

Introduction:

LEA: New Day Academy **Contact:** Laura VanAcker, Director **Email:** laurav@ndaemail.com **Phone:** 530-233-3861 **LCAP Year:** 2015-2016

NDA is a K-12 independent study charter school, governed by the New Day Academy, Inc. Board of Directors, serving the educational needs of students and families who desire an alternative to traditional public school programs. NDA is currently serving 310 students and has an unduplicated student count of 145 with an enrollment of 309 at CBEDS (10/01/2014). At this time, NDA's only significant subgroup is socio economically disadvantaged. Nine percent of the current student population receives special education services.

NDA provides a Personalized Learning program that follows California Independent Study law and regulations, including state independent study attendance accounting. NDA is committed to assisting parents who choose the independent study/homeschool model for their children. To facilitate success, each NDA student is assigned a credentialed teacher that works with the parent/guardian and student to create a personalized learning program based on student strengths, needs, and interests.

The school provides standards based curriculum that emphasizes the development of strong core learning competencies necessary to lead a fulfilled and successful life. Particular attention is devoted to English/Language Arts, Mathematics, Science, and Social Studies. Additional resources and instruction are offered in the areas of Visual and Performing Arts, Physical Education, Technology, as well as a variety of elective subjects using vendors, computer software programs, and community college concurrent enrollment. In addition to their Assigned Credentialed Teacher, students are supported by NDA staff that includes the NDA Director, Tutors, Librarian/Curriculum Specialist, a Reading Specialist, a Math Specialist, an Academic Counselor, and extra curricula vendors.

In addition to assisting the student in completing all course work required to receive a high school diploma, the staff prepares each student to become a successful contributing member of society. This is accomplished by equipping the student for appropriate career and educational choices after high school.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative

response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Annual Update

Involvement Process

Over the 2014-15 school year, parents, teachers, and students have provided feedback to help improve NDA and to inform ongoing LCAP development and modifications where indicated:

Involvement Process	Impact on LCAP
<p style="text-align: center;">Parents</p> <p>Annually, parents provide formal feedback through the online survey, during discussion at monthly governing board meetings, and at quarterly advisory council meetings. Informal communication occurs on a daily basis with the school director and staff.</p> <p>The following actions were taken this year to solicit parent feedback and participation in the LCAP process and informal feedback is encouraged and captured in daily communications:</p> <p>Monthly School Newsletters included information about LCAP progress starting in September 2014. The April newsletter included a copy of the LCAP Overview.</p> <p>Letters were mailed March 20, 2015 inviting parents to an LCAP meeting on April 16th to review the NDA LCAP overview for the 2014-2015 school year. Notification was also posted in the NDA newsletter and posted on Facebook. No parents attended the meeting.</p> <p>During NDA state testing April 13-23, the school director presented the LCAP Overview document to parents dropping their children off for testing. The director explained goals and action items, discussed progress, and recorded feedback and</p>	<p style="text-align: center;">Parents</p> <p>Academic Achievement: Parents are pleased with the following:</p> <ul style="list-style-type: none"> • Math support and tutoring • Reading support and tutoring • Academic assistance/support from the assigned NDA teacher • Curriculum choice • Curriculum availability and delivery • Online course options • Student progress • Technology for student use (laptops, iPads) • Community College course availability • NDA curriculum fair <p>Parent suggestions/needs:</p> <ul style="list-style-type: none"> • Writing instruction for all grade levels <p>Impact:</p> <ul style="list-style-type: none"> • Increased Math and ELA tutoring • Implementation of a writing program • Purchase 20 student laptops for student use • Purchase CC curriculum in Math and ELA core subject areas • Research effective online courses and update current list • Develop more effective communication with local community college

changes requested for the 2015-2016 school year.

In May 2015, NDA teachers shared the LCAP Overview with their families at the learning period meetings in order to solicit feedback and suggestions from each family. The director received feedback and suggestions in person or by email from 12 families.

The annual online parent survey was distributed in April 2015. 63% of the parents responded.

CAASPP State Assessment:

Some parents expressed concerns regarding CASPP assessment:

- Increased rigor
- Confusing test questions
- The demand for increased typing and tech related skills
- The need for new instructional methods
- Extensive writing requirements

Impact:

- NDA staff plan for increased test preparation in 2015-16
- Keyboarding instruction for all students grades 3-11
- Writing instruction and support for students and parents
- Continued ELA and Mathematics support and tutoring

i-Ready Assessment:

This is NDA's first year using i-Ready Assessment Program.

Formal Parent survey indicated the following:

- Assessment was generally easy to administer. (Internal review of parent administration yielded information that assessment was not administered uniformly by all parents, making the results unreliable)
- Students used the online learning activities that accompanied the assessment program
- Assessment included questions several grade levels beyond student's grade level
- Students were discouraged by assessment
- Mixed review of usefulness of assessment results
- Timing of second test window (after CAASPP) negatively impacted student effort

Staff received feedback from parents about difficulties implementing new i-Ready assessment program.

Issues included:

- Parent/student dissatisfaction with number of questions
- Time required to complete assessment for each subject area (up to 2

hours)

Other informal parent comments regarding i-Ready:

- Students enjoyed and benefited from the learning activities
- Students enjoyed the games and animation
- Assessment inappropriate for children grades K-1
- Test lasted too long
- Test went far beyond student ability levels when determining level of skills, resulting in test taking fatigue and frustration

Impact:

- More i-Ready staff training planned for August 2015
- Webinar to be created for parent training
- Staff to administer assessment in fall and spring
- Second assessment to be given prior to state SB testing

Field Trips:

NDA offered 21 field trips in the 2014-2015 year.

