School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

**Budget Overview for the 2019-20 LCAP Year**

This chart shows the total general purpose revenue NUA STEAM 1001 expects to receive in the coming year from all sources.

The total revenue projected for NUA STEAM 1001 is $1,291,386.00, of which $1,195,877.00 is Local Control Funding Formula (LCFF), $24,338.00 is other state funds, $58,108.00 is local funds, and $13,063.00 is federal funds. Of the $1,195,877.00 in LCFF Funds, $185,786.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
LCFF Budget Overview for Parents

This chart provides a quick summary of how much NUA STEAM 1001 plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

NUA STEAM 1001 plans to spend $1,274,665.00 for the 2019-20 school year. Of that amount, $1,406,209.00 is tied to actions/services in the LCAP and $-131,544.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Student computers and a computer cart to support student learning and technology components of the curriculum.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, NUA STEAM 1001 is projecting it will receive $185,786.00 based on the enrollment of foster youth, English learner, and low-income students. NUA STEAM 1001 must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, NUA STEAM 1001 plans to spend $667,500.00 on actions to meet this requirement.
This chart compares what NUA STEAM 1001 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what NUA STEAM 1001 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, NUA STEAM 1001’s LCAP budgeted $Baseline year for planned actions to increase or improve services for high needs students. NUA STEAM 1001 estimates that it will actually spend $n/a for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: NUA 1001 STEAM Charter School
Contact Name and Title: Kimberleigh Kopp, Executive Director
Email and Phone: kkopp@nu.edu (760) 630-4080

2017-20 Plan Summary

THE STORY
Briefly describe the students and community and how the LEA serves them.

NUA 1001 STEAM is dedicated to creating 6-12 learning opportunities which are accessible, challenging, and relevant to a diverse population of 6-12 students. NUA’s students are 31.6% socio-economically challenged. 8.4% of NUA students receive special education services. 11.3% are English learners. NUA 1001 STEAM provides an innovative 21st Century Learning environment through comprehensive programs of academic and technical study. Our program features a unique combination of independent study with resource center and online support designed to prepare students for both college and careers. NUA’s educational programs are based on the following elements of success:

- A vision, mission, and business operations plan that focuses on student learning.
- Academically rigorous, well-focused, basic core and accelerated subject curricula.
- Use a variety of effective instructional strategies to meet the varied learning styles of students.
- Professional development that puts skills into a context consistent with the overall school mission, professional learning communities.
- Community involvement in and support for school programs.
- Ongoing progress monitoring toward achieving both student and staff performance goals.
- An online community communication process detailing student and school performance.
- