

18-19

The Academic Performance Index – The District API for the last given results was 762 in 2013

Baseline

The Academic Performance Index – The District API for the last given results was 762 in 2013

API is no longer a performance indicator.

Metric/Indicator

Priority 4 (c) – A-G courses and CTE

18-19

The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A

Baseline

The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A

A-G requirements are not applicable to Nueva Vista Language Academy.

Metric/Indicator

Priority 4 (d) – ELs who became English proficient

18-19

The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE –

ADEPT (moved one level): Target for 2018-19 is 70%

End of Year Writing Proficiency (On grade Level Grades K-5) Target: 2018-19: 55%

Baseline

The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2016-2017 are: Level 1 = 16%, Level 2 = 17%, Level 3 = 35%, Level 4 = 26%, and Level 5 = 6%
Baseline ADEPT (moved one level): 213/342 (62%) English learners
Baseline End of Year Writing Proficiency (On grade Level): 120/344 (grades 1-4) 34%

Metric/Indicator

Priority 4 (d) – ELs who became English proficient
18-19

The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency. For the 2018-2019 school year we are re-designating 47 students based on data, and teacher input.

Baseline

The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2016-2017 are: Level 1 = 16%, Level 2 = 17%, Level 3 = 35%, Level 4 = 26%, and Level 5 = 6%
Baseline ADEPT (moved one level): 213/342 (62%) English learners
Baseline End of Year Writing Proficiency (On grade Level): 120/344 (grades 1-4) 34%

Expected

Actual

Metric/Indicator

Priority 4 (e) – Els reclassification rate

18-19

Expected outcome for 2018-2019 is 10%.

Baseline

The EL reclassification rate – For the 2016-2017 school year the rate was 7.8%. The expected outcome for 2016-17 was 15%. We failed to meet our target.

Metric/Indicator

Priority 4 (e) – Els reclassification rate

18-19

Actual outcome for 2018-2019 is 24.59% of the EL population who will be reclassified.

Baseline

The EL reclassification rate – For the 2016-2017 school year the rate was 7.8%. The expected outcome for 2016-17 was 15%. We failed to meet our target.

Metric/Indicator

Priority 4 (f) – Students who passed AP exams

18-19

The percentage of pupils who have passed an AP exam with a 3 or higher – N/A

Baseline

The percentage of pupils who have passed an AP exam with a 3 or higher – N/A

AP examinations do not apply to Nueva Vista Language Academy.

Metric/Indicator

Priority 4 (g) – percent of pupils who passed EAP program

18-19

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A

Baseline

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A

EAP examinations do not apply to Nueva Vista Language Academy.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Training for Common Core ELD, and Technology instruction will be provided as follows:

- weekly Team Time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math, and ELD -19 times this year
- Provide sub teachers for K-5 to protect instructional time during assessments (1 day per trimester)
- Extended planning time for each grade level at minimum 4 times this school year for 2 hours
- Two articulation meetings this year in the areas of Mathematics, ELA, ELD and Writing (8 meetings)
- Math coaches model lessons for all K-5 and SpEd teachers in the area of Problem Solving
- Technology coaches continue to train and model lessons to K-5 and SpEd staff
- Purchase materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics and 21st Century learning-- increase small group reading materials

1. Training for Common Core ELD, and Technology instruction will be provided as follows: weekly Team Time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math, and ELD

- Actual: Teachers met with their grade levels each planning Wednesday, but not as much money needed to be allocated to this action.

2. Provide sub teachers for K-5 to protect instructional time during assessments (1 day per trimester)

- Actual: Subs were provided to protect instructional time.

3. Extended planning time for each grade level at minimum 4 times this school year for 2 hours

- Actual: the grade levels were able to meet and work after regular contract time. Agendas were created and monitored.

4. Two articulation meetings this year in the areas of Mathematics, ELA, ELD and Writing (8 meetings)

- Actual: Articulation meetings did not occur

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,234

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$18,980

3000-3999: Employee Benefits Supplemental and Concentration \$13,103

3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,201

4000-4999: Books And Supplies Supplemental and Concentration \$20,000

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$47,999.33

2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$327.22

- Late Start PD/Planning/Data Team Sessions 13 times
- Reading Data Presentations and PD three times
- The ELA, ELD, Math, and Tech coaches provide professional development to K-5 and MM teachers

Priority 1, 2, 4

this year because of time constraints. However, a mathematics PD was provided where teachers reviewed the K-12 math standards progression.

5. Math coaches model lessons for all K-5 and SpEd teachers in the area of Problem Solving

- Actual: Math coaches were on campus throughout the year to provide support to teachers.

6. Technology coaches continue to train and model lessons to K-5 and SpEd staff

- Actual: Technology coaches were on campus throughout the year to provide support to teachers.

7. Purchase materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics and 21st Century learning--increase small group reading materials

- Actual: All of the supplies needed for professional development and instruction were available to teachers. No teachers were denied access to

	<p>any supplemental or core materials and supplies.</p> <p>8. Late Start PD/Planning/Data Team Sessions 13 times</p> <ul style="list-style-type: none"> Actual: All available late start days were used to increase capacity and learning with our teachers. We held PDs on math, Thinking Maps, and many more topics. <p>9. Reading Data Presentations and PD three times. The ELA, ELD, Math, and Tech coaches provide professional development to K-5 and MM teachers</p> <ul style="list-style-type: none"> Actual: This did not occur this year due to change in administration and time constraints. This action will continue for the 2019-2020 school year. <p>Priority 1, 2, 4</p>
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This position will not be funded. Funds will be reallocated to professional development.	This position was not funded. Funds will be reallocated to professional development	4000-4999: Books And Supplies Supplemental and Concentration 0	N/A Not Applicable Not Applicable N/A

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NVLA will support the instructional program with 4 instructional aides for full day Kindergarten classes and Special Education students including English Learners. The aides will support 1st-5th grade classes for intervention support in ELD, math facts, and early reading intervention. Priority 1, 2, 4</p>	<p>NVLA will support the instructional program with 4 instructional aides for full day Kindergarten classes and Special Education students including English Learners. This year our instructional aides were able to work with Kindergarten students everyday and also work with our second grade students. Priority 1, 2, 4</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$69,127</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$22,152</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$65,633</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18680</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NVLA will provide interventions in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students. *Excellence Academy Intervention– K-5 will provide intensive intervention in reading language arts and mathematics for 9 weeks (Week 5-9; Week 26-29)- 2 sessions per year. *Language Boot Camp - 5 teachers K -5th grade will provide intensive language intervention for lowest performing EL's for 4 weeks at Week 20-23 *Summer Academy for Dual Immersion - 1 class in K-1; 2-3; 4-5 to provide DI students intense intervention in literacy.</p>	<p>All of the intervention this year was able to be covered by our 3010 Title I. funds, leaving us money to plan a summer intervention program focusing on unduplicated students including our homeless students, foster youth and our English language learners.</p> <p>Because we switched to ELPAC, Language boot camp did not have its own time for intervention, but many teachers added days in their schedule for language after school.</p> <p>Summer Academy will run for all students, not just our Dual Immersion students. We will have 6 teachers running summer school in 2 classes in each k-1. 2-3, and 4-5 group. We will purchase supplies, incentives, open the</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$1,904</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$7,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,750</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,942</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$14,550</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4230</p>

*Summer Literacy Program – 6 teachers, 3 clerks, one admin/designee providing work packets and computer lab access for AR quizzing 4 half-days over summer break.
 ~The main funding source for Excellence Academy and Language Boot Camp will be via Title I and Title III funds, but support staff, and materials will be funded through LCAP funds.
 Priority 1, 2, 4

library and have clerks and an administrator on campus to run the program.
 Funds from this action will be redirected.
 Priority 1, 2, 4

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NVLA will increase parent education opportunities in ELA, Mathematics and Technology for the benefit of enhancing the learning of unduplicated students. We will purchase materials to enhance the workshops provided and will pay staff (certificated and classified) to provide the parent education. Examples include: Latino Family Literacy, Technology Nights, and Make-and-Take materials events. Childcare will be provided by classified staff. Priority 4</p>	<p>This year we held over 30 events for parents to attend. From School Site Council meetings to other parent education nights. This year we held a Parent University and a Community Resources Easter Egg Hunt. Many of the events we held this year did not cost as much as anticipated, and we used 3010 title I funding sources as well. We did hold ten sessions of Latino Literacy nights for parents. Funds from this action will be redirected. Priority 4</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$700</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$1,954</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,417</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$918</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$364</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,050</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Increase assemblies, field trips and activities to provide experiences for language development and academics (author visit, oral language / theater, poetry, cinema visits, plays)
 We will purchase supplemental technology, materials, supplies and programs that support the instruction of Common Core State Standards in English Language Arts, Math, ELD, Next Generation Science, Social Studies and Technology.
 Priority 1, 2, 4

We had at least two field trips per grade level. In addition, we had an author, Matthew Gallob, visit our school. We were able to purchase a book for every student that was written by the author. In addition, we did visit the cinema to watch a scientific documentary on penguins.

Priority 1, 2, 4

4000-4999: Books And Supplies Supplemental and Concentration \$9,439

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$43,904

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,440

5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NVLA will purchase software licenses in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students. Software licenses can include, but are not limited to: MobyMax, Type to Learn, Prezi, Adobe spark, Instagrok, QAR codes, AR, United Streaming, PIPO, ABC Mouse, Vocabulary Spelling City, Readability, Ginger, SpeakIt!, Scribble, Lucidchart, WordQ, Newsela, Brain Pop, Explorapedia, Starfall, Rosetta Stone, Reading A-Z, Imagine Learning, Priority 1, 2, 4,</p>	<p>We were able to purchase many types of software in the area of English Language Arts, Math, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students. This year we exhausted all of the funds that were allocated to this goal. We were able to purchase Moby Max, Adobe, AR, United Streaming, Newela, Brain pop, and Reading A-Z. Priority 1, 2, 4</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,584</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NVLA will reduce class sizes in 4th through 5th grade to increase opportunities for specialized and differentiated instruction. (Grade 4th/5th 28:1 Student: Teacher). Priority 1, 4	This year in fourth grade our average class size was 21 students and in fifth grade our average class size was 22 students. Priority 1, 4	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$154,195 3000-3999: Employee Benefits Supplemental and Concentration \$64,013	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$180,201 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$67,023

Analysis

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

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

Overall, the implementation of Goal 1 actions was substantial. Goal 1, Action 1 focuses on professional development and providing resources for our teachers in relation to the professional learning. To begin the year, each teacher was given a supplies budget of \$300 so that they are able to purchase supplies needed to teach the common core standards. This year we sent our teachers to the Putting It All Together training, but the expenditures were able to be covered using Title I. funds. At the beginning of the year we provided professional development on the Putting It All Together training as a follow up from the Tulare County training. Teachers were given the supplies needed to implement the newly taught strategies. In addition to the training provided, we were able to purchase Benchmark Advance leveled readers to help with quality first instruction. Each grade level was provided other materials including rekenreks, multiplication games, fraction tiles, 3D shapes and many more supplies. Special education team was also provided SPIRE decodables. As far as our instructional aides, they were able to work with our kindergarten students and second grade students all year. We moved our focus to second grade based off of our ARI data. For Goal 1, Action 5, We had an amazing year for parental education. At the beginning of the year we held a parent university. Many parents showed up and were treated to food and a raffle to Disney on Ice tickets. In the spring we held a Community Resources Easter Egg hunt. Parents learned about gang awareness, dental, medical, reading, mental health and many other resources that are available in our community. In regards to class size reduction, our teachers report that the students have been well behaved and follow the Nueva behavior expectations. Students have been learning and are improving in reading.

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

Overall, the actions of Goal 1 are deemed effective based on the implementation of the actions. Teachers have been given the supports needed to provide academic instruction at a high level. Allocating funds to professional development and to providing the necessary materials will help increase our overall school, SBAC scores and other forms of data measurement. In regards to reading and the funding of goal 103-7091, our instructional aides met with second grade and kindergarten students all year. As of trimester 2, we have 24 students who are not reading at least at a first grade level. At the beginning of the year we had 35 students who were reading at that level, so we were able to increase 1/3 of the students who are reading at a least a first grade level. For our parent education goal, we held two major events this year and had amazing turn outs. For our Community Resources Easter Egg hunt, we had over 200 families sign in to attend. Overall we had over 30 events for parents to attend and be involved in our school. We have a goal for Software, and our teachers have been able to utilize the software in the classroom. For AR, every classroom this year has earned reading medals at the trimester assemblies, which shows our use of the program. Classrooms walk-throughs and lesson plans show that teachers are using Newela, United Streaming, and BrainPop. Efforts were made to seek families from our unduplicated pupils and funds were principally directed for these subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year we sent our teachers to the Putting It All Together training, but the expenditures were able to be covered using Title I. funds. \$25,000 will be moved to 305-7091 to help cover the cost of new technology in first and second grade. Each student will be provided a Chrome book to be used as a teaching tool and will increase students' knowledge of the common core state standards. For goal 1, Action 4, the materials are still the same, however, we are adding in \$36,000 to meet this goal. This is due to the change in administration and wanting to provide summer intervention to a larger population, with special attention to our foster students, homeless students, English language learners and other unduplicated students. The materials for our parent education goals did not change, however, we did not use \$11,000, so we will allocate that money to purchasing new chrome books for our first and second grade students. All of the materials purchased for our supplemental materials goals were on target, however, many of the items were purchased using Title I funds. These changes are necessary to meet the needs of all students with special focus on English language learners, foster youth and students who come from low socio-economic homes.

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

As previously mentioned, this year we sent our teachers to the Putting It All Together training, but the expenditures were able to be covered using Title I. funds. \$25,000 will be moved to 305-7091 from our 101-7091 budget to help cover the cost of new technology in first and second grade. Each student will be provided a Chrome book to be used as a teaching tool and will increase students' knowledge of the common core state standards. These changes are necessary to meet the needs of all students with special focus on English language learners, foster youth and students who come from low socio-economic homes. One of the major changes to our LCAP is goal 1, Action 4, or intervention. We will increase the the amount of students who will be services for summer school. Our goal is to provide intervention to 150 of our lowest to mid performing students based off of our ARI reading data. We are adding \$15,000 from 209-7090, which is the incentives goal to help with the summer school program. We are also adding in \$11,000 from 105-7090, which is our parent education goal. In addition, we are adding \$9,154 from 106-7090, supplemental math materials to ensure we have enough funds to run Summer school. In total, we are allocating \$52,000 to our summer school program. We had too

much money allocated to our parent education goal, so we are taking \$11,000 from that goal to our intervention summer school. For goal 1, action 6, \$7,000 was allocated to improve our kindergarten classrooms and \$9,000 was allocated to our summer school program. These changes are necessary to meet the needs of all students with special focus on English language learners, foster youth and students who come from low socio-economic homes.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Goal #2: All students at Nueva Vista Language Academy (NVLA) will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as lowperforming groups.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 5 (a) – School attendance rates

18-19

Expected outcome for 2018-2019 is 98.1% attendance rate.

Baseline

The NVLA attendance rate is 97.06%.

Metric/Indicator

Priority 5 (b) – Chronic absenteeism rates

18-19

Expected outcome for 2018-2019 is 4% absentee rate.

Baseline

The NVLA chronic absenteeism rate is 6.4%.

Actual

Metric/Indicator

Priority 5 (a) – School attendance rates
18-19

Actual outcome for 2018-2019 is 98.22 % attendance rate as of May 2, 2019

Baseline

The NVLA attendance rate is 97.06%.

Metric/Indicator

Priority 5 (b) – Chronic absenteeism rates
18-19

Actual outcome for 2018-2019 is 4% absentee rate.

Baseline

Expected

Actual

The NVLA chronic absenteeism rate is 6.4%

Metric/Indicator

Priority 5 (c) – Middle School dropout rate

18-19

Middle school drop-out rate N/A

Baseline

Middle school drop-out rate N/A

Metric/Indicator

Priority 5 (c) – Middle School dropout rate
18-19

Middle school drop-out rate N/A
Baseline

Middle school drop-out rate N/A

Metric/Indicator

Priority 5 (d) - High school dropout rate

18-19

High school dropout-N/A

Baseline

High school dropout-N/A

Metric/Indicator

Priority 5 (d) - High school dropout rate
18-19

High school dropout-N/A
Baseline

High school dropout-N/A

Metric/Indicator

Priority 5 (e) - High School Graduation rate

18-19

High School Graduation rates-N/A

Baseline

High School Graduation rates-N/A

Metric/Indicator

Priority 5 (e) - High School Graduation rate
18-19

High School Graduation rates-N/A
Baseline

High School Graduation rates-N/A

Metric/Indicator

Priority 6 (a) – Pupil suspension rates

18-19

Expected outcome for 2018-2019 is .5%

Baseline

The current suspension rate for NVLA is 1.3%

Metric/Indicator

Priority 6 (a) – Pupil suspension rates
18-19

Actual outcome for 2018-2019 is .5%

Baseline

The current suspension rate for NVLA is 1.3%

Expected

Actual

Metric/Indicator
 Priority 6 (b) – Pupil expulsion rates
18-19
 Expected outcome for 2018-2019 is 0
Baseline
 No students have been expelled from NVLA this school year.

Metric/Indicator
 Priority 6 (b) – Pupil expulsion rates
 18-19
 Actual outcome for 2018-2019 is 0
 Baseline
 No students have been expelled from NVLA this school year.

Metric/Indicator
 Priority 6 (c) – Other local measures on sense of safety and school connectedness
18-19
 Increase Parents feeling school is safe to 85% students 99%
 95% of students feel connected to their school
Baseline
 School on Feel that their school is safe"Parent 98%/Students 90%
 93% of students feel connected to their school

Metric/Indicator
 Priority 6 (c) – Other local measures on sense of safety and school connected-ness
 18-19
 Increase Parents feeling school is safe to 85% students 99%
 95% of students feel connected to their school
 Baseline
 School on Feel that their school is safe"Parent 98%/Students 90%
 93% of students feel connected to their school

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NVLA will continue to expand the duties of the nurses to enhance parent communication and the health and safety of the students,	NVLA was serviced by a district nurse for the 2018-2019 school year. Her duties were carried out as planned. Our nurse met with	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$47,579	1000-1999: Certificated Personnel Salaries LCFF

including attendance. The nurses and the health services clerk will serve as liaisons for the school site and provide parent and staff training. Expand parent topics: Parenting 101, Basic Needs, general hygiene, nutrition, Lice, dental care, Epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Director of Health Services in the following areas: HIV/AIDS, growth and development classes with special attention to unduplicated students, and any other areas that need professional development. Priority 5

parents, students and staff members to ensure our students are healthy.

The nurses and the health services clerk served as liaisons for the school site and provide parent and staff training. Topics of training included Parenting 101, Basic Needs, general hygiene, nutrition, Lice, dental care, Epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED.

Our nurse trained all front office staff and administrators in CPR and AED.
Priority 5

3000-3999: Employee Benefits Supplemental and Concentration \$17,223

4000-4999: Books And Supplies Supplemental and Concentration \$2,000

Supplemental and Concentration \$49,236

3000-3999: Employee Benefits LCFF Supplemental and Concentration \$17,548

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1294.89

Action 2

Planned Actions/Services

The vice principal is employed to promote student safety and to conduct SAT meetings to provide special assistance and guidance to unduplicated pupils. The Vice principal provides ongoing staff development on MTSS and restorative justice practices, including de-escalation training(PRO-ACT). Priority 5, 6

Actual Actions/Services

The vice principal is employed to promote student safety and to conduct SAT meetings to provide special assistance and guidance to unduplicated pupils. The Vice principal provides ongoing staff development on MTSS and restorative justice practices, including de-escalation training(PRO-ACT). Priority 5, 6

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,973

3000-3999: Employee Benefits Supplemental and Concentration \$23,029

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$54,720

3000-3999: Employee Benefits LCFF Supplemental and Concentration \$22,891

Action 3

**Planned
Actions/Services**

NVLA will continue to promote student safety and visibility by employing Supervision Aides and Crossing guards before school, at recess, lunch, after school and for special events. Priority 6

**Actual
Actions/Services**

NVLA promoted student safety and visibility by employing Supervision Aides and Crossing guards before school, at recess, lunch, after school and for special events. Priority 6

**Budgeted
Expenditures**

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$44,000

3000-3999: Employee Benefits Supplemental and Concentration \$3,152

**Estimated Actual
Expenditures**

2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$51,116

3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,143

Action 4

**Planned
Actions/Services**

NVLA will provide academic field trips for all students with special focus on unduplicated students. Priority 5, 6

**Actual
Actions/Services**

Academic field trips have been fully funded this year. Students attended the pumpkin patch, Gold Rush, Science Centers, CALM, Murray Farms, Museums and many other educational field trips. Priority 5, 6

**Budgeted
Expenditures**

4000-4999: Books And Supplies Supplemental and Concentration \$2,000

5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$8,000

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,000

**Estimated Actual
Expenditures**

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,049

5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$1,580

5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$17,498

Action 5

**Planned
Actions/Services**

NVLA will promote a positive school culture by:

- providing at least five culture building activities for students, staff and parents per year. Examples: assemblies, family nights, rallies, parent education nights, shirts, medals, plaques, field trips (i.e. hockey

**Actual
Actions/Services**

NVLA's school culture has improved drastically this year. This year we purchased a helium tank and spirit shirts to begin the year. Also throughout the year we held an orange carpet for the first day of school. This year we held a Fall Carnival and had a staff movie night. In addition we held events such as celebrating the 100th day of school, Fun Friday, Condors

**Budgeted
Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000

3000-3999: Employee Benefits Supplemental and Concentration \$952

**Estimated Actual
Expenditures**

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$328

3000-3999: Employee Benefits LCFF Supplemental and Concentration \$77

<p>games, college visits, etc.)</p> <ul style="list-style-type: none"> offering clubs and extra curricular activities (i.e. computer club, robotics, chess, mancala, athletic/intramurals, art club, ASB, etc.) promoting involvement in competitions such as Math team, Battle of the Books, Track and Field, Spelling Bee, Oral Language Festival, Speech/Essay competitions, art galleries and competitions. <p>Special focus will be placed on recruiting unduplicated student parents. Priority 6</p>	<p>Field Trips, Read Across America, Water bottles and battle of the books. In addition, we had events for track and field, spelling bee, oral language and many other more events.</p> <p>We also purchased new drapes for the multi-purpose room. Priority 6</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$9,230</p>
		<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0.00</p>
		<p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$4,000</p>	<p>5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration 0.00</p>
		<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,012</p>
			<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$50.56</p>
			<p>6000-6999: Capital Outlay LCFF Supplemental and Concentration \$10,318</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NVLA will provide informative meetings for parents and/or students to address issues such as: gang awareness, drugs, behavior modification and safety, communication and bullying. Effectiveness will be measured based on surveys and evaluations of the sessions or on school data. Special focus will be placed on recruiting unduplicated student parents. Priority 5, 6</p>	<p>NVLA has provided informative meetings for parents and/or students. New this year we had two Coffee with the Principal meetings to review our school plan and upcoming testing. In addition, we had many events to raise awareness to many issues such as gang awareness and safety. Priority 5, 6</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0.00</p>
		<p>3000-3999: Employee Benefits Supplemental and Concentration \$190</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 0.00</p>
		<p>4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,439</p>

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,000

5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NVLA's Nueva Way Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral Intervention Tiers (MTSS) and to promote school safety. Two full-staff safety trainings will be provided (Summer 2018 and Fall 2018). A total of 5 staff comprised of certificated and classified staff will be hired. The facilitator will receive a \$1,000 stipend. Additional opportunities for Professional Development- PBIS, Parent Communication, Classroom Management, Whole Brain, EDI, and safety protocols. Purchase technology, supplemental materials, supplies and programs that support the instruction and practice of Nueva Way as well as purchasing character building materials to support the MTSS Tier 1.</p> <p>Professional Development: PBIS Site Leadership Team Training - Heather Robbins</p> <p>Playground/Supervision aides will be provided ongoing training to increase their capacity.</p>	<p>This year we combined our Nueva Way Team with our leadership team. We did not provide two full staff safety trainings. We did not provide a stipend for a facilitator of these meetings. We did not hire Heather Robbins to complete professional development, but we were able to have meetings with our noon duty supervision aides. Priority 5, 6</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$263</p>
		<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$14.00</p>
		<p>3000-3999: Employee Benefits Supplemental and Concentration \$3,215</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$54.00</p>
		<p>4000-4999: Books And Supplies Supplemental and Concentration \$7,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,171</p>
			<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,110</p>

Students and parent will be provided with increased access to mental health services Priority 5, 6

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6	This action is to help support students with supplies and materials needed to ensure students are ready to learn. Supplies included school uniforms, shoes, and other needed items. Funds were principally directed for unduplicated pupils. Priority 5, 6	4000-4999: Books And Supplies Supplemental and Concentration \$2,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,305
			1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$18.00
			3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4.00

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NVLA will provide Incentives and Activities for staff, students and parents/guardians. The purpose is to promote adherence to school expectations (Nueva Way/RISE UP/MTSS), to celebrate good / improved attendance and foster school pride. Examples include: drawings, incentive/fun field trips, assemblies, tshirts, plaques, trophies, medals, RISE UP Perfect Score Field Trip, RISE UP activities incentive programs, group and individual counseling, Coast to Coast Soccer, Fit Camp, Dance Camp, family	This year, many events and activities have been planned for students and staff of NVLA. To begin the year, we had a balloon party for our kindergarten students who learned all of their letter names and sounds. From there we had many events including having a first day of school celebration, ordering yard signs for students who met or exceeded standards in state testing, awards and certificates, AR medals, counting incentives, testing incentives, reclassification incentives, rock painting for our	4000-4999: Books And Supplies Supplemental and Concentration \$20,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$16,137
		5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$5,000	5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration 0.00
		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,314
			2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$200

bowling/skating nights, movie nights, etc. Priority 5, 6

fifth grade students, trophies and plaques. Priority 5, 6

3000-3999: Employee Benefits LCFF Supplemental and Concentration \$55

Action 10

Planned Actions/Services

Home visits for students with intensive behavioral needs, focusing on the EL, SED, and Foster population. Offer supports to families as available in the district and community. Priority 5, 6

Actual Actions/Services

This year we have completed at least 1-3 home visits per day and worked with many families. Priority 5, 6

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00

Action 11

Planned Actions/Services

Purchases/upgrades that improve school environment, safety and culture; for example: shade structures, benches, signage, banners, flags, promotional materials, visitor passes, furniture, safety vests, outdoor assembly areas, tables, student desks, student chairs, etc. Priority 6

Actual Actions/Services

This year we met our goal with many of the items listed in a planned action. This year we spent most of the money on furniture for our new kindergarten classrooms. Priority 6

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$5,000

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$25,067.00

5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$55,234

Analysis

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

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

In regards to our school nurse and health, we met our goal with fidelity. Our nurse was able to meet all of her responsibilities as outlined in our plan. The Vice Principal has been instrumental in providing a secure and safe learning environment for the students of Nueva Vista. The Vice Principal meets with students on a daily basis to ensure that the students are meeting the behavior

expectations. In addition, the Vice Principal meets with parents and teachers to review behavior expectations and the district policy. Field trips are crucial to help students close the equity gap, especially with life experiences and vocabulary. Our school culture has never been better than ever with the events that we have had this year. We held many events for the students and staff. In addition, we are purchasing new drapes for the multipurpose room. Home visits are crucial to ensure our students are making improvements and meeting their goals. Our vice principal and attendance clerk complete at least 2-3 home visits each week to pick up students and check on the family. For goal 2, Action 11, we added in \$32,000 moved from our math supplemental goals and supplemental materials goals to purchase new furniture for our kindergarten classrooms.

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

NVLA requires a school nurse to help with many issues and health related topics. Funding this goal is a priority to ensure our students are safe and healthy. The vice principal is meets with students on a daily basis and works to ensure the campus as a whole is safe and secure. In addition to safety, the Vice Principal did an amazing job working with students as a whole for Tier I.behavior intervention. She provides weekly incentives and programs to ensure that students make good choices for behavior. NVLA held field trips at the beginning of the year and towards the end of the year. Field trips help students with vocabulary and with life experiences. We had many events this year to increase our school culture. We are able to support our students in many ways, especially with student needs. Whenever a student needs support such as supplies, uniforms, shoes, etc, our school is able to supply those materials. Home visits are crucial for our most needy students. Because we are able to do the home visits, our average attendance rate is over 98% as a school. Moving \$32,000 into goal 2, action 11 will help move two kindergarten classrooms and update the furniture.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year we met all of the actions as outlined in goal 2, action 5, however, we did add in new drapes for our multipurpose room. In regards to goal 2, action 7, we had the need to re-allocate money to another goal. Because we did not have the two full Saturday trainings and did not hire Heather Robbins, we will move \$21,000 to goal 3, action 5, which is our technology goal. This was an important move because we need to increase the amount of technology in the kinder through second grade classrooms. This year we did not hire Coast to Coast Soccer, Fit Camp, Dance Camp, family bowling/skating nights, or movie nights, except for in house movie nights. With home visits, we have not expended as much money as needed to help our students because we do not put in for reimbursements for mileage. Goal 2, action 11 has no material changes, but more money was allocated to this action to purchase more furniture for our new kindergarten classrooms.

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

This year we added the purchase of new drapes for our multi-purpose room. This purchase was necessary to improve our school culture because our drapes were old and ripped. Students and parents were asking for new drapes in the multi-purpose room. It was important to move \$21,000 to our technology goal because we need to purchase Chromebooks for our first through second grade students. This change occurred because of the change in administration and doing what is needed for instruction in the classroom. For goal 2, action 9, we expended all of our money for the goal, but we did not hire Coast to Coast, Fit Camps, and Dance Camps. Instead, we increased the amount of incentives and activities. For goal 2, action 11 we needed to add in \$32,000 to purchase new

furniture for our kindergarten classrooms. This change occurred because of the change in leadership and the new vision of Nueva Vista. The new kindergarten classrooms will benefit our students with learning and with access to a 21st century learning environment.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Nueva Vista Language Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 3 (a) – Efforts to seek parent input in making decisions for district and school sites

18-19

Expected outcome for 2018-2019 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities to 30%.

Baseline

Based on sign in sheets, school sites had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.

Metric/Indicator

Priority 3 (a) – Efforts to seek parent input in making decisions for district and school sites
 18-19

Actual outcome for 2018-2019 is that we held over 30 parent events for the school year.

Baseline

Based on sign in sheets, school sites had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.

Metric/Indicator

Priority 3 (b) – How district promotes participation of parents for unduplicated pupils

Metric/Indicator

Priority 3 (b) – How district promotes participation of parents for unduplicated pupils

Expected

18-19

NVLA will increase the number of parent engagement for English Learners and other subgroups by 30%.

Baseline

At the District and site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant, DELAC, and GATE. The district increased the number of parent engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and/or school site activities.

Metric/Indicator

Priority 3 (c) – How district promotes participation of parents for pupils with exceptional needs

18-19

Expected outcome for the 2018-2019 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.

Baseline

Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents were encouraged to attend IEP meetings as well as meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.

Metric/Indicator

Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study

18-19

Expected outcome for the 2018-2019 school year is 100%

Baseline

Actual

18-19

NVLA has held over 32 events for the 2018-2019 school year. At every event, translation services were provided.

Baseline

At the District and site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant, DELAC, and GATE. The district increased the number of parent engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and/or school site activities.

Metric/Indicator

Priority 3 (c) – How district promotes participation of parents for pupils with exceptional needs

18-19

Every student who has an active IEP has had their annual or triennial meeting. Every parent attended their assigned meeting.

Baseline

Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents were encouraged to attend IEP meetings as well as meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.

Metric/Indicator

Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study

18-19

Actual outcome for the 2018-2019 school year is 100%

Expected

100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site.

Metric/Indicator

Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils

18-19

Expected outcome for 2018-2019 is to continue to have 100% access for all students.

Baseline

100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.

Metric/Indicator

Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

18-19

Expected outcome for 2018-2019 is to continue to have 100% access for all students.

Baseline

100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records

Metric/Indicator

Priority 8 (a) – Pupil outcomes in subjects

Actual

Baseline

100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site.

Metric/Indicator

Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils

18-19

Actual outcome for 2018-2019 is to continue to have 100% access for all students.

Baseline

100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.

Metric/Indicator

Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

18-19

Actual outcome for 2018-2019 is to continue to have 100% access for all students.

Baseline

100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records

Metric/Indicator

Priority 8 (a) – Pupil outcomes in subjects

Expected

18-19

ADEPT (moved one level): Target for 2018-19 is 70%

ARI DATA ON GRADE LEVEL Target for 2018-19 is 65%

ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2018-19 is 56%

WRITING DATA (end of year proficiency): Target: 2018-19: 55%* (missing data for K, 5th in 17-18)

Baseline

Continued student participation in high school course work for Algebra and Biology for 100% of qualifying middle school students. As evidenced by class schedules, assessment results, and successful completion rates. It is projected that 90% of students will successfully complete and pass the course at the end of the school year.

Metric/Indicator

Priority 8 (b) - Will implement assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2016-2017 school year.

18-19

ADEPT (moved one level): Target for 2018-19 is 70%

Metric/Indicator

Priority 8 (c) - ARI assessments for all K-5 students to measure literacy. Baseline data: Kinder - 77%, First grade - 47%, Second grade 54%, Third grade 57%, Fourth grade 57%, Fifth grade 62%. Each grade level will increase by at least 5%.

18-19

ARI DATA ON GRADE LEVEL Target for 2018-19 is 65%

ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2018-19 is 56%

Actual

18-19

ADEPT (moved one level): We did not ADEPT this year.

ARI DATA ON GRADE LEVEL Target for 2018-19 is 65%, ARI data will be analyzed after the end of the third trimester.

ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2018-19 is 56%

WRITING DATA (end of year proficiency): Target: 2018-19: 55%* (missing data for K, 5th in 17-18)

Baseline

Continued student participation in high school course work for Algebra and Biology for 100% of qualifying middle school students. As evidenced by class schedules, assessment results, and successful completion rates. It is projected that 90% of students will successfully complete and pass the course at the end of the school year.

ADEPT was not assessed this year as a district.

Metric/Indicator

Priority 8 (c) - ARI assessments for all K-5 students to measure literacy. Baseline data: Kinder - 77%, First grade - 47%, Second grade 54%, Third grade 57%, Fourth grade 57%, Fifth grade 62%. Each grade level will increase by at least 5%.

18-19

ARI DATA ON GRADE LEVEL Target for 2018-19 is 65%; ARI data will be analyzed at the end of the third trimester.

ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2018-19 is 56%

Baseline

Expected

Actual

<p>Metric/Indicator Priority 8 (d) - Will implement district writing benchmarks to measure improvement in writing skills. Baseline data: Due to adoption of new ELA/ELD program, the Delano Union School District will not have baseline data until 2017-2018.</p> <p>18-19 WRITING DATA (end of year proficiency): Target: 2018-19: 55%* (missing data for K, 5th in 17-18)</p>
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<p>Metric/Indicator</p> <p>Priority 8 (d) - Will implement district writing benchmarks to measure improvement in writing skills. Baseline data: Due to adoption of new ELA/ELD program, the Delano Union School District will not have baseline data until 2017-2018.</p> <p>18-19</p> <p>WRITING DATA (end of year proficiency): Target: 2018-19: 55%* (missing data for K, 5th in 17-18)</p>
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NVLA will continue to promote advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts through:</p> <ul style="list-style-type: none"> the Career Day Event offered to all K-5 students. Other activities promoting career and college-mindedness will be implemented in classrooms and school wide. promote the development and implementation of a STEAM program which will include training and conference attendance for staff. Special focus 	<p>This year, we were able to provide an art consultant for all students in grades K-5. In addition, we paid for science materials such as project boards, butterflies and other supplies. In addition, we purchased band materials and art supplies to ensure a quality program. Also, we supported our Dia de la Cultura event for students in grades K-5.</p> <p>In addition this year we were able to</p> <ul style="list-style-type: none"> promote the development and implementation of a STEAM program which will include training and conference attendance 	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,209</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$18,827</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$109,765</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$45,529</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,152</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$27,314</p>

2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$31.00

- will be placed on unduplicated students
- offering of Science Focus days
 - provide a stipend for Science Fair Site Coach
 - Promoting of Science education for students in grades five supporting participation in Scicon camp for students
 - Art Consultant - provides art instruction tied to writing to K-5 students from Aug 2018 to May 2019
 - Expanding participation in the arts to all students by offering band/music along with choir and folklorico dance group
 - Continuing to Offer a Dual Immersion program K-5; expanding to 2 classes in Kinder and First grade
 - Continue with Dia de La Cultura, expand to include a food fair
 - Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program
 - Promoting K-5 Classrooms to transition to Google Classrooms, including professional development [i.e. workshops /conferences in Google Apps for

- for staff. Special focus will be placed on unduplicated students
- provide a stipend for Science Fair Site Coach
 - Promoting of Science education for students in grades five supporting participation in Scicon camp for students
 - Art Consultant - provides art instruction tied to writing to K-5 students from Aug 2018 to May 2019
 - Expanding participation in the arts to all students by offering band/music along with choir and folklorico dance group
 - Continuing to Offer a Dual Immersion program K-5; expanding to 2 classes in Kinder and First grade
 - Continue with Dia de La Cultura, expand to include a food fair
 - Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program
 - Promoting K-5 Classrooms to transition to Google Classrooms, (GAPE)

Priority 7

Educators (GAFE)]
Priority 7

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NVLA will provide opportunities for parent involvement. Activities will include Math/Science nights, general information meetings, Conferences, Back to School Nights, Orientations, Dances with Parents, SAT meetings, Read Across America, Carnivals, Paint Nights, ESL Classes, Athletic competitions (parents vs. students) College campus visits (transportation provided to parents) Priority 3</p>	<p>This year, we have had many events for our parents. In fact, we had over 32 parent events this year. To be specific, we held events such as meet the principal, grandparent's day, gingerbread men making, school site council, Christmas program, community resources egg hunt, mother's day tea, kinder awards, and mother child dances. We also had general information meetings, Conferences, Back to School Nights, Orientations, Dances with Parents, SAT meetings, Read Across America, Carnivals, and Paint Nights Priority 3</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,400</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$992</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p> <p>5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$5,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,400</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$805</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$567</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$12,602</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0.00</p> <p>5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$0.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$200</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,000</p>

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

NVLA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. They will also serve as a liaison for parents of unduplicated pupils. Priority 3

NVLA was able to support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees offered opportunities for parent involvement before, during, and after school such as extended library hours. They have also been able to serve as a liaison for parents of unduplicated pupils Priority 3

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$72,624

2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$72,808

3000-3999: Employee Benefits Supplemental and Concentration \$52,275

3000-3999: Employee Benefits LCFF Supplemental and Concentration \$50,874

Action 4

Planned Actions/Services

NVLA will continue to promote advancement in Science, Technology and Engineering. Funding will be utilized to pay staff, purchase materials, and provide experiences to students. (examples include: Robotics, rebuilding computers, Tech Team, etc.) Priority 7

Actual Actions/Services

This goal was able to cover the cost of technology by providing and replacing and rebuilding chrome carts in grades 3-5. Priority 7

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$15,000

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000

3000-3999: Employee Benefits Supplemental and Concentration \$952

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$13,650

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0.00

3000-3999: Employee Benefits LCFF Supplemental and Concentration 0.00

Action 5

Planned Actions/Services

Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction. Upgrade of the Dukane System or technology that would allow teachers to allow

Actual Actions/Services

This goal will be used to purchase new technology for the classrooms. This includes touch screen tvs for our kindergarten classrooms. Also, we have purchased five non touch screens for pilot in grades 1-5. We also

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$21,283

4000-4999: Books And Supplies Supplemental and Concentration \$100,000

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$123,905

5000-5999: Services And Other Operating Expenditures LCFF

media to support instruction. Classroom computers that are outdated will be replaced/upgraded; 2nd grade will be provided with chromebook carts. K-1 will be provided with age-appropriate technology devices.
Priority 7

purchased Ipads and carts for small groups in grades K-1.
Priority 7

Supplemental and Concentration
\$22,000

Action 6

Planned
Actions/Services

Classroom computers that are outdated will be replaced/upgraded; Priority 7

Actual
Actions/Services

Classroom computers that are outdated will be replaced/upgraded; To be specific, computers chrome carts in 3rd-5th grade were updated and each set of computers was increased to 32 Chromebooks per classroom.
Priority 7

Budgeted
Expenditures

4000-4999: Books And Supplies
Supplemental and Concentration
\$88,472

Estimated Actual
Expenditures

4000-4999: Books And Supplies
LCFF Supplemental and
Concentration \$11,561

Action 7

Planned
Actions/Services

Purchase of supplemental program and materials to support instruction in mathematics. Priority 7

Actual
Actions/Services

Many of the resources that were allocated for this goal were paid out of Title I. The funds from this goal were moved to our school environment goal where we will purchase new shelving and cabinets to hold new instructional materials.

Budgeted
Expenditures

4000-4999: Books And Supplies
Supplemental and Concentration
\$25,000

Estimated Actual
Expenditures

4000-4999: Books And Supplies
LCFF Supplemental and
Concentration 0.00

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development in 21st Century Learning: *two after school sessions Priority 7	NVLA is working hard to ensure we provide academic support for professional learning and development. This year we had training in Putting it All Together math training and Thinking Maps. Priority 7	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$70.00
		3000-3999: Employee Benefits Supplemental and Concentration \$757	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14.00
		4000-4999: Books And Supplies Supplemental and Concentration \$50,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$688
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00
		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0.00

Analysis

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

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

Goal 3, Action 1 focuses on science, technology, engineering, art and math. With this goal, we were able to have many events and experiences for students to increase their capacity and language skills in the content. The largest component of this goal is our focus of having a band and art teacher. We share the band teacher with another school, but he provides services to our students between 2-3 times per week. In addition, our art teacher works with students in grades K-5 to teach them art skills and content regarding art strategies and art history. Technology is a very important part of a 21st century learning environment. In order to ensure our students are receiving a equitable education, students in grades 1-5 will be one to one with Chromebooks.