Parents reported that:

- They are pleased with the opportunities
- They would like NDA to purchase more tickets to theater events to minimize a waiting list
- They would like more high school events to build a sense of community

Impact:

- Program will continue with a minimum of one field trip offered per month
- Parent field trip recommendations will be considered
- High School Coordinator will plan and oversee one high school event per month

College Readiness Activities:

Parents reported satisfaction with college readiness activities offered in 14-15 to include:

- Implementation of *Career Choices* curriculum
- *Career Choices* course offered in Redding and Burney
- College tours to UC Davis, Sacramento State, and Oregon Institute of Technology, Simpson College
- Services provided by NDA academic counselor

Impact:

- High School Coordinator position created and funded
- Student internship/job shadow program will begin fall 2015
- Student service learning program will begin fall 2015
- Career Choices classes will continue and a follow up course will start in fall 2015
- More college tours and college/career fairs will be planned in 2015-2016
- New part time academic counselor hired for the 2015-2016 school year
- New high school course and curriculum catalog will be written
- Write High School Parent and Student Guide
- Update and submit a-g courses to UC Articulation

Co-ops:

Parents expressed satisfaction with the tutoring and curriculum support provided for family co-ops this year.

Impact:

- Math tutoring support will be offered by NDA staff
- Writing instruction will be supported with NDA vendor or staff

Vendor Program:

Parents are very satisfied with the NDA vendor program.

In 2014-2015:

- Parent survey shows that the vendor program is one reason 60% of our

	<p>new families chose NDA</p> <ul style="list-style-type: none"> • Five new vendors were added to the list • Parents requested a higher allowance per month for their vendors <p>Impact:</p> <ul style="list-style-type: none"> • NDA Board of Directors approved a monthly increase per student/month from \$100 to \$120 • Increase vendor options to include drama and musical production
<p style="text-align: center;">Advisory Council</p> <p>NDA Advisory Council (School Director, 2 teachers, 3 parents, and 2 students), met quarterly. Each meeting included an LCAP goal and action item update and discussion. The group met on the following dates: 10/6/14, 1/12/15, 2/27/15, and 5/20/15. At each meeting, the group discussed progress toward goal and action items and made recommendations for school improvement related to the 8 state priorities and student success.</p>	<p style="text-align: center;">Advisory Council</p> <p>The Advisory Council played a key role in LCAP review and planning. Information shared at the meetings was incorporated into the LCAP review and planning. Topics included:</p> <ul style="list-style-type: none"> • State testing • Common Core implementation • I-ready assessment • Field trip suggestions • Suggestions for the high school program • NDA staffing <p>Impact:</p> <ul style="list-style-type: none"> • Advisory Council suggestions to be implemented in the 2015-2016 school year include: school calendar, field trip options, weighted grades for community college courses, high school activity suggestions, state testing, i-Ready implementation, and common core implementation.
<p style="text-align: center;">New Day Academy Staff</p> <p>Staff discussed progress toward meeting LCAP goals, progress with action items, and the need for additional resources, tech equipment, systems, curriculum, and assessment to better meet student achievement goals throughout the year. Teacher meetings were held 9/8/14, 10/6/14, 11/10/14, 12/8/14, 1/12/15, 2/5/15, 3/5/15, 4/2/15, and 5/7/15.</p>	<p style="text-align: center;">New Day Academy Staff</p> <p>Conditions of Learning: Credentialed Staff Qualifications:</p> <ul style="list-style-type: none"> • All of NDA teachers are fully credentialed • NDA is committed to tracking teacher qualifications and to supporting teachers pursuing additional credentials and training

Formal feedback was gathered with an annual online teacher survey in May 2015.
Informal feedback was captured in daily communications with staff.

Facilities:

- NDA staff would like to have a facility in Modoc and Shasta County for student and/or teacher use.
- NDA Admin staff and Board of Directors worked with Surprise Valley Joint Unified School District fall 2015 to create a second school in Modoc County. Due to the current political climate regarding placement of learning centers in California, the petition was withdrawn and sponsorship put on hold.

Instructional materials and implementation of state standards:

- NDA staff is satisfied with student access to standards-aligned instructional materials
- NDA Board of Directors approved the adoption of all mathematics curriculum options approved by the state
- NDA purchased state approved common core mathematics curriculums and implemented their use
- Staff attended CCSS mathematics and science training(s)
- NDA ordered and gained familiarity with CCSS English Language Arts curriculums

Impact:

- Continued support for BTSA
- Continued support for teachers pursuing additional credentials
- CCSS curriculum training
- CCSS curriculum adoption in 15-16
- Begin familiarization with CCSS science standards

Pupil Outcomes:

Standardized Testing – CAASPP

Staff expressed concerns regarding student skill levels and acknowledged the following:

- NDA staff has limited daily access to students or opportunities to facilitate student test preparation
- Students need keyboarding instruction/skills

- Students need extra assistance to prepare for extensive writing requirements in CAASPP assessment
- Some students struggled with complicated questions, vocabulary, and test rigor

Impact:

- Curriculum purchased to build technology and keyboarding skills
- Development of a school wide writing program to include instruction for students and parents
- CAASPP preparation sessions to be offered starting fall 2015

NDA Assessments (ELA assessment and i-Ready)

- Teachers are pleased with one on one assessment offered by NDA Reading Specialist for emerging readers
- Teachers experienced difficulty implementing i-Ready assessment due to some family's dissatisfaction with the program
- Teachers would like further training to better understand i-Ready results and generated lessons
- Teachers were dissatisfied with the timing of the second testing window for i-Ready and concerned about student scores
- Student i-Ready test scores did not reflect student progress observed by teachers through consistent evaluation

Impact:

- Continued Reading Specialist support and assessment of emerging readers
- Increase tutoring availability for struggling readers
- i-Ready training scheduled for August 2015
- Change testing window for second i-Ready assessment to March
- Educate families to better understand educational benefits to i-Ready assessment

Student skill evaluation and progress evaluated by NDA teachers

- NDA Teachers meet frequently to review student progress
- NDA Teachers are satisfied with student progress and skill gains

demonstrated during teacher/parent/student meetings

- NDA Teachers are pleased with the student study team process to address issues with struggling students
- NDA Teachers appreciate assistance and support provided by the math and reading specialists

Impact:

- Continue math and reading specialist position support
- Add items to the SST forms to include; student strengths, and intervention strategies implemented
- Seek opportunities for teachers to collaborate and gain curriculum knowledge
- Math and Reading Specialists will evaluate data from i-Ready and help create student learning plans addressing skill deficits

College and Career Readiness

- Staff is pleased with progress toward development of NDA College Readiness program to include; High School Coordinator position, Career Choices curriculum and course, internship program development fall 2015, new curriculum options, new online course options
- Staff would like more college tours
- Staff would like training to better understand a-g course implementation
- Staff is pleased with new a-g offerings (Biology with lab, online foreign languages, Integrated Math 1)

Impact:

- Creation of new high school catalog
- A minimum of 3 college tours to be offered in 2015-2016
- One day high school program training in August

	<p>Engagement:</p> <ul style="list-style-type: none"> • NDA staff is satisfied with level of parent involvement. • NDA staff is satisfied with level of student involvement and participation in activities.
<p style="text-align: center;">Students</p> <p>Formal feedback was collected with the annual high school survey and informal feedback is captured in daily communication. There are 2 student members on the NDA Advisory Council and active participants in the LCAP process.</p>	<p style="text-align: center;">Students</p> <p>High School feedback included the following:</p> <ul style="list-style-type: none"> • All high school students completing the HS survey reported satisfaction with NDA and would recommend the school to a friend • High school students would like more activities and opportunities for interaction with other students • Students expressed satisfaction with math tutoring, science labs, and CAHSEE prep • High school students appreciate the school support for concurrent enrollment in local community colleges • Students appreciated use of school laptops and iPads • Students appreciated NDA t-shirts given for assessment participation • Some students expressed dissatisfaction with the rigor of state testing <p>Impact:</p> <ul style="list-style-type: none"> • 20 laptops purchased for student use • High School Coordinator to plan one high school event per month starting fall 2015 • Test prep to be offered for CAASPP starting fall 2015 • Continued and improved support and communication with local community colleges <p>Informal student feedback grades K-8 included the following:</p> <ul style="list-style-type: none"> • Enjoyed i-Ready lessons • Enjoyed and benefited from NDA writing courses • Appreciated school wide contests • Enjoyed field trips • Were challenged by CAASPP rigor, vocabulary, and written elements

	<ul style="list-style-type: none"> • Enjoyed working with math tutor and reading specialist NDA Teachers • Students appreciated t-shirts given for assessment participation <p>Impact:</p> <ul style="list-style-type: none"> • Continue program elements noted above • Provide CAASPP preparation sessions starting in fall 2015
<p style="text-align: center;">Governing Board</p> <p>The governing board reviewed data related to student achievement and progress toward achieving LCAP goals at monthly meetings. Dates: 7/18/14, 8/25/14, 9/15/14, 10/20/14, 12/1/14, 1/5/15, 2/16/15, 3/16/15, 4/20/15, and 5/18/15.</p> <p>On March 16th, the board reviewed the LCAP overview document and discussed action item progress.</p> <p>On March 30 the board had the annual planning meeting for the 2015-2016 year. The meeting included discussion about staffing and program actions to support LCAP and student achievement goals.</p> <p>At its May meeting, the board reviewed vendor expenditures to ensure they adequately met student/parent demand for quality services.</p>	<p style="text-align: center;">Governing Board</p> <p>Throughout the year, the NDA Board of Directors used the 2014-15 LCAP as a guide to assessing school performance in student achievement and operations. It reviewed parent and high school student survey data, and reviewed assessment scores for CAHSEE and i-Ready. As a result, the Board approved an increase in monthly student vendor monies from \$100 to \$120, funding for a new website, new positions to provide better student service, all of which are reflected in this 2015-18 LCAP, which was approved by the Board on June 23, 2015.</p> <p>Reviewed and accepted by the Ravendale Termo Elementary School District Board of Directors June 24, 2015.</p>

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	Students will have access to highly qualified teachers, standards aligned materials, and a broad course of study.		Related State and/or Local Priorities: 1, 2, 7
Identified Need:	To support student success, NDA teachers need to be highly qualified, participate in comprehensive professional development to successfully, and provide a common core aligned education program to students.		
Goal Applies to:	Schools:	NDA	
	Applicable Pupil Subgroups:	All	
Goal 1 LCAP Year: 2015-16			
Expected Annual Measurable Outcomes	See Attachment 1 for 2015-16 metrics in: <ul style="list-style-type: none"> • CAASPP • Grade level proficiency • Grade level promotion • CAHSEE • UC course completion • EL proficiency • EL reclassification 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire, supervise, and evaluate highly qualified teachers.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$557,663 Base
Provide and encourage professional development opportunities for all staff. Emphasize CCSS Math and ELA Curriculum and instruction, i-Ready, State Assessment preparation, and LCAP implementation.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$25,933 Base and Title II

<p>Provide common core state standards aligned English Language Arts and Mathematics curriculum/materials to all students.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR:___ ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>\$25,000 Base</p>
<p>Expand CCSS aligned a-g approved course list.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>No additional costs – included in the teachers’ salaries</p>
<p>Provide online course and curriculum opportunities for all students.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>\$10,461 Base</p>
<p>Provide a wide array of academic and enrichment opportunities through the school’s approved vendor list.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>\$186,078 Base</p>