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

One of the major events at our school this year was our event, dia de la cultura, which focuses on building knowledge on the many states of the country of Mexico. Each class researches a Mexican state and presents on the state in a formal presentation. On top of that, each class performs a traditional dance that represents the states. The art teacher, band teacher and the other activities with this goal have increased our students language, content knowledge and overall access to a 21st century learning environment. In addition to the chromebooks purchased for students in grades 1-5, we were able to order small center ipads for students in grades K-1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3, Action 7 states that we would provided supplemental math materials. Many of the items that were purchased were paid out of other LCAP goals and Title 1, 3010. Instead, we moved this money to our school environment goal with approves new furniture for our kindergarten classrooms. This move is very important to ensure our students have an equitable learning environment that is suitable for 21st century learning. For goal 3, action 8, many of the professional development opportunities were funded through Title 1, 3010 funds. Because of this, \$10,200 was reallocated to our technology goal to purchase chrome carts for students in first through fifth grade.

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

We have an extra amount of money in goal 3, action 2, but we had many events for our parents. Some of our events were funded through title I. funds, so not all of the expenditures were needed. For goal 3, action 7, \$25,000 was moved to our school environment goal. This change is because many of the math supplemental materials were purchased through our Title I. 3010 funds. Also, this change is in regards to having new administration and to meet the new vision of Nueva Vista. The purchase is to cover new shelves for instructional materials and classroom organization. Moving \$10,200 from goal 3, action 8 is important because we needed to ensure our students have an equitable education and are given the same resources as most other students. This change was also made due to the change in administration and to meet the needs of our new mission.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Nueva Vista Language Academy values the input of all stakeholder groups for the completion of the annual LCAP. A strategic district LCAP team was formed to lead the annual review and analysis of the plan. The site team was comprised of the principal, vice principal, grade level chairs, mild/moderate teacher, dual immersion chair, site resource teacher and school site council parents and teacher representatives. The team gathered throughout the school year and reviewed quantitative and qualitative data, progress on the goals and action steps, budget and expenditures, and recommendations from stakeholder meetings. The team met via School Site Council and ELAC on the following dates:

9/20, 10/18, 2/7, 3/8, 5/3, and 5/23.

Site Leadership Team meetings were held on 6/8, 8/31 and 5/17.

During these meetings, the team reviewed the effectiveness of each of the actions and services provided via the LCAP, and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones. Further, administration shared outcomes and effectiveness of the actions as per local data and the California School Dashboard. Attendees had the opportunity to complete a survey to provide their input or orally provide input and feedback on what NVLA is currently doing, and suggested changes. The results of the survey were compiled and reviewed by the site LCAP team and used as a guide to make changes for the 2019-2020 school year.

Impact on LCAP and Annual Update

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

Parent and staff surveys were collected at each stakeholder meeting. Surveys were also sent out to all district staff and to all students in 4th – 8th grade. The results of the surveys were analyzed and were used to measure the effectiveness of the goals and

action steps, and the written comments were taken into consideration to make changes to current action steps, and to create new ones.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Goal #1: Nueva Vista Language Academy (NVLA) will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in careers and college as global citizens.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Based on results of the CAASPP, ELPAC and other local multiple measures, NVLA has identified the need to continue to increase the quality of instruction. NVLA will have a continued effort to retain fully credentialed teachers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment	NVLA has 2 teachers that are not highly qualified and fully credentialed and 26 teachers that are highly qualified and fully credentialed. This indicates that 92% of all teachers at NVLA are	Nueva Vista Language Academy has 2 teachers that are not highly qualified and fully credentialed and 26 teachers that are highly qualified and fully credentialed. This indicates that 93% of all teachers at NVLA are	Nueva Vista Language Academy has 3 teachers that are not highly qualified and fully credentialed and 21 teachers that are highly qualified and fully credentialed. This indicates that 87% of all teachers at NVLA are	The expected outcome is 91%% for the 2019-2020 school year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	appropriately assigned and fully credentialed.	appropriately assigned and fully credentialed.	appropriately assigned and fully credentialed. .	
Priority 1 (b) – pupils access to standards-aligned materials	Based on the Williams Team visits in August, 2016, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage.	Based on the Williams Team visits in August, 2017, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage.	Based on the Williams Team visits in August, 2017, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams visit webpage.	The expected outcome for 2019-2020 school year is 100%
Priority 1 (c) – School facilities maintained in good repair	Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary.	Based on the Facilities Inspection Tool from the Williams Team visit in August, 2017, the district received a rating of Exemplary.	Based on the Facilities Inspection Tool from the Williams Team visit in August, 2018, the district received a rating of Exemplary.	The expected outcome for 2019-2020 school year is Exemplary.
Priority 2 (a) – Implementation of CCSS	NVLA will implement all content performance standards. Based district walkthroughs, 85% of teachers are fully implementing CCSS.	ELD-95% of teachers are fully implementing the new CCSS standards, based on walkthroughs.	ELD-99% of teachers are fully implementing the new CCSS standards, based on walkthroughs.	Expected outcome for 2019-2020 is 100% of teachers achieving full implementation.
Priority 2 (b) – Programs/Services that enable ELs to access CCSS and ELD standards for academic content knowledge and English proficiency	ELD-95% of teachers are fully implementing the new ELD standards, based on walkthroughs and the C3 observation tool. The ELD standards were fully implemented at NVLA during an additional 30-45 minute ELD block.	ELD-100% of teachers are fully implementing ELD standards during designated ELD, based on walkthroughs and formative observation data.	ELD-100% of teachers are fully implementing ELD standards during designated ELD, based on walkthroughs and formative observation data.	Expected outcome for 2019-2020 is to continue with 100% of teachers at full implementation during the ELD block. Integrated ELD expected outcome is to be at fully implemented.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>EL students received ELD instruction daily using the adopted curriculum and ELD standards. The implementation is only partial for Integrated ELD, as evidenced by SBAC, CELDT and Redesignation data and lesson plans. The Next Generation Science Standards are still in the initial stages of implementation. A baseline will be established in 2017-2018 using classroom observations and lesson plans.</p>			
<p>Priority 4 (a) – Statewide Assessments</p>	<p>CAASPP Results – All students: ELA: 28% Math: 15% ELs ELA: 35% ELs Math: 26% SPED ELA: 8% SPED Math: 4% SED ELA: 24% SED Math: 12%</p>	<p>Pupil Achievement</p> <p>Statewide Assessments – Based on 2017 CAASPP results, the district and NVLA achieved the following for ELA and Math:</p> <p>OVERALL STUDENT POPULATION:</p> <ul style="list-style-type: none"> • ELA Spring 17 - District 34% / NVLA 30% • MATH Spring 17- District 	<p>The percentage of students who scored Met/Exceeded in math has increased by about 20% since 2015 with an increase of about 10% between 2017 and 2018. In addition, the percentage of students who scored Not Met has decreased about 20% since 2015 with a decrease of about 10% between 2017 and 2018.</p>	<p>Expected Outcomes for 2019-2020: The percentage of students who scored Met/Exceeded in math will increase by 10%</p> <p>In relation to English Language Arts, the percentage of students who met or exceeded standards will increase by 10%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>23% / NVLA 19%</p> <ul style="list-style-type: none"> 2018-19 ELA Expected-District 45%/NVLA 35% 2018-19 MATH Expected-District 30%/NVLA 25% <p>SUBGROUPS</p> <ul style="list-style-type: none"> ELL'S <p>ELA NVLA 35% / MATH 26%</p> <p>ELA EXPECTED 40% / MATH 31%</p> <ul style="list-style-type: none"> SPED <p>ELA NVLA 8% / MATH 4%</p> <p>2017-18 ELA EXPECTED 13%</p> <p>2017-18 MATH EXPECTED 9%</p> <ul style="list-style-type: none"> SED 	<p>In relation to English Language Arts, the percentage of increase from 2015-2018 to from 20% to 37% met or exceeded, which is a gain of 17 percentage points. From 2017-2018 the % of increase is from 30% to 37%, which is an increase of 7 percentage points for met and exceeded. In addition, the percentage of students who did not meet standard has decreased from 2015 to 2017 from 57% to 31.6%, which is a drop of 25.4 percentage points. On the other hand, from 2017 to 2018, we dropped 12.4 percentage points starting from 44% Not met in 2017 to 31.6% in 2018 for students not met</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>ELA NVLA 24% / MATH 12%</p> <p>2017-18 ELA EXPECTED 29%</p> <p>2017-18 MATH EXPECTED 17%</p>		
Priority 4 (b) – API	The Academic Performance Index – The District API for the last given results was 762 in 2013	The Academic Performance Index – The District API for the last given results was 762 in 2013	The Academic Performance Index – The District API for the last given results was 762 in 2013	The Academic Performance Index – The District API for the last given results was 762 in 2013
Priority 4 (c) – A-G courses and CTE	The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A	The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A	The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A	The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A
Priority 4 (d) – ELs who became English proficient	<p>The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2016-2017 are: Level 1 = 16%, Level 2 = 17%, Level 3 = 35%, Level 4 = 26%, and Level 5 = 6%</p> <p>Baseline ADEPT (moved one level): 213/342 (62%) English learners</p>	<p>The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2016-17 CELDT are: Level 1 = 20%, Level 2 = 25%, Level 3 = 30%, Level 4 = 25%</p> <p>ADEPT (moved one level): 213/342 (62%) English learners</p>	<p>The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE –</p> <p>This year we reclassified 46 students as English proficient based on test scores, academics and teacher and parent input.</p>	<p>The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE –</p> <p>End of Year Writing Proficiency (On grade Level Grades K-5) Target: 2019-20: 60%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Baseline End of Year Writing Proficiency (On grade Level): 120/344 (grades 1-4) 34%	Baseline End of Year Writing Proficiency (On grade Level): 120/344 (grades 1-4) 34%		
Priority 4 (e) – Els reclassification rate	The EL reclassification rate – For the 2016-2017 school year the rate was 7.8%. The expected outcome for 2016-17 was 15%. We failed to meet our target.	For 2017-2018 the target was 12% based on new district reclassification criteria. Our actual was 7%.	This year we reclassified 46 students as English proficient based on test scores, academics and teacher and parent input.	Expected outcome for 2019-2020 is to reclassify 10% more than the current 46 students.
Priority 4 (f) – Students who passed AP exams	The percentage of pupils who have passed an AP exam with a 3 or higher – N/A	The percentage of pupils who have passed an AP exam with a 3 or higher – N/A	The percentage of pupils who have passed an AP exam with a 3 or higher – N/A	The percentage of pupils who have passed an AP exam with a 3 or higher – N/A
Priority 4 (g) – percent of pupils who passed EAP program	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

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

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

NVLA is committed to providing quality first teaching. NVLA will provide staff with Professional Development in Common Core ELA & Mathematics, California ELD Standards, English Language Development (designated and integrated), Technology, Literacy instruction, effective instructional strategies, 21st Century Learning and will provide materials and supplies for program implementation. Extended Planning Time and Structured Teacher Planning Time throughout the school year will be provided to focus on best practices, effective teaching strategies, data analysis, increasing rigor, cognitive planning and improving curricular materials. The Site Resource Teacher will be providing professional development

2018-19 Actions/Services

Training for Common Core ELD, and Technology instruction will be provided as follows:

- weekly Team Time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math, and ELD -19 times this year
- Provide sub teachers for K-5 to protect instructional time during assessments (1 day per trimester)
- Extended planning time for each grade level at minimum 4 times this school year for 2 hours
- Two articulation meetings this year in the areas of Mathematics,

2019-20 Actions/Services

This action will primarily be paid using Title I. funding.

Training for Common Core ELD, and Technology instruction will be provided as follows:

- weekly grade level time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math, and ELD
- Provide sub teachers for K-2 in Dual Immersion and K-1 for mainstream teachers to protect instructional time during assessments (1 day per trimester; total cost of 30 sub

and curriculum support to teachers and intervention.

Plans include, but are not limited to:

- Purchasing of materials/supplies that enhance quality first instruction in the above curricular areas
- Providing Structured Teacher Planning Time:

o two summer planning dates for curriculum development and planning

o STPT Planning dates, 3 days of planning for each grade level team (7.5 hrs each day)

o Extended PD/Planning/Data Team Sessions after school 4 per year for all staff (2 hrs each day)

o Late Start PD/Planning/Data Team Sessions 7 per year

Priority 1, 2, 4

- ELA, ELD and Writing (8 meetings)
- Math coaches model lessons for all K-5 and SpEd teachers in the area of Problem Solving
 - Technology coaches continue to train and model lessons to K-5 and SpEd staff
 - Purchase materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics and 21st Century learning--increase small group reading materials
 - Late Start PD/Planning/Data Team Sessions 13 times
 - Reading Data Presentations and PD three times
 - The ELA, ELD, Math, and Tech coaches provide professional development to K-5 and MM teachers

Priority 1, 2, 4

days; 10 subs working one day each trimester. (\$5,000 budgeted)

- Extended planning time for each grade level (no more than 6 hours per teacher, per year.; total cost of 144 hours per year to pay 24 teachers.)(\$6,060 budgeted)

Two, 2-hour articulation meetings (four hours total per year) this year in the areas of Mathematics, ELA, ELD and Writing. (total cost of 96 hours to pay 24 teachers) (\$4,013 budgeted)

Math coaches model lessons for all K-5 and SpEd teachers in the area of Putting It All Together math strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.(\$1,003 budgeted)

ELA/ELD coaches model lessons for all K-5 and SpEd teachers in the area of reading and language strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.(\$1,003 budgeted)

Technology coaches continue to train and model lessons to K-5 and SpEd staff (3 subs required to cover classrooms; 1 day of modeling; total cost of 3 subs. (\$500 budgeted)

Late Start professional development will be provided to all staff. (BUDGET)

Reading and Math Data Presentations at the end of each trimester (4 subs needed for two days per trimester; total cost of 24 sub days) (\$4,013 budgeted)

Reading and Math Data talk preparation (6 hours per grade level; per year; total cost of 36 hours for teachers per year) (\$1,503 budgeted)

Professional development in the area of Math, Reading, Writing and language provided by Tulare Office of Education and the Kern County Superintendent of Schools. (\$5,000 for five days of professional development for the trainer (three days of PD and two days of consultation; three full days or 432 hours for teachers to participate in the professional learning. (\$18,062 +\$5,000 fee) budgeted)

Employ a resource teacher to fund other programs as needed.

Purchase materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics and 21st Century learning including all supplies and resources needed for professional development.