Goal 1 LCAP Year: 2016-17

<p>Expected Annual Measurable Outcomes</p>	<p>See Attachment 1 for 2016-17 metrics in:</p> <ul style="list-style-type: none"> • CAASPP • Grade level proficiency • Grade level promotion • CAHSEE • UC course completion • EL proficiency • EL reclassification 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Hire, supervise, and evaluate highly qualified teachers.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/>_X_ ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$668,593 Base</p>
<p>Provide and encourage professional development opportunities for all staff. Emphasize CCSS Science Curriculum and instruction. Other areas to be determined by data analysis.</p>	<p>School wide</p>	<p><input type="checkbox"/>_X_ ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$26,711 Base and Title II</p>
<p>Provide common core state standards aligned English Language Arts, Mathematics, and Science curriculum/materials to all students.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/>_X_ ALL OR:_____ Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$20,000 Base</p>

<p>Expand CCSS aligned a-g approved course list.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No additional costs – included in the payroll</p>
<p>Provide online course and curriculum opportunities for all students.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,775 Base</p>
<p>Provide a wide array of academic and enrichment opportunities through the school's approved vendor list.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$186,078 Base</p>

Goal 1 LCAP Year: 2017-18

Expected Annual Measurable Outcomes

See Attachment 1 for 2017-18 metrics in:

- CAASPP
- Grade level proficiency
- Grade level promotion
- CAHSEE
- UC course completion
- EL proficiency
- EL reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire, supervise, and evaluate highly qualified teachers.	School wide	<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$690,151 Base
Provide and encourage professional development opportunities for all staff. Emphasize areas to be determined by data analysis.	School wide	<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$27,512 Base and Title II
Provide common core state standards aligned English Language Arts, Mathematics, and Science curriculum/materials to all students.	School wide	<input checked="" type="checkbox"/> _X_ ALL OR:_____ Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$20,000 Base

<p>Expand CCSS aligned a-g approved course list.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No additional costs – included in the payroll</p>
<p>Provide online course and curriculum opportunities for all students.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$11,098 Base</p>
<p>Provide a wide array of academic and enrichment opportunities through the school's approved vendor list.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$186,078 Base</p>

GOAL #2:	Improve student achievement and performance. Prepare students to be college and career ready.			Related State and/or Local Priorities:
				2, 4, 7, 8
Identified Need:	Students need a comprehensive strategy from curriculum and instruction through assessment that provides a rich environment in which to learn from Kindergarten through high school graduation – one that ensures all students are prepared for college and careers.			
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Goal 2 LCAP Year: 2015-16				
Expected Annual Measurable Outcomes	See Attachment 1 for 2015-16 metrics: <ul style="list-style-type: none"> • CAHSEE • CAASPP • A-G course passage 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Develop and monitor individual learning plans for each student. Monitoring includes ensuring satisfactory progress through assessment, and learning plans as indicated by the student's individual needs to ensure satisfactory progress (grade level promotion/graduation).	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional costs – included in the teachers' salaries
	Supervise faculty to ensure they are appropriately developing, monitoring and adjusting individual learning plans for students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$64,000 Base

Administer informal and formal, subject area, and statewide assessments.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000 Base
Administer Home Language Survey and CELDT (California English Language Development Test) for any new student who indicates on the Home Language Survey that English is not their native language Notify all parents of its responsibility for CELDT testing and of CELDT results.	School wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000 Supplemental
Create intervention teams for reading, writing, and mathematics to evaluate student skill levels, create intervention plans, and track progress for students working below grade level.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$123,000 Supplemental
Create and support a school wide Writing Program.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional costs – included in above salaries
Provide academic instruction, tutoring, and support for ELA, Writing, and Mathematics	School wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional costs – included in above salaries
Provide curriculum and instructional activities to students to allow advanced students to more deeply explore areas of interest/learning, including: College level courses, Advanced computer based programs, Enrichment activities through vendor courses	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in the vendor expenses in Goal #1

Provide CCSS training to parents so that they are better prepared to support independent learning.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional costs
Fund High School Coordinator Position (1 FTE), to expand support to high school students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$64,000 Base
Continue to support the .1 FTE academic counselor position.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,300 Supplemental
Provide <i>Career Choices</i> curriculum and classes to high school students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Base
Develop internships, service learning, and work experience programs for high school students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional costs
Provide college tours for students and parents, college application support, and financial aid application support.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional costs – covered by High school coordinator

Goal 2 LCAP Year: 2016-17

<p>Expected Annual Measurable Outcomes</p>	<p>See Attachment 1 for 2016-17 metrics:</p> <ul style="list-style-type: none"> • CAHSEE • CAASPP • A-G course passage 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Develop and monitor individual learning plans for each student. Monitoring includes ensuring satisfactory progress through assessment, and learning plans as indicated by the student’s individual needs to ensure satisfactory progress (grade level promotion/graduation).</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs – included in the teachers’ salaries</p>
<p>Supervise faculty to ensure they are appropriately developing, monitoring and adjusting individual learning plans for students.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$65,920 Base</p>
<p>Administer informal and formal, subject area, and statewide assessments.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,000 Base</p>
<p>Administer Home Language Survey and CELDT (California English Language Development Test) for any new student who indicates on the Home Language Survey that English is not their native language Notify all parents of its responsibility for CELDT testing and of CELDT results.</p>	<p>School wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,000 Supplemental</p>