Priority 1, 2, 4

The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and

students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 1, Element E; Principle 2, Element A, B, and D; Principal 3, Element B; Principal 4, Element A.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$59,827	\$60,234	\$42,660
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$15,036	\$13,103	\$11,852
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$20,000	\$20,000	\$0.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount			\$5,000
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

Amount			\$5,000
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits

Action 2

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

Students to be Served:

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

Specific Student Groups: EL's, SES
[Add Students to be Served selection here]

Location(s):

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

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

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

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

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

NVLA will provide funds for a site ELA/ELD literacy specialist to provide targeted reading intervention for our lowest performing 1st-3rd graders. The

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

Modified Action

2018-19 Actions/Services

This position will not be funded. Funds will be reallocated to professional development.

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

Modified Action

2019-20 Actions/Services

NVLA will provide funds for a site ELA/ELD literacy and math specialist to provide targeted reading intervention for our lowest performing 1st-3rd graders.

specialist will work with all students but will give priority to the following subgroups: ELs, SES. Priority 2, 4

The specialist will work with all students but will give priority to the following subgroups: English language learners and students who come from low socio-economic backgrounds.

The specialist may be asked to modify planning time to be available before or after school to provide services to our most needy students.

Priority 2, 4

The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 3, Element B;

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	0	\$95,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries

Amount			\$19,026
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

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

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

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

Actions/Services

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

Modified Action

2017-18 Actions/Services

NVLA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education students including English

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

Modified Action

2018-19 Actions/Services

NVLA will support the instructional program with 4 instructional aides for full day Kindergarten classes and Special Education students including English

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

Modified Action

2019-20 Actions/Services

NVLA will support the instructional program with 5 kindergarten classes and Special Education students including English Learners

Learners. An additional aide along with the two full-time aides will be shared among the 3rd -5th grade classes for intervention support in ELD, math facts, and early reading intervention.
Priority 1, 2, 4

Learners. The aides will support 1st-5th grade classes for intervention support in ELD, math facts, and early reading intervention.
Priority 1, 2, 4

The aides could support 1st-5th grade classes for intervention support in ELD, math facts, and early reading intervention.

Priority 1, 2, 4

The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 2, Element A; Principle 3, Element B.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,141	\$69,127	\$71,703
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$11,526	\$22,152	\$16,750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

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

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

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

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

NVLA will provide interventions in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students.
*Excellence Academy Intervention– 2 teachers per grade K-5 will provide intensive intervention in reading language arts and mathematics for 6 weeks, 2 sessions per year.
*Language Boot Camp - 5 teachers 1st - 5th grade will provide intensive language

2018-19 Actions/Services

NVLA will provide interventions in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students.
*Excellence Academy Intervention– K-5 will provide intensive intervention in reading language arts and mathematics for 9 weeks (Week 5-9; Week 26-29)- 2 sessions per year.
*Language Boot Camp - 5 teachers K -5th grade will provide intensive language

2019-20 Actions/Services

NVLA will provide interventions in the area of English Language Arts and Math,
*After School Success Academy– K-5 will provide intensive intervention in reading language arts and mathematics
Session 1 from 9/3/2019-10/3/2019 (six week session; day is assessment and last week is assessment with incentive on the last day of Success Academy; (20 positions total; 120 hours of prep. total for session 1; 240 hours of direct student contact total for session 1)

intervention for lowest performing EL's for 4 weeks at the start of the school year.

*Summer Academy for Dual Immersion - 1 class in K-2; 1 class 3-5 to provide DI students intense intervention in literacy.

*Summer Literacy Program – 6 teachers, one clerk, one admin/designee providing work packets and computer lab access for AR quizzing 4 days over summer break.

~The main funding source for Excellence Academy and Language Boot Camp will be via Title I and Title III funds, but support staff, and materials will be purchased through LCAP funds.

Priority 1, 2, 4

intervention for lowest performing EL's for 4 weeks at Week 20-23

*Summer Academy for Dual Immersion - 1 class in K-1; 2-3; 4-5 to provide DI students intense intervention in literacy.

*Summer Literacy Program – 6 teachers, 3 clerks, one admin/designee providing work packets and computer lab access for AR quizzing 4 half-days over summer break.

~The main funding source for Excellence Academy and Language Boot Camp will be via Title I and Title III funds, but support staff, and materials will be funded through LCAP funds.

Priority 1, 2, 4

Session 2 from 1/21/2020-2/27/2020 (six week session; day is assessment /and last week is assessment with incentive on the last day of Success Academy; (20 positions total; 120 hours of prep. total for session 2; 240 hours of direct student contact total for session 2)

Session 3 from 4/9/2020-5/2/2020 (four week session; day is assessment /and last week is assessment with incentive on the last day of Success Academy; (20 positions total; 80 hours of prep. total for session 3; 160 hours of direct student contact total for session 3)

Summer Academy for Dual Immersion and Mainstream;
7 teaching positions including 3 DI, 3 Mainstream and 1 enrichment teacher; 2 clerks, one admin/designee; Include all curriculum, supplies, incentives and program needed materials.

The main funding source for Excellence Academy and Language Boot Camp will be via Title I and Title III funds, but support staff, and materials will be funded through LCAP funds.

Priority 1, 2, 4

The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-

economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 1, Element E; Principle 2, Element A, B, and D; Principle 3, Element B; Principle 4, Element A.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$26,250
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,719	\$1,904	\$5,109
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$7,000	\$7,000	\$11,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			0.00
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries

Amount			\$2,000
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits

Action 5

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

Students to be Served:

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

Specific Student Groups: EL's, SES
[Add Students to be Served selection here]

Location(s):

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

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

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

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

Actions/Services

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

Modified Action

2017-18 Actions/Services

NVLA will provide Parent Education focused on what parents can do to help their child in the areas of English Language Arts, Math, Science, Social

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

Modified Action

2018-19 Actions/Services

NVLA will increase parent education opportunities in ELA, Mathematics and Technology for the benefit of enhancing the learning of unduplicated students.

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

Modified Action

2019-20 Actions/Services

NVLA will increase parent education opportunities in ELA, Mathematics and Technology for the benefit of enhancing the learning of unduplicated students.

Studies, Technology and English Language Development for the benefit of enhancing the learning of unduplicated students.
Priority 4

We will purchase materials to enhance the workshops provided and will pay staff (certificated and classified) to provide the parent education. Examples include: Latino Family Literacy, Technology Nights, and Make-and-Take materials events. Childcare will be provided by classified staff.
Priority 4

We will purchase materials to enhance the workshops provided and will pay staff (certificated and classified) to provide the parent education.

These events will include, but are not limited to: providing parents handouts, information and newsletters; Community Resources Egg Hunt, Kindergarten orientation and blast off, parent and community promotional materials, parade participation, Police Block Parties, Latino Family Literacy and enrichment, Parent University/Halloween math/reading night, Math Council, Make-and-Take materials events, back to school night, parent conferences and open house, Student Assistance Meetings, College Campus visits with meals and transportation provided.

Childcare will be provided by classified staff. Refreshments, incentives, supplies and materials will be provided for each event as needed.

Priority 4

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1. Element A, D, and E

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$10,000	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$700	\$600
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$1,954	\$1,600
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$5,000	\$8,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 Specific Student Groups: EL's, SES
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
 [Add Scope of Services selection here]

Location(s):

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

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

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

NVLA will purchase supplemental technology, materials, supplies and programs that support the instruction of Common Core State Standards in English Language Arts, Math, ELD, Next Generation Science, Social Studies and Technology.
 Priority 1, 2, 4

2018-19 Actions/Services

Increase assemblies, field trips and activities to provide experiences for language development and academics (author visit, oral language / theater, poetry, cinema visits, plays)
 We will purchase supplemental technology, materials, supplies and programs that support the instruction of Common Core State Standards in English Language Arts, Math, ELD, Next Generation Science, Social Studies and Technology.
 Priority 1, 2, 4

2019-20 Actions/Services

NVLA will increase the amount of field experiences to provide an equitable education.

Each trimester we will hold an assembly that correlates to curriculum (three assemblies with the total cost of \$3,000)

We will have an author visit and purchase materials and supplies to ensure the event supports learning and reading. (total cost of \$4,000)

Math, science and language experiences will be provided on and off campus when available.

We will purchase supplemental technology, materials, supplies and programs that support the instruction of Common Core State Standards in English

Language Arts, Math, ELD, Next Generation Science, Social Studies and Technology.

Priority 1, 2, 4

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1, Element B and Principle 2, Element B.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,879	\$9,439	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$9,440	\$1,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

NVLA will purchase software licenses in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students. Software licenses can include, but are not limited to: Type to Learn, Prezi, Adobe spark, Instagrok, QAR codes, AR, United Streaming, PIPO, ABC Mouse, Vocabulary Spelling City, Readability, Ginger, SpeakIt!, Scrible, Lucidchart, WordQ, Newsela, Brain Pop, Explorapedia, Starfall, Priority 1, 2, 4,

2018-19 Actions/Services

NVLA will purchase software licenses in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students. Software licenses can include, but are not limited to: MobyMax, Type to Learn, Prezi, Adobe spark, Instagrok, QAR codes, AR, United Streaming, PIPO, ABC Mouse, Vocabulary Spelling City, Readability, Ginger, SpeakIt!, Scrible, Lucidchart, WordQ, Newsela, Brain Pop, Explorapedia, Starfall, Rosetta Stone, Reading A-Z, Imagine Learning, Priority 1, 2, 4,

2019-20 Actions/Services

NVLA will purchase software licenses in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students.

Software licenses can include, but are not limited to: MobyMax, Adobe spark, AR, United Streaming, PIPO, ABC Mouse, Newsela, Brain Pop, Explorapedia, Starfall, Reading A-Z, ESGI and Epic! Reading

Other software and applications to run chromebooks and Ipads.

Priority 1, 2, 4,

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element B and Principle 2, Element D.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: NVLA

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

NVLA will reduce class sizes in 3rd through 5th grade to increase opportunities for specialized and differentiated instruction. (Grade 3 18:1 Student: Teacher; grades 4th/5th 25:1 Student: Teacher). Priority 1, 4

2018-19 Actions/Services

NVLA will reduce class sizes in 4th through 5th grade to increase opportunities for specialized and differentiated instruction. (Grade 4th/5th 28:1 Student: Teacher). Priority 1, 4

2019-20 Actions/Services

As part of intervention, this goal will be paid with action 207-7091. MTSS is a multi-tiered systems of supports for academics, behavior and social emotional learning.

NVLA will reduce class sizes in 4th through 5th grade to increase opportunities for specialized and differentiated instruction. (Grade 4th/5th 28:1 Student: Teacher). Class size in third, fourth, and fifth grade.

Priority 1, 4

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1, Element B and Principle 2, Element D.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$222,949	\$154,195	\$152,383
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$87,830	\$64,013	\$63,460
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Goal #2: All students at Nueva Vista Language Academy (NVLA) will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as lowperforming groups.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Based on the Multi-Tier Systems of Support for positive behavioral interventions, discipline, attendance, and vice principal behavior observations, the data indicates a continued need in providing an engaging, safe, and secure learning environment for all students. Special emphasis will be placed on subgroups of greatest need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5 (a) – School attendance rates	The NVLA attendance rate is 97.06%.	The NVLA attendance rate is 97.1%. This is an increase of +.04% We did not reach our target of 98%. We missed it by .9%.	The attendance rate for 2018-2019 is 98.1% attendance rate. This is an increase of over 1%. We average higher attendance than most schools in our district.	Expected outcome for 2019-2020 is 98.2% attendance rate.
Priority 5 (b) – Chronic absenteeism rates	The NVLA chronic absenteeism rate is 6.4%.	The NVLA chronic absenteeism rate is 2.6%. This is an	Currently for the 2018-2019 school year our	Expected outcome for 2019-2020 is 3% absentee rate.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		decrease of -.3.8% We surpassed our target by 5%	chronic absenteeism rate is 4%.	
Priority 5 (c) – Middle School dropout rate	Middle school drop-out rate N/A	Middle school drop-out rate N/A	Middle school drop-out rate N/A	Middle school drop-out rate N/A
Priority 5 (d) - High school dropout rate	High school dropout-N/A	High school dropout-N/A	High school dropout-N/A	High school dropout-N/A
Priority 5 (e) - High School Graduation rate	High School Graduation rates-N/A	High School Graduation rates-N/A	High School Graduation rates-N/A	High School Graduation rates-N/A
Priority 6 (a) – Pupil suspension rates	The current suspension rate for NVLA is 1.3%	The current suspension rate for NVLA is 1.3%. This is an decrease of +.04% We did not reach our target of 1%. We missed it by .3%	The current suspension rate for NVLA is for the 2018-2019 school year is .5%	Expected outcome for 19-2020 is .3%
Priority 6 (b) – Pupil expulsion rates	No students have been expelled from NVLA this school year.	No students have been expelled from NVLA this school year so we reached our target of 0%	No students have been expelled from NVLA this school year so we reached our target of 0%	Expected outcome for 2019-2020 is 0
Priority 6 (c) – Other local measures on sense of safety and school connectedness	School on Feel that their school is safe"Parent 98%/Students 90% 93% of students feel connected to their school	Student surveys indicate that 75% fees safe and connected to their school.	We increased Parents feeling school is safe to 85% students 99% 95% of students feel connected to their school	Increase Parents feeling school is safe to 90% students 99.5% 97% of students feel connected to their school

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

NVLA will expand the duties of the nurses to enhance parent communication and the health and safety of the students, including attendance. The nurses and the health services clerk will serve as liaisons for the school site and provide parent and staff training. Training topics will include epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Director of Health Services in the following areas: HIV/AIDS, growth and development classes with special attention to unduplicated students, and any other

2018-19 Actions/Services

NVLA will continue to expand the duties of the nurses to enhance parent communication and the health and safety of the students, including attendance. The nurses and the health services clerk will serve as liaisons for the school site and provide parent and staff training. Expand parent topics: Parenting 101, Basic Needs, general hygiene, nutrition, Lice, dental care, Epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Director of Health Services in the following areas:

2019-20 Actions/Services

NVLA will expand the duties of the nurses to enhance parent communication and the health and safety of the students, including attendance. The nurses and the health services clerk will serve as liaisons for the school site and provide parent and staff training. Training topics will include epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Director of Health Services in the following areas: HIV/AIDS, growth and development classes with special attention to

<p>areas that need professional development. Priority 5</p>	<p>HIV/AIDS, growth and development classes with special attention to unduplicated students, and any other areas that need professional development. Priority 5</p>	<p>unduplicated students, and any other areas that need professional development. Priority 5</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element D</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$46,104	\$47,579	\$51,485
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$16,191	\$17,223	\$18,471
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$2080	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

NVLA will continue to employ and train vice principals on MTSS, attendance, pupil engagement and instruction at each of the school sites with special attention to unduplicated students, to continue to promote student safety and continued support of teachers. Priority 5, 6

2018-19 Actions/Services

The vice principal is employed to promote student safety and to conduct SAT meetings to provide special assistance and guidance to unduplicated pupils. The Vice principal provides ongoing staff development on MTSS and restorative justice practices, including de-escalation training(PRO-ACT). Priority 5, 6

2019-20 Actions/Services

The vice principal is employed to promote student safety and to conduct SAT meetings to provide special assistance and guidance to unduplicated pupils. The Vice principal provides ongoing staff development on MTSS and restorative justice practices.

Priority 5, 6

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and

students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element C.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$49,976	\$52,973	\$56,350
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$20,492	\$23,029	\$25,474
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

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

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

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

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

Unchanged Action

2017-18 Actions/Services

NVLA will continue to promote student safety and visibility by employing Supervision Aides and Crossing guards before school, at recess, lunch, after school and for special events. Priority 6

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

Unchanged Action

2018-19 Actions/Services

NVLA will continue to promote student safety and visibility by employing Supervision Aides and Crossing guards before school, at recess, lunch, after school and for special events. Priority 6

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

Modified Action

2019-20 Actions/Services

NVLA will continue to promote student safety and visibility by employing Supervision Aides and Crossing guards before school, at recess, lunch, after school and for special events. Aides will create and implement activities during lunch breaks to help eliminate safety issues and promote a positive school culture.

Priority 6

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principal 1, Element C.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,000	\$44,000	\$44,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$3,150	\$3,152	\$3,152
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

NVLA will provide academic field trips for all students with special focus on unduplicated students. Priority 5, 6

NVLA will provide academic field trips for all students with special focus on unduplicated students. Priority 5, 6

NVLA will provide academic field trips for all students with special focus on unduplicated students.

Kindergarten- Murray Farms (Fall 2019) and CALM (Spring 2020)

First Grade- Pioneer Village (Fall 2019) and Murray Farms (Spring 2020)

Second Grade- Theater Disney Nature Film (Fall 2019) and Fresno Zoo (March/Spring 2020)

Third Grade- VT Ranch (October/Fall 2019) and Kern County Fair (March/Spring 2020)

Fourth Grade- Windwolves (Fall 2019) and VT Ranch (February/Spring 2020)

Fifth Grade- California Science Center (Fall 2019) and Griffith Observatory (Spring 2020)

Priority 5, 6

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$1,000	\$8,000	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs
Amount	\$2,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

NVLA will promote a positive school culture by:

- providing at least five culture building activities for students, staff and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, field trips (i.e. hockey games, college visits, etc.)
- offering clubs and extra curricular activities (i.e. computer club, robotics, chess, mancala, athletic/intramurals, art club, ASB, , etc.)
- promoting involvement in competitions such as Math team, Battle of the Books, Track, Spelling Bee, Oral Language Festival, Speech/Essay and Art competitions.

Special focus will be placed on recruiting unduplicated student parents. Priority 6

NVLA will promote a positive school culture by:

- providing at least five culture building activities for students, staff and parents per year. Examples: assemblies, family nights, rallies, parent education nights, shirts, medals, plaques, field trips (i.e. hockey games, college visits, etc.)
- offering clubs and extra curricular activities (i.e. computer club, robotics, chess, mancala, athletic/intramurals, art club, ASB, etc.)
- promoting involvement in competitions such as Math team, Battle of the Books, Track and Field, Spelling Bee, Oral Language Festival, Speech/Essay competitions, art galleries and competitions.

Special focus will be placed on recruiting unduplicated student parents. Priority 6

NVLA will promote a positive school culture by providing culture building activities for students, staff and parents per year. We will have two staff meetings off campus to build school culture, once in the fall and once in the spring.(\$2500)

We will have two rallies per year, one for SBAC results at the beginning of the year and one for SBAC kickoff. (\$500 total)

We will offer after school clubs and activities such as Fitness Club (\$2,000), two movie nights per year (\$500), Robotics Club (\$5,000), Phoenix Writing Club (\$250), Folklorico Club (\$2,000+), Drama Club (\$5,181 budgeted),

Cost of Stipends to run clubs.

We will also promote involvement in competitions such as Math team, Battle of the Books, Track and Field, Spelling Bee, Science Fair, Oral Language Festival and Speech/Essay competitions with special focus will be placed on recruiting unduplicated student parents. (\$1000)

We will also purchase any other supplies, materials and all other items to ensure we meet this action of having a positive school culture.

Priority 6

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless

students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element C

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$861	\$952	\$973
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$10,000	\$10,000	\$3750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$4,000	\$4,000	\$0.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs
Amount	\$3,000	\$3,000	\$5,181
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

NVLA will provide informative meetings for parents and/or students to address issues such as: gang awareness, drugs, behavior, communication and bullying. Effectiveness will be measured based on surveys and evaluations of the sessions or on school data. Special focus will be placed on recruiting unduplicated student parents. Priority 5, 6

NVLA will provide informative meetings for parents and/or students to address issues such as: gang awareness, drugs, behavior modification and safety, communication and bullying. Effectiveness will be measured based on surveys and evaluations of the sessions or on school data. Special focus will be placed on recruiting unduplicated student parents. Priority 5, 6

NVLA will provide informative meetings for parents and students to address issues such as behavior, communication, bullying, and other educational related topics.

Coffee with the Principal will be held three times a year. Outside consultants and education specialists will be invited (\$1,000 for the year)

We will invite PIQUE to hold a class and provide supplies, materials, and resources as needed.

We will also purchase any other supplies, materials and all other items to ensure we meet this action

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element D.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$173	\$190	\$195
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: NVLA

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

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

Actions/Services

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

Modified Action

2017-18 Actions/Services

NVLA's MTSS/Nueva Way Team will provide professional development, coaching and support to site staff in Behavioral Intervention Tiers (MTSS). A total of 5 staff comprised of certificated and classified staff will be hired. The facilitator will receive a \$1,000 stipend. Additional opportunities for Professional Development- PBIS, Parent Communication, Classroom Management, Whole Brain, EDI and other strategies for assisting Intensive Tier Students (behavior). Purchase technology, supplemental materials, supplies and programs that support the instruction and practice of Nueva Way as well as purchasing character building materials to support the MTSS Tier 1. Professional Development: PBIS Site Leadership Team Training - Heather Robbins Priority 5, 6

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

Modified Action

2018-19 Actions/Services

NVLA's Nueva Way Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral Intervention Tiers (MTSS) and to promote school safety. Two full-staff safety trainings will be provided (Summer 2018 and Fall 2018). A total of 5 staff comprised of certificated and classified staff will be hired. The facilitator will receive a \$1,000 stipend. Additional opportunities for Professional Development- PBIS, Parent Communication, Classroom Management, Whole Brain, EDI, and safety protocols. Purchase technology, supplemental materials, supplies and programs that support the instruction and practice of Nueva Way as well as purchasing character building materials to support the MTSS Tier 1.

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

Modified Action

2019-20 Actions/Services

NVLA's Nueva Way Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral, Social Emotional and Academic Intervention Tiers (MTSS) and to promote school safety

NVLA will reduce class sizes in 4th through 5th grade to increase opportunities for specialized and differentiated instruction. (Grade 4th/5th 28:1 Student: Teacher). Class size in third, fourth, and fifth grade.

One full-staff safety training will be provided (Fall 2019; total cost of 144 teacher hours and 100 classified hours)

Purchase materials and supplies to continue the Second Step program (\$3,000)

Professional Development: PBIS Site Leadership Team Training - Heather Robbins
Playground/Supervision aides will be provided ongoing training to increase their capacity.
Students and parent will be provided with increased access to mental health services Priority 5, 6

Provide at least one county level training for teachers (\$1,000 for consultant and 144 teacher hours)

Meeting and training will be provided for noon duty supervisors at least three times per year (30 hours total of noon duty pay).

MTSS team will be able to meet six times/once per month (up to five members) to plan and prepare to ensure students follow the Nueva Way. (30 total teacher hours)

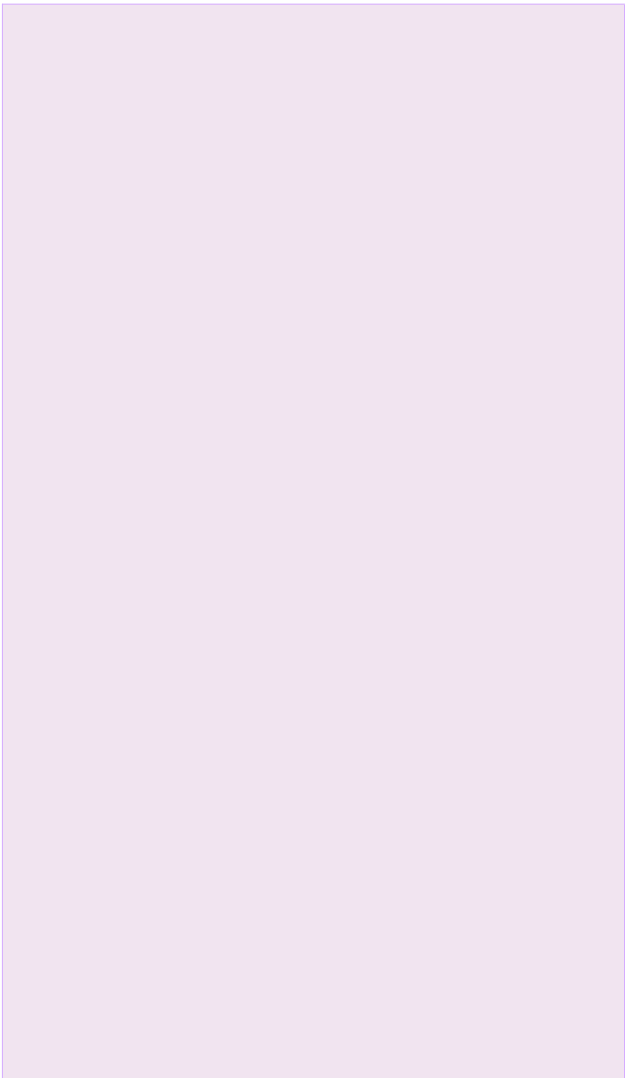
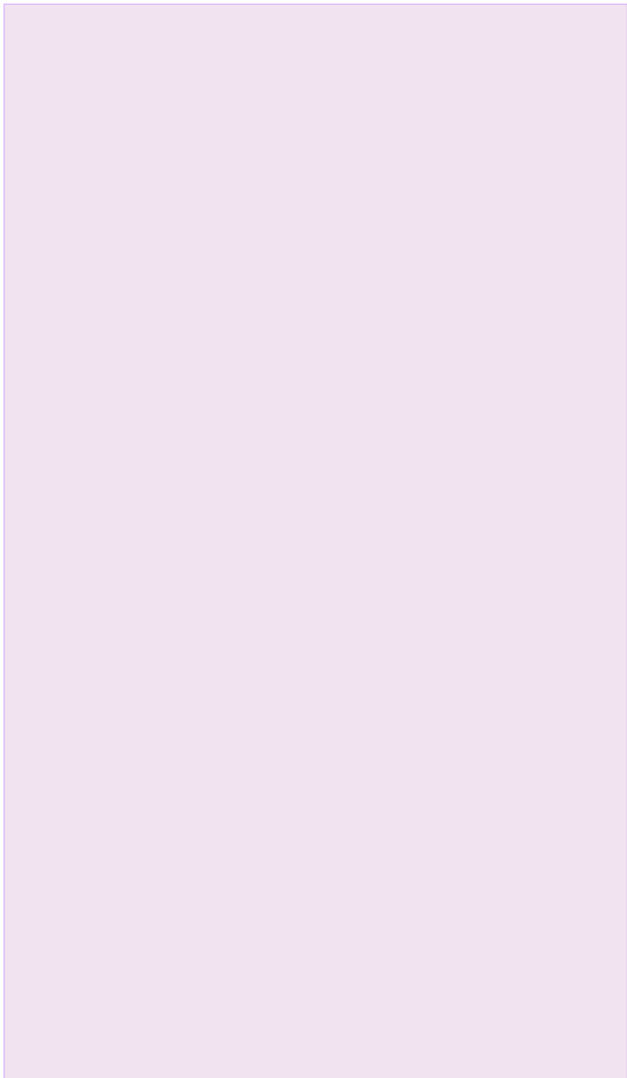
Fun Friday will be held nearly every week to encourage students to follow the Nueva Way. Administration and teachers will alternate leading the events. (20 weeks planned by administration; total cost \$5,000)

Teachers will be provided materials and supplies to encourage positive behavior choices such as prize box materials (\$3,000)

We will contract with KCSOS to hire an Americor Mentor to service our Tier II/III students. (\$14,000)

The purchase of the materials, supplies, curriculum and furniture to create a mindfulness room will help reduce the students who violate education codes. (\$5,000)

The school will also provide extra incentives for following the Nueva Way by



holding raffles, field trips, or having special treats (\$4,000)

Administration will be trained in restorative practices and will be provided other resources to ensure students follow the Nueva Way. (\$1000)

Students and parent will be provided with increased access to mental health services

Purchase technology, supplemental materials, supplies and programs that support the instruction and practice of Nueva Way and the above actions.

Priority 5, 6

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principal 1, Element C and E

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$15,000	\$14,727
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1,000	\$5,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$417	\$3,215	\$3,009
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$3,000	\$7,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$20,891
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 8

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6

2018-19 Actions/Services

Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6

2019-20 Actions/Services

Additional costs incurred for clothing, health needs, dental eye wear, or any other need to ensure students have access to a high quality, equitable education.