<p>Support intervention teams for reading, writing, and mathematics to evaluate student skill levels, create intervention plans, and track progress for students working below grade level.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$125,000 Supplemental</p>
<p>Continue to provide school wide Writing Program.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs – included in above salaries</p>
<p>Provide academic instruction, tutoring, and support for ELA, Writing, and Mathematics.</p>	<p>School wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs – included in above salaries</p>
<p>Provide curriculum and instructional activities to students to allow advanced students to more deeply explore areas of interest/learning, including:</p> <ul style="list-style-type: none"> • College level courses • Advanced computer based programs • Enrichment activities through vendor courses 	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Included in the vendor expenses in Goal #1</p>
<p>Provide parents with CCSS training so that they are better prepared to support independent learning.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs</p>

Goal 2 LCAP Year: 2017-18

<p>Expected Annual Measurable Outcomes</p>	<p>See Attachment 1 for 2017-18 metrics:</p> <ul style="list-style-type: none"> • CAHSEE • CAASPP • A-G course passage 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and monitor individual learning plans for each student. Monitoring includes ensuring satisfactory progress through assessment, and learning plans as indicated by the student’s individual needs to ensure satisfactory progress (grade level promotion/graduation).</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs – included in the teachers’ salaries</p>
<p>Supervise faculty to ensure they are appropriately developing, monitoring and adjusting individual learning plans for students.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$67,898 Base</p>
<p>Administer informal and formal, subject area, and statewide assessments.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,000 Base</p>
<p>Administer Home Language Survey and CELDT (California English Language Development Test) for any new student who indicates on the Home Language Survey that English is not their native language Notify all parents of its responsibility for CELDT testing and of CELDT results.</p>	<p>School wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,000 Base</p>

<p>Support intervention teams for reading, writing, and mathematics to evaluate student skill levels, create intervention plans, and track progress for students working below grade level.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$129,000 Supplemental</p>
<p>Continue to provide school wide Writing Program.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs – included in above salaries</p>
<p>Provide academic instruction, tutoring, and support for ELA, Writing, and Mathematics.</p>	<p>School wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs – included in above salaries</p>
<p>Provide curriculum and instructional activities to students to allow advanced students to more deeply explore areas of interest/learning, including:</p> <ul style="list-style-type: none"> • College level courses • Advanced computer based programs • Enrichment activities through vendor courses 	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Included in the vendor expenses in Goal #1</p>
<p>Provide parents with CCSS training so that they are better prepared to support independent learning.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs</p>

GOAL #3:	Improve and develop systems to support school connectivity, participation, and communication.		Related State and/or Local Priorities: 3, 5, 6
Identified Need:	NDA must ensure that students and families have comprehensive information about and access to all NDA programs and services, and that students and families participate fully in a robust education program that engages and prepares students for college and careers.		
Goal Applies to:	Schools:	NDA	
	Applicable Pupil Subgroups:	ALL	
Goal 3 LCAP Year: 2015-16			
Expected Annual Measurable Outcomes	<p>See Attachment 1 for 2015-16 metrics:</p> <ul style="list-style-type: none"> • Grade level proficiency • Grade level promotion • Attendance rate • Chronic absenteeism rate • Dropout rate • Suspension rate • Expulsion rate • High school graduation rate 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Keep accurate and appropriate attendance records for non-classroom based attendance, and use data systems to monitor attendance based assignment reporting.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$22,000 Base

<p>Create and implement a new NDA website. Update Facebook web page and NDA applications.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$6,000 Base</p>
<p>Write and distribute monthly newsletter to include school news, field trip schedule, contests, academic counselor information, and monthly update from the NDA Director.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 Base</p>
<p>Communicate directly with high school families through email and monthly newsletter.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Included in the High School coordinator's salary</p>
<p>Create and distribute a high school parent/student guide and course catalog.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Included in the High School coordinator's salary</p>
<p>Conduct the following extracurricular activities to promote student and family engagement:</p> <ul style="list-style-type: none"> • Field trips • Back to School BBQ 	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 Base</p>

Goal 3 LCAP Year: 2016-17

Expected Annual Measurable Outcomes

See Attachment 1 for 2016-17 metrics:

- Grade level proficiency
- Grade level promotion
- Attendance rate
- Chronic absenteeism rate
- Dropout rate
- Suspension rate
- Expulsion rate
- High school graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Keep accurate and appropriate attendance records for non-classroom based attendance, and use data systems to monitor attendance based assignment reporting.</p>	<p>School wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$22,000 Base</p>
<p>Maintain NDA website. Update Facebook web page and NDA applications.</p>	<p>School wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$6,000 Base</p>
<p>Write and distribute monthly newsletter to include school news, field trip schedule, contests, academic counselor information, and monthly update from the NDA Director.</p>	<p>School wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$10,000 Base</p>

Communicate directly with high school families through email and monthly newsletter.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in the High School coordinator's salary
Update and distribute a high school parent/student guide and course catalog.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in the High School coordinator's salary
Conduct the extracurricular activities to promote student and family engagement to be determined by parent and student surveys.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 Base

Goal 3 LCAP Year: 2017-18

Expected Annual Measurable Outcomes	See Attachment 1 for 2017-18 metrics:		
	<ul style="list-style-type: none"> • Grade level proficiency • Grade level promotion • Attendance rate • Chronic absenteeism rate • Dropout rate • Suspension rate • Expulsion rate • High school graduation rate 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Keep accurate and appropriate attendance records for non-classroom based attendance, and use data systems to monitor attendance based assignment reporting.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$22,000 Base</p>
<p>Maintain NDA website. Update Facebook web page and NDA applications.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$6,000 Base</p>
<p>Write and distribute monthly newsletter to include school news, field trip schedule, contests, academic counselor information, and monthly update from the NDA Director.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 Base</p>
<p>Communicate directly with high school families through email and monthly newsletter.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Included in the High School coordinator's salary</p>
<p>Update and distribute a high school parent/student guide and course catalog.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Included in the High School coordinator's salary</p>

Annual Update

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

Guiding Questions:

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

Original GOAL #1 from prior year LCAP:	Students will have access to highly qualified teachers, standards aligned materials, and a broad course of study.	Related State and/or Local Priorities: 1, 2, 4, 7, 8
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Goal Applies to:	Schools: NDA	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes	Baseline: <ul style="list-style-type: none"> • CAASPP • API growth targets when available • Grade level proficiency • Grade level promotion • English language proficiency rates measured by CELDT and/or ELPAC • EL reclassification rate • CAHSEE • UC course completion • High school graduation 	Actual Annual Measurable Outcomes	See attached matrix: <ul style="list-style-type: none"> • CAASPP • API growth targets when available • Grade level proficiency • Grade level promotion • English language proficiency rates measured by CELDT and/or ELPAC • EL reclassification rate • CAHSEE • UC course completion • High school graduation
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Goal 1 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Recruit, supervise, train, and evaluate highly qualified teachers.	\$623,332	Employed, supervised and evaluated: <ul style="list-style-type: none"> • 13 FTE highly qualified teachers • .75 FTE Reading Specialist • .75 FTE Math Specialist • .25 FTE tutor (Modoc) • 1 FTE instructional leader (Executive Director evaluated by the Board of Directors) 	\$759,243 Base \$150,000 Supplemental

Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Financially support educational costs for two teachers seeking additional credentials.		\$3,557	Two teachers completed coursework for additional credentials.		\$5,090.00 Base
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Support new teachers with BTSA training.		\$3,200	One teacher participated in the second year of BTSA.		\$3,200 Base
Scope of service:	School wide		Scope of service:	School wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>Provide and encourage professional development opportunities.</p>	<p>\$13,790</p>	<p>Teachers engaged in the following professional development activities:</p> <ul style="list-style-type: none"> • 3 day summer training in August 2014 (17) • Monthly teacher meetings (17) • i-Ready Training (17) • ASIST-Suicide Prevention (12) • Step Up to Writing training (17) • A+ Conference (2) • STEM Conference (6) • STEAM Conference (2) • Evidence Based Reading and Writing (2) • Common Core Math (2) • Common Core Aligned Academic Vocabulary (2) • Blended Learning (1) • Community College Collaboration (3) • <i>Career Choices</i> Program Implementation (1) • Leadership Development (1) • State testing trainings (PFT, SBAC, CELDT, CAWEE (1) • Excel (1) • Human Resource (1) 	<p>\$13,420 Base</p>
<p>Scope of service:</p>	<p>School wide</p>	<p>Scope of service:</p>	<p>School wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Purchase state adopted CCSS curriculum & train staff in its use.</p>	<p>\$58,525</p>	<p>Purchased the following adopted math curriculum:</p> <ul style="list-style-type: none"> • Math in Focus by Singapore Math, published by HMH • CA. Go Math! by Houghton Mifflin Harcourt • My Math by McGraw-Hill • CA Go Math for Middle School • California MATH for Middle School, Course 1, 2, & 3 • Pearson Integrated Math for High School, Mathematics Volumes 1, 2, & 3. • Common Core Geometry by Pearson • Pre- Algebra and Algebra new Common Core from Pearson • California Integrated Math, Level 1 by HMH • Common Core Geometry by Pearson • STEAM conference <p>Provided training on 8/4/15, and ongoing at monthly teacher meetings.</p>	<p>\$84,059.49 Base</p>
<p>Scope of service: School wide</p>		<p>Scope of service: School wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Send new administrative assistant to CSDC training June 2015</p>	<p>\$850</p>	<p>Administrative assistant resigned prior to course.</p>	<p>No cost</p>
<p>Scope of service: School wide</p>		<p>Scope of service: School wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Develop CCSS aligned University of California a-g courses.</p>	<p>No cost</p>	<p>Courses developed and approved:</p> <ul style="list-style-type: none"> • Biology with Lab, Integrated Math 1 • Online courses added to a-g list: • Florida Virtual School: U.S. Government, U. S. History, World History, Economics, Journalism and Psychology 1 • UC Scout: U S History, Algebra I and II • Apex Learning: English 9, 10, 11,12 Common Core, Math I, II, III Common Core, PreCalculus, Creative Writing • Accelerate (Middlebury Languages): Chinese I and II, French I and II, III, Latin I,II, Spanish I,II, and III • Fuel Education: German I and II 	<p>No cost</p>
<p>Scope of service: School wide</p>		<p>Scope of service: School wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide a minimum of four CCSS training sessions for parents.</p>	<p>No cost</p>	<p>Parent training was conducted on: June 23, 2014, November18, 2014, June 15-16, 2015, and June 17-18, 2015.</p>	<p>No cost</p>
<p>Scope of service: School wide</p>		<p>Scope of service: School wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Expand online course options for high school students.		\$3,484	The following online course options were added for high school students: <ul style="list-style-type: none"> • Florida Virtual School: U.S. Government, U. S. History, World History, Economics, Journalism and Psychology 1 • UC Scout: U S History, Algebra I and II • Apex Learning: English 9, 10, 11,12 Common Core, Math I, II, III Common Core, Pre Calculus, Creative Writing • Accelerate (Middlebury Languages): Chinese I and II, French I and II, III, Latin I, II, Spanish I, II, and III Fuel Education German I and II 	\$6,410.25 Base	
Scope of service:	School wide		Scope of service:	School wide	
<u> </u> X ALL			<u> </u> X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
Expand vendor list to include more VAPA and PE options.		No cost	VAPA and PE vendor list was expanded to include six additional options for students.	No Cost	
Scope of service:	School wide		Scope of service:	School wide	
<u> </u> X ALL			<u> </u> X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		

Expand vendor list to include chemistry and biology tutors.		\$2,273	One chemistry and biology instructor was added to the vendor list.	No additional cost.
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Most activities will be ongoing to ensure that NDA continuously meets this goal. However, the 2015-18 LCAP contains additional actions to hire a writing specialist, and to expand the NDA a-g course list with CCSS aligned courses and online course options.		