Priority 5, 6

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1, Element C and Principle 4, Element B.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 9

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

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

OR

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

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

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified Action</p>
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<p>2017-18 Actions/Services</p> <p>NVLA will provide incentives and activities for staff, students and parents/guardians. The purpose is to promote adherence to</p>	<p>2018-19 Actions/Services</p> <p>NVLA will provide Incentives and Activities for staff, students and parents/guardians. The purpose is to promote adherence to</p>	<p>2019-20 Actions/Services</p> <p>NVLA will provide Incentives and Activities for staff, students and parents/guardians. The purpose is to promote adherence to</p>
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school expectations (Nueva Way/RISE UP/MTSS), to celebrate good / improved attendance and to foster school pride. Examples include: drawings, incentive/fun field trips, assemblies, incentive programs, group and individual counseling, Coast to Coast Soccer, Fit Camp, Dance Camp, family bowling/skating nights, movie nights, etc. Priority 5, 6

school expectations (Nueva Way/RISE UP/MTSS), to celebrate good / improved attendance and foster school pride. Examples include: drawings, incentive/fun field trips, assemblies, tshirts, plaques, trophies, medals, RISE UP Perfect Score Field Trip, RISE UP activities incentive programs, group and individual counseling, Coast to Coast Soccer, Fit Camp, Dance Camp, family bowling/skating nights, movie nights, etc. Priority 5, 6

school expectations (Nueva Way/RISE UP/MTSS), to celebrate good / improved attendance and foster school pride and encourage participation in our educational events.

Staff members will be given a beginning of the year T-Shirt and a T-Shirt as part of an incentive for perfect attendance. (\$600 for beginning shirts and \$1,000 for incentive shirts)

This year we will contract out to have games permanently painted onto the outdoor cement play area and purchase supplies for daily use. (\$5,000)

K-5 students will participate in at least one community service project.

We will purchase shirts for students as attendance, academic and behavior incentives. (\$3,000)

We will purchase supplies to welcome students back on the first day of school and after winter break. (\$1,000)

We will purchase supplies, books, decorations and materials for Read Across America which will include a small token of appreciation for celebrity readers, students and staff. (\$2,500)

Awards will be given at each trimester and for meeting goals which includes medals, trophies, plaques, certificates, balloons, yard signs, and items that correlate with

the award such as toys for SBAC incentives and to go along with other awards. (\$6,000)

Purchase materials and supplies to have a passport day. Grade levels will have monthly activities to learn about a certain culture. A culminating activity will provide lessons on each culture.

Material, supplies, and items will be purchased to ensure the above actions are met which includes refreshments and other incentives and activities.

Priority 5 and 6.

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element B, C and D.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$5,000	\$5,000	0.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs
Amount	\$10,000	\$10,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Home visits for students with intensive behavioral needs, focusing on the EL, SED, and Foster population. Offer supports to families as available in the district and community. Priority 5, 6

Home visits for students with intensive behavioral needs, focusing on the EL, SED, and Foster population. Offer supports to families as available in the district and community. Priority 5, 6

Home visits for students with intensive behavioral needs, focusing on the EL, SED, and Foster population. Offer supports to families as available in the district and community.

Priority 5, 6

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Purchases/upgrades that improve school environment, safety and culture; for example: shade structures, benches, signage, banners, flags, promotional materials, visitor passes, furniture, safety vests, outdoor assembly areas, tables, student desks, student chairs, etc. Priority 6

2018-19 Actions/Services

Purchases/upgrades that improve school environment, safety and culture; for example: shade structures, benches, signage, banners, flags, promotional materials, visitor passes, furniture, safety vests, outdoor assembly areas, tables, student desks, student chairs, etc. Priority 6

2019-20 Actions/Services

Purchases/upgrades that improve school environment, safety and culture;

Bathroom beautification

In the cafeteria and outside of the campus add signage, banners and flags.

Upgrade the library with new books, shelves, tables, chairs, carpet, paint, signage, decorations and resources and technology to ensure students are parents have access to an equitable education and learning environment.

Purchase furniture, tables, student desks, student chairs, etc.

Priority 6

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless

students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D; Principle 2, Element D and Principle 3, Element B.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$8,845
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Nueva Vista Language Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Based on stakeholder input, there is a need to provide students more experiences and enrichment opportunities in STEAM. Internal stakeholder input indicates a need to increase technology use in the classrooms

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 (a) – Efforts to seek parent input in making decisions for district and school sites	Based on sign in sheets, school sites had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.	Based on sign in sheets and photographs, NVLA showed a 25% increase in parent participation. Parent activities included: Assemblies, rallies, stakeholder meetings, concerts, parent education nights, parent and child dances,	Based on sign in sheets and photographs, NVLA showed a 30% increase in parent participation. Parent activities included: Assemblies, rallies, stakeholder meetings, concerts, parent education nights, parent and child dances,	Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities to 40%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>band concerts, parent conferences, awards assemblies, etc. We know that offering refreshments increases parent attendance at parent council meetings. We also know that a change from morning to afternoon recognition assemblies increased parent participation.</p>	<p>band concerts, parent conferences, awards assemblies, etc. We know that offering refreshments increases parent attendance at parent council meetings. We also know that a change from morning to afternoon recognition assemblies increased parent participation. We have had many events this year and most of our events reached parent capacity.</p>	
<p>Priority 3 (b) – How district promotes participation of parents for unduplicated pupils</p>	<p>At the District and site levels, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such as Migrant, DELAC, and GATE. The district increased the number of parent</p>	<p>NVLA increased the number of parent engagement for English Learners and other subgroups by 25% as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and site activities. In particular, attendance at our School Site Council meetings increased substantially. At the District and site level, English and Spanish parent surveys were provided to parents. The results</p>	<p>NVLA increased the number of parent engagement for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and site activities. In particular, attendance at our School Site Council meetings increased substantially.</p>	<p>NVLA will increase the number of parent engagement for English Learners and other subgroups by 35%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and/or school site activities.</p>	<p>influenced the LCAP Goals and Action Steps. Stakeholder meetings were held and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant and GATE.</p>		
<p>Priority 3 (c) – How district promotes participation of parents for pupils with exceptional needs</p>	<p>Parents of students with exceptional needs were provided with opportunities to be involved in their child’s education and school activities. Through regular communications, parents were encouraged to attend IEP meetings as well as meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.</p>	<p>NVLA had 100% parent participation as evidenced through IEP and 504 documents.</p>	<p>NVLA had 99% parent participation as evidenced through IEP and 504 documents.</p>	<p>Expected outcome for the 2019-2020 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study	100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site.	100% access was attained.	For the 2018-2019 school year 100% access was attained.	Expected outcome for the 2019-2020 school year is 100%
Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils	100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.	100% access for all students was attained.	100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.	Expected outcome for 2019-2020 is to continue to have 100% access for all students.
Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs	100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules	Students had 100% access for extended learning opportunities such as summer school, ASES, Migrant, GATE, etc.	100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules	Expected outcome for 2019-2020 is to continue to have 100% access for all students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and program attendance records		and program attendance records	
Priority 8 (a) – Pupil outcomes in subjects	Continued student participation in high school course work for Algebra and Biology for 100% of qualifying middle school students. As evidenced by class schedules, assessment results, and successful completion rates. It is projected that 90% of students will successfully complete and pass the course at the end of the school year.	<p>ADEPT BASELINE DATA: Kinder - 73%, First grade - 41%, Second grade 48%, Third grade 77%, Fourth grade 63%, Fifth grade 83%. K-5 Average: 62%; ADEPT (moved one level):</p> <p>ARI BASELINE DATA ON GRADE LEVEL Spring 2018 (each year 5% growth from prior year will be met): Kinder - 34%, First grade - 46%, Second grade 56%, Third grade 67% (met), Fourth grade 75% (met), Fifth grade 81% (met). K-5 Average: 59% /</p> <p>ARI BASELINE DATA ONE YEARS' GROWTH Spring 2018: Kinder - 71%, First grade - 57%, Second grade 76%, Third grade 91%, Fourth grade 94%, Fifth grade 46%. K-5 Average: 72%</p> <p>WRITING BASELINE DATA (end of year proficiency):</p>	<p>ARI DATA ON GRADE LEVEL Target for 2018-19 is 65%</p> <p>ARI BASELINE DATA ON GRADE LEVEL Spring 2019 (each year 5% growth from prior year will be met): Kinder - 34%, First grade - 46%, Second grade 56%, Third grade 67% (met), Fourth grade 75% (met), Fifth grade 81% (met). K-5 Average: 59% /</p> <p>ARI BASELINE DATA ONE YEARS' GROWTH Spring 2019: Kinder - 71%, First grade - 57%, Second grade 76%, Third grade 91%, Fourth grade 94%, Fifth grade 46%. K-5 Average: 72%</p>	<p>ARI DATA ON GRADE LEVEL Target for 2018-19 is 75%</p> <p>ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2019-2020 is 66%</p> <p>WRITING DATA (end of year proficiency): Target: 2019-2020: 65%* (missing data for K, 5th in 17-18)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>First grade - 17%, Second grade 55%, Third grade 31%, Fourth grade 39%; 1st-4th grade average: 35% (missing data for K, 5th in 17-18)</p>		
<p>Priority 8 (b) - Will implement assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2016- 2017 school year.</p>		<p>ADEPT BASELINE DATA: ADEPT BASELINE DATA: Kinder - 73%, First grade - 41%, Second grade 48%, Third grade 77%, Fourth grade 63%, Fifth grade 83%. K-5 Average: 62%;</p>	<p>We no longer ADEPT</p>	<p>We no longer ADEPT</p>
<p>Priority 8 (c) - ARI assessments for all K-5 students to measure literacy. Baseline data: Kinder - 77%, First grade - 47%, Second grade 54%, Third grade 57%, Fourth grade 57%, Fifth grade 62%. Each grade level will increase by at least 5%.</p>		<p>ARI BASELINE DATA ON GRADE LEVEL Spring 2018 (each year 5% growth from prior year will be met): Kinder - 34%, First grade - 46%, Second grade 56%, Third grade 67% (met), Fourth grade 75% (met), Fifth grade 81% (met). K-5 Average: 59% /</p> <p>ARI BASELINE DATA ONE YEARS' GROWTH Spring 2018: Kinder - 71%, First grade - 57%, Second grade 76%,</p>	<p>This year we offer a summer camp program to increase reading scores and students on target.</p>	<p>ARI DATA ON GRADE LEVEL Target for 2019- 2020 is 75%</p> <p>ARI DATA ONE YEARS' GROWTH K-5 Average: 72% Target for 2019- 2020 is 66%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Third grade 91%, Fourth grade 94%, Fifth grade 46%. K-5 Average: 72% Target for 2018-19 is 56%		
Priority 8 (d) - Will implement district writing benchmarks to measure improvement in writing skills. Baseline data: Due to adoption of new ELA/ELD program, the Delano Union School District will not have baseline data until 2017-2018.		WRITING BASELINE DATA (end of year proficiency): First grade - 17%, Second grade 55%, Third grade 31%, Fourth grade 39%; 1st-4th grade average: 35% (missing data for K, 5th in 17-18)	WRITING BASELINE DATA (end of year proficiency): First grade - 17%, Second grade 55%, Third grade 31%, Fourth grade 39%; 1st-4th grade average: 35% (missing data for K, 5th in 18-19)	WRITING DATA (end of year proficiency): Target: 2019-2020: 65%* (missing data for K, 5th in 17-18)

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: NVLA

Actions/Services

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

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

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

Modified Action

Unchanged Action

Modified Action

2017-18 Actions/Services

NVLA will continue to promote advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts through:

- the Career Day Event offered to all K-5 students. Other activities promoting career and college-mindedness will be implemented in classrooms and school wide.
- promote the development and implementation of a STEAM program which will include training and conference attendance for staff. Special focus will be placed on unduplicated students
- offering of Science Focus days
- provide a stipend for Science Fair Site Coach
- Promoting of Science education for students in grades five supporting participation in Scicon camp for students
- Expanding participation of the current art program to make it the full year. Art Consultant -

2018-19 Actions/Services

NVLA will continue to promote advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts through:

- the Career Day Event offered to all K-5 students. Other activities promoting career and college-mindedness will be implemented in classrooms and school wide.
- promote the development and implementation of a STEAM program which will include training and conference attendance for staff. Special focus will be placed on unduplicated students
- offering of Science Focus days
- provide a stipend for Science Fair Site Coach
- Promoting of Science education for students in grades five supporting participation in Scicon camp for students
- Art Consultant - provides art instruction tied to writing to K-5

2019-20 Actions/Services

NVLA will continue to promote advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts through:

- the Career Day Event offered to all K-5 students. (total budget of \$2,000)
- promote the development and implementation of a STEAM program which will include training and conference attendance for staff. (This goal will be paid using Title I. funds)
- offering of Science Focus days (\$2,000 budget for year)
- provide a stipend for Science Fair Site Coach and provide supplies for Science Fair participation/ incentives
- Promoting of Science education for students in grades five supporting participation in Scicon camp for students (paid for by district funds)
- Expanding participation of the current art program to make it the

provides art instruction tied to writing to K-5 students

- Expanding participation in the arts to all students by offering band/music along with choir and folklorico dance group
- Continuing to Offer a Dual Immersion program K-5
- Continue with Dia de La Cultura, expand to include a food fair
- Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program
- Promoting K-5 Classrooms to transition to Google Classrooms, including professional development [i.e. workshops/conferences in Google Apps for Educators (GAPE)] Priority 7

students from Aug 2018 to May 2019

- Expanding participation in the arts to all students by offering band/music along with choir and folklorico dance group
- Continuing to Offer a Dual Immersion program K-5; expanding to 2 classes in Kinder and First grade
- Continue with Dia de La Cultura, expand to include a food fair
- Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program
- Promoting K-5 Classrooms to transition to Google Classrooms, including professional development [i.e. workshops /conferences in Google Apps for Educators (GAPE)] Priority 7

full year. Art Consultant - provides art instruction tied to writing to K-5 students (total cost of \$18,000 per year + \$8,000 for total supply budget for year)

- Expanding participation in the arts to all students by offering band/music along with choir and folklorico dance group (cost of 0.5 band teacher and materials/supplies)
- Continuing to Offer a Dual Immersion program K-5; expanding to 2 classes in Kinder, 2 classes in First Grade and 2 classes in second grade.
- Continue with Dia de La Cultura, expand to include a food fair (total budget of \$2,000+)
- Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program (\$1,000 budgeted for teachers with one or less years of experience in the DI setting)
- Promoting K-5 Classrooms to transition to Google Classrooms, including professional development [i.e. workshops/conferences in Google Apps for Educators (GAPE)]

Priority 7

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and

students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element A, B, C, D and F

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,091	\$52,209	\$191,211
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$17,760	\$18,827	\$79,467
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$25,000	\$25,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$16,000	\$30,000	\$18,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$1,000		
Source	Supplemental and Concentration		
Budget Reference	5700-5799: Transfers Of Direct Costs		
Amount	\$20,000		
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

NVLA will provide opportunities for parent involvement. Activities will include math nights, literacy nights, tech nights, general information meetings, Latino Family Literacy. Priority 3

NVLA will provide opportunities for parent involvement. Activities will include Math/Science nights, general information meetings, Conferences, Back to School Nights, Orientations, Dances with Parents, SAT meetings, Read Across America, Carnivals, Paint Nights, ESL Classes, Athletic competitions (parents vs. students) College campus visits (transportation provided to parents) Priority 3

NVLA will provide opportunities for parent involvement. Activities will include:

First day of school/welcome back celebration
Grandparent's Day (total budget of \$1,000)
Pan con padres (\$500)
Lunch With Your Child (total budget of \$100)
Fall Carnival (Total budget of \$1,000)
Christmas performances (total budget of (\$1,000)
Father/Daughter and Mother/Son Dances (\$1,000 budget)
Family Movie Nights (Total budget of \$500)
Gingerbread making (Total budget of \$500)
Incentives for Parent/Teacher Conferences (Total budget of \$500 per year)
Mother's Day Tea (\$1,000)
Read Across America
Paint Nights (\$250 Per class + Supplies)

In addition to other events that will increase parent involvement at our school site. In addition to the above the cost does not include extra supplies, materials, refreshments and daycare services as needed.