Original GOAL #2 from prior year LCAP:	Improve student achievement and performance. Prepare students to be college and career ready.	Related State and/or Local Priorities: 1, 2, 3, 4, 5, 7, 8
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Goal Applies to:	Schools: NDA	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes	Baseline: <ul style="list-style-type: none"> • CAASPP test performance when available • English language proficiency rates measured by CELDT and/or ELPAC • EL reclassification rate • CAHSEE • UC a-g course completion • High school graduation 	Actual Annual Measurable Outcomes	See attached matrix: <ul style="list-style-type: none"> • CAASPP test performance when available • English language proficiency rates measured by CELDT and/or ELPAC • EL reclassification rate • CAHSEE • UC a-g course completion • High school graduation
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Goal 2 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase a new in house student assessment program.	\$9,900	Purchased I-Ready assessment program	\$9,900 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Provide teacher training in use of new assessment program.	\$1,000	Training by i-Ready vendor was provided on August 5, 2014 for all staff. NDA assessment coordinator provided ongoing training.	\$1,000 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Purchase post high school student tracking program.	\$1,200	Purchased <i>Student Tracker</i> post high school student tracking program.	\$850 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop and oversee a college and career preparation program.	\$3,561	Purchased and delivered <i>Career Choices</i> curriculum.	\$7,778.94 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Continue to support the Academic Counselor position.	\$8,620	Funded .1 FTE Academic Counselor.	\$7,300 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to support technology coordinator position.	\$8,144	Funded .5 FTE technology coordinator.	\$13,000 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide group and individual tutoring opportunities for all grade levels (ELA, Math, Writing)	\$10,325	Provided tutoring through faculty and vendors.	Costs included under goal #1.
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Provide iPads and laptops for student use.	\$2,837	Purchased 30 iPads and 30 laptops for student use	\$27,000 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide keyboarding programs for all grade levels.	\$3,050	Purchased keyboarding programs or licenses for students grades K-12.	\$1,000 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Plan and offer college tour trips for middle and high school students.	\$1,200	<ul style="list-style-type: none"> • 20 students/parents participated in trip to UC Davis and Sacramento State college tour • 10 students/parents participated in trip to Oregon Institute of Technology • 10 students attended Simpson College tour 	No additional cost to those included in Goal #3
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

NDA encountered difficulties implementing new i-Ready assessment program. Issues included:

- Parent/student dissatisfaction with number of questions per subject area
- Time required to complete assessment for each subject area (up to 2 hours)
- Assessment included questions several grade levels beyond student's grade level
- Students were discouraged by assessment
- Assessment results were hard to understand
- Second test window was after CAASPP and some students did not give their best effort
- Some students rushed through second assessment resulting in an inaccurate scores
- Parents and students lacked an understanding of assessment value

Based on this feedback, and after reviewing student performance data, the following actions and services will occur in 2015-16:

- i-Ready trainers will provide teachers with additional training on the administration of the test
- i-Ready trainers will provide additional and on effective uses of assessment data that teachers can use to inform their instructional practices.
- NDA will provide additional parent training
- NDA staff will proctor assessment at a designated testing site
- Second assessment window will occur prior to CAASPP

Administration and staff identified a need to for pre and post math assessment to identify students in need of intervention, and to measure progress of students receiving intervention services.

Staff identified a need to create intervention teams for Reading, Writing, and Mathematics to oversee student achievement and progress for students working below grade level proficiency.

2015-2016 Staffing changes to better support student achievement:

- Reading Specialist position increased from .75 to 1 FTE.
- Mathematics Specialist position increased from .75 to 1 FTE.
- Addition of a full time High School Coordinator position.
- Addition of .75 FTE Writing Specialist position.

Original GOAL #3 from prior year LCAP:	Improve and develop systems to support school connectivity, participation, and communication.	Related State and/or Local Priorities: <u>3, 4, 5, 6, 7</u>
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Goal Applies to:	Schools: NDA	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes	Baseline data: <ul style="list-style-type: none"> • Attendance rate • Chronic absenteeism rate • Dropout rate • Suspension rate • Expulsion rate 	Actual Annual Measurable Outcomes	See attached matrix: <ul style="list-style-type: none"> • Attendance rate • Chronic absenteeism rate • Dropout rate • Suspension rate • Expulsion rate
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Goal 3 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Create and conduct annual high school, teacher, and parent surveys, and an exit survey.	No cost	Parent, high school student, and teacher survey was created and used in spring 2015. Student exit survey was developed in May 2015. It will be used in the 2015-2016 school year. Results show that parents, students, and teachers are pleased with all aspects of NDA.	\$240 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Continue to support website and phone applications.	\$1,883	The NDA website and NDA phone application were available to all stakeholders throughout the year.	\$1,140 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide student access to vendors to support independent study education program.	\$108,395	Allocated funds to vendors to provide student access to a full cadre of independent study options.	Vendor cost and Faculty costs included under Goal # 1.
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide individual and group tutoring in ELA and Mathematics.	\$9,335	Funded .75 FT Reading Specialist, .75 FT Math Specialist, 1 PT Math tutor to provided group and individual tutoring throughout the year. NDA teachers also tutored students on a weekly basis as needed.	Covered by certificated salaries
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Conduct a minimum of one educational family field trip per month.	\$2,004	Conducted 21 educational family field trips. All events attended to capacity.	\$5400 Base
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Conduct one high school social event per month.	\$2,141	Six high school social events offered to promote student engagement and community. All events well attended.	Covered under field trip expenses above
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Offer Turtle Bay Science Museum memberships to families.	\$6,500	140 memberships purchased for families.	Covered under field trip expenses above
Scope of service: School wide		Scope of service: School wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Recruit parent participation for advisory council and school board.		No cost	Three parents participate on the NDA advisory council and 2 parents are on the NDA governing board.	No cost
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Increasing vendor support from \$100/month/student to \$120/month/student in fall 2015.</p> <p>New vendors will be added for 2015-16 school year.</p> <p>New school website will be created and launched fall 2015.</p>		