Priority 3

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless

students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element A, C and Principle 4, Element B.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,400	\$3,400	\$525
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$796	\$992	\$202
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$5,000	\$5,000	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,000	\$1,000	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$5,000	\$5,000	\$0.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs
Amount	\$4,400	\$4,400	\$0.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		\$1,000	\$500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

NVLA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. They will also serve as a liaison for parents of unduplicated pupils. Priority 3

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

Unchanged Action

2018-19 Actions/Services

NVLA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. They will also serve as a liaison for parents of unduplicated pupils. Priority 3

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

Modified Action

2019-20 Actions/Services

NVLA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. They will also serve as a liaison for parents of unduplicated pupils.

Priority 3

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D and E.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$69,535	\$72,624	\$75,010
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$50,031	\$52,275	\$54,889
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

NVLA will enhance the current technology programs through the purchase of software and professional development/ accessibility of programs offered by consultants. Priority 7

NVLA will continue to promote advancement in Science, Technology and Engineering. Funding will be utilized to pay staff, purchase materials, and provide experiences to students. (examples include: Robotics, rebuilding computers, Tech Team, etc.) Priority 7

NVLA will continue to promote advancement in Science, Technology and Engineering. Funding will be utilized to pay staff, purchase materials, and provide experiences to students.

Purchase new smart TV's, laptops, and all other needed supplies/materials to replace existing projectors.

Update office and resource room computers.

(examples include: Robotics, rebuilding computers, Tech Team, etc.)

Priority 7

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element F and G.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$5,000	\$5,000	0.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$952	0.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction. Priority 7

Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction. Upgrade of the Dukane System or technology that would allow teachers to allow media to support instruction. Classroom computers that are outdated will be replaced/upgraded; 2nd grade will be provided with chromebook carts. K-1 will be provided with age-appropriate technology devices. Priority 7

The purchase of these goals will also be paid using Title I. funds.

Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction.

Upgrade of the Dukane System or technology that would allow teachers to allow media to support instruction. (est. \$50,000)

Upgrade technology system in the cafeteria for educational presentations including a new screen, control systems, sound and projections. This is to ensure students receive an equitable education for learning. (est\$30,000)

K-1 will be provided with age-appropriate technology devices. (est. \$75,000 for K-1 lpads)

Purchase new smart TV's, laptops, and all other needed supplies/materials to replace existing projectors. (total cost of \$5,000 each set, ordering 19 sets = est. \$95,000

(examples include: Robotics, rebuilding computers, Tech Team, etc.)

Priority 7

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and

students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element F and G.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$21,283	\$32,735
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$100,000	\$0.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Purchase additional computers to replace outdated technology Priority 7

2018-19 Actions/Services

Classroom computers that are outdated will be replaced/upgraded; Priority 7

2019-20 Actions/Services

Classroom/campus computers/chromebooks and I pads that are outdated will be replaced/upgraded; Priority 7

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element F and G.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$88,472	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5,000		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies		

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Purchase of supplemental program and materials to support instruction in mathematics. Priority 7

2018-19 Actions/Services

Purchase of supplemental program and materials to support instruction in mathematics. Priority 7

2019-20 Actions/Services

Purchase of supplemental program and materials to support instruction in mathematics. Examples include Scholastic New, build home and classroom libraries. (Title I. funds will be used to fund this goal)

Priority 7

The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socio-

economic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element B and Principle 2, Element G. .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$25,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: NVLA

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Professional Development in 21st Century Learning:
*two after school sessions
Priority 7

2018-19 Actions/Services

Professional Development in 21st Century Learning:
*two after school sessions
Priority 7

2019-20 Actions/Services

This actions will be paid using 101-7091 and Title I. funds.

Training for Common Core ELD, and Technology instruction will be provided as follows:

- weekly grade level time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math, and ELD
- Provide sub teachers for K-2 in Dual Immersion and K-1 for mainstream teachers to protect instructional time during assessments (1 day per trimester; total cost of 30 sub days; 10 subs working one day each trimester.
- Extended planning time for each grade level (no more than 6 hours per teacher, per year.; total cost of 144 hours per year to pay 24 teachers.)

Two, 2-hour articulation meetings (four hours total per year) this year in the areas of Mathematics, ELA, ELD and Writing. (total cost of 96 hours to pay 24 teachers)

Math coaches model lessons for all K-5 and SpEd teachers in the area of Putting It All Together math strategies or other

identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.

ELA/ELD coaches model lessons for all K-5 and SpEd teachers in the area of reading and language strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.

Technology coaches continue to train and model lessons to K-5 and SpEd staff (3 subs required to cover classrooms; 1 day of modeling; total cost of 3 subs.

Late Start professional development will be provided to all staff.

Reading and Math Data Presentations at the end of each trimester (4 subs needed for two days per trimester; total cost of 24 sub days)

Reading and Math Data talk preparation (6 hours per grade level; per year; total cost of 36 hours for teachers per year)

Professional development in the area of Math, Reading, Writing and language provided by Tulare Office of Education and the Kern County Superintendent of Schools. (\$5,000 for five days of professional development for the trainer (three days of PD and two days of consultation; three full days or 432 hours for teachers to participate in the professional learning.

Purchase materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics and 21st Century learning including all supplies and resources needed for professional development.

Priority 1, 2, 4

The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 1, Element E; Principle 2, Element A, B, and D; Principal 3, Element B; Principal 4, Element A.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$703	\$757	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$1,000	\$50,000	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,000	\$10,000	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$1,000	\$10,000	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

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

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

Nueva Vista Language Academy will utilize the Supplemental and Concentration funds to provide services to all students with more intensive and targeted researched based intervention during school and after school for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff and administrative professional development opportunities. Funds will also be allocated for teachers to work with all coaches and structured planning days to ensure full implementation of all district initiatives. The district will implement district wide staff development and training and will continue to fund the ELD director. The ELD Director will assist administration with walk-throughs to build capacity in lesson design, curriculum planning, training, and researched based coaching techniques. NVLA will continue to focus on early literacy skills and staff will participate in team collaboration and professional development to better serve, English Learners, Foster Youth and low income students. Additionally, technology will also be priority with the help of two district technology coaches. All Kindergarten classes will continue to be provided with an instructional aide in order to assist with the implementation of full day Kinder. The focus on implementation of MTSS will continue district wide. The program will be in full implementation this school year under the direction of the district director and coordinator of Student Support Services along with the vice principal. They will work hand in hand with the school, the new Marriage and Family Therapist, and the psychologist to ensure the three tiers of implementation are solidly implemented. The dual immersion program will continue K-5, along with the myriad of opportunities to promote advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts. These funds will provide increased and improved services and strategies to specifically target at risk students while still meeting the needs of all students. All funds are principally directed to provide needed services to all pupils including unduplicated counts.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,389,765

34.36%%

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

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

Nueva Vista Language Academy will utilize the Supplemental and Concentration funds to provide services to all students with more intensive and targeted researched based intervention during school, after school, and during targeted Saturday academies for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff and administrative professional development opportunities. Funds will also be allocated for teachers to work with all coaches and structured planning days to ensure full implementation of all district initiatives. Even though the most recent CELDT scores indicate slightly higher scores by English Learners, the percentage of students qualifying for redesignation needs to increase therefore, NVLA needs to redirect funds to focus on the needs of English Learners and in particular to Long Term English Learners. The district will implement district wide staff development and trainings and will continue to fund the ELD director. The ELD Director will assist administration with walkthroughs to build capacity in lesson design, curriculum planning, training, and researched based coaching techniques. The director will also be leading the change through the new ELPAC assessment. NVLA will continue to focus on early literacy skills and staff will participate in team collaboration and professional development to better serve, English Learners, Foster Youth and low income students. Additionally, technology will also be priority with the help of two district technology coaches. All Kindergarten classes will continue to be provided with an instructional aide in order to assist with the implementation of full day Kinder. The focus on implementation of PBIS/MTSS will continue district wide. The program will be in full implementation this school year under the direction of the district director and coordinator of Student Support Services along with the vice principal. They will work hand in hand with the school, the new Marriage and Family Therapist, and the psychologist to ensure the three tiers of implementation are solidly implemented. The dual immersion program will continue K-5, along with the myriad of opportunities to promote advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts. These funds will provide increased and improved services and strategies to specifically target at risk students while still meeting the needs of all students. All funds are principally directed to provide needed services to all pupils including unduplicated counts.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

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

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

Nueva Vista Language Academy will utilize the Supplemental and Concentration funds to provide services to all students with more intensive and targeted researched based intervention during school, after school, and during targeted Saturday academies for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff and administrative professional development opportunities. Funds will also be allocated for class size reduction to provide targeted assistance to unduplicated students. Even though the most recent CELDT scores indicate slightly higher scores by English Learners, the percentage of students qualifying for redesignation needs to increase therefore, NVLA needs to redirect funds to focus on the needs of English Learners and in particular to Long Term English Learners. The district will implement district wide staff development and trainings and will continue to fund the ELD director. The ELD Director will assist administration with walkthroughs to build capacity in lesson design, curriculum planning, training, and researched based coaching techniques. The director will also be leading the change through the new ELPAC assessment. NVLA will continue to focus on early literacy skills and staff will participate in team collaboration and professional development to better serve, English Learners, Foster Youth and low income students. Additionally, technology will also be priority with the help of a district

technology coach. All Kindergarten classes will continue to be provided with an instructional aide in order to assist with the implementation of full day Kinder. The focus on implementation of PBIS/MTSS will continue district wide. The program will be in full implementation this school year under the direction of the district director and coordinator of Student Support Services along with the vice principal. They will work hand in hand with the school psychologist to ensure the three tiers of implementation are solidly implemented. The dual immersion program will continue K-5, along with the myriad of opportunities to promote advancement in Science, Technology, Engineering, Mathematics, Foreign Language, and the Arts. These funds will provide increased and improved services and strategies to specifically target at risk students while still meeting the needs of all students. All funds are principally directed to provide needed services to all pupils including unduplicated counts. All school sites receive uniform services.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,389,765.00	1,389,765.00	1,139,067.00	1,389,765.00	1,403,435.00	3,932,267.00
LCFF Supplemental and Concentration	0.00	1,389,765.00	0.00	0.00	51,917.00	51,917.00
Supplemental and Concentration	1,389,765.00	0.00	1,139,067.00	1,389,765.00	1,351,518.00	3,880,350.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,389,765.00	1,389,765.00	1,139,067.00	1,389,765.00	1,403,435.00	3,932,267.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	409,590.00	441,553.00	514,882.00	409,590.00	618,341.00	1,542,813.00
2000-2999: Classified Personnel Salaries	202,451.00	198,327.78	153,141.00	202,451.00	220,063.00	575,655.00
3000-3999: Employee Benefits	224,690.00	239,966.00	226,685.00	224,690.00	310,629.00	762,004.00
4000-4999: Books And Supplies	435,194.00	369,338.22	161,959.00	435,194.00	164,485.00	761,638.00
5000-5999: Services And Other Operating Expenditures	52,440.00	106,658.00	20,000.00	52,440.00	55,736.00	128,176.00
5700-5799: Transfers Of Direct Costs	22,000.00	1,580.00	16,000.00	22,000.00	8,000.00	46,000.00
5800: Professional/Consulting Services And Operating Expenditures	43,400.00	22,024.00	46,400.00	43,400.00	26,181.00	115,981.00
5900: Communications	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	10,318.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,389,765.00	1,389,765.00	1,139,067.00	1,389,765.00	1,403,435.00	3,932,267.00
0000: Unrestricted	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	441,553.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	409,590.00	0.00	514,882.00	409,590.00	618,341.00	1,542,813.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	198,327.78	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	202,451.00	0.00	153,141.00	202,451.00	220,063.00	575,655.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	239,966.00	0.00	0.00	26,026.00	26,026.00
3000-3999: Employee Benefits	Supplemental and Concentration	224,690.00	0.00	226,685.00	224,690.00	284,603.00	735,978.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	369,338.22	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	435,194.00	0.00	161,959.00	435,194.00	164,485.00	761,638.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	106,658.00	0.00	0.00	25,891.00	25,891.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	52,440.00	0.00	20,000.00	52,440.00	29,845.00	102,285.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	0.00	1,580.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	22,000.00	0.00	16,000.00	22,000.00	8,000.00	46,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	22,024.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	43,400.00	0.00	46,400.00	43,400.00	26,181.00	115,981.00
5900: Communications	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	10,318.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	473,261.00	522,753.55	565,907.00	473,261.00	569,393.00	1,608,561.00
Goal 2	315,313.00	360,476.45	260,444.00	315,313.00	342,003.00	917,760.00
Goal 3	601,191.00	506,535.00	312,716.00	601,191.00	492,039.00	1,405,946.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					