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 178,274.00
NDA total enrollment for 2015-16 is anticipated to be approximately 310 students. Its unduplicated count is anticipated to be 149, resulting in a total unduplicated count of over 40 percent. Therefore supplemental funds will be used in a school wide manner. Funds are being applied to the administration of the Home Language Survey and CELDT (California English Language Development Test) for any new student who indicates on the Home Language Survey that English is not their native language Notify all parents of its responsibility for CELDT testing and of CELDT results and for the staff of intervention teams for reading, writing, and mathematics. In addition to all services and support offered to our general education students, education teams will create intervention plans, provide tutoring and supplemental instruction, and track progress for low-income students and EL students working below grade level.	

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

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met

using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.9

%

The following actions and services have been added for 2015-16 to directly increase efforts to improve learning for low income and EL students:

- Increase of effort in ELA – reading through the addition of .25 FTE reading specialist to the 2014-15 .75 FTE.
- Increase of effort in ELA – writing through the addition of a .75 FTE writing specialist.
- Increase of effort in Math through the addition of a .25 FTE math specialist to the 2014-15 .75 FTE.
- Increase of effort through the addition of 1 FTE High School Coordinator position.
- Increase of effort through the creation and implementation of intervention teams in ELA and Math.

Attachment 1

2014-2015 LCAP

Actual

Measurable Pupil Outcomes that Address the Eight State Priorities

Pupil Achievement

- a. Statewide Assessments
 - CAASPP: 2014-15 test scores not yet available. School wide and subgroup scores will be submitted upon receipt.
 - CAHSEE passage:
 - ELA: 88% (one student received perfect score)
 - Math: 84% (three students received perfect scores)
- b. API: not available from CDE
- c. University of California A-G course enrollment and passage rate: 100%
- d. English Learner proficiency and growth: Three EL students were enrolled in NDA in 2014-15

EL Proficiency Progress		2014-2015	2013-2014
Student 1	Grade 2	508 – Early Advanced	457- Intermediate
Student 2	Grade 3	513- Intermediate	491- Intermediate
Student 3	Grade 9	597- Early Advanced	No score

e. Grade level promotion rate:

2014-2015 Grade Level Promotion Chart			
Students in Grade Level		Number of students promoting	Percent of students promoting
TK	3	3	100%
K	24	24	100%
1st	20	19	95%
2nd	26	25	96%
3rd	36	35	97%
4th	15	15	100%
5th	24	24	100%
6th	27	27	100%
7th	19	19	100%
8th	31	31	100%
9th	28	28	100%
10th	27	27	100%
11th	15	15	100%
12th	16	16	100%
Total	309	306	99%

f. EAP rate: 2014-15 test scores not yet available. School wide and subgroup scores will be submitted upon receipt.

Pupil Engagement

School attendance rate: 95.5%

Chronic absenteeism rates: 0%

Middle school dropout rate: 0%

High school dropout rate: 2% (two ninth grade students)

High school graduation rates: 100%

Pupil suspension rate: 0%

2015-2016 LCAP

Anticipated

Measurable Pupil Outcomes that Address the Eight State Priorities

Pupil Achievement

a. Statewide Assessments

- CAASPP: Anticipated growth in school wide and subgroup scores will be submitted upon receipt of 2014-15 scores.
- CAHSEE:
 - ELA passage: 84%
 - Math passage: 88%

b. API: Anticipated increase to be reported when API is reestablished

c. University of California A-G course enrollment and passage rate: 100%

d. English Learner annual growth: 100%

e. Subject proficiency by grade:

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA													
Math													

f. Grade level promotion rate: 100% at all grade levels

g. EAP rate: Anticipated growth will be reported school wide and by subgroup upon receipt of 2014-15 scores.

Pupil Engagement

- a. School attendance rate: 95.5%
- b. Chronic absenteeism rates: 0%
- c. Middle school dropout rate: 0%

- d. High school dropout rate: 0%
- e. High school graduation rates: 100%
- f. Pupil suspension rate: 0%

2016-2017 LCAP

Anticipated

Measurable Pupil Outcomes that Address the Eight State Priorities

Pupil Achievement

a. Statewide Assessments

- CAASPP: Anticipated growth in school wide and subgroup scores will be submitted upon receipt of 2014-15 scores.
- CAHSEE:
 - ELA passage: 84%
 - Math passage: 88%

b. API: Anticipated increase to be reported when API is reestablished

c. University of California A-G course enrollment and passage rate: 100%

d. English Learner annual growth: 100%

e. Subject proficiency by grade:

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA													
Math													

f. Grade level promotion rate: 100% at all grade levels

g. EAP rate: Anticipated growth will be reported school wide and by subgroup upon receipt of 2014-15 scores.

f. Grade level promotion rate: 100% at all grade levels

g. EAP rate: Anticipated growth will be reported school wide and by subgroup upon receipt of 2014-15 scores.

Pupil Engagement

a. School attendance rate: 95.5%

b. Chronic absenteeism rates: 0%

c. Middle school dropout rate: 0%

d. High school dropout rate: 0%

e. High school graduation rates: 100%

f. Pupil suspension rate: 0%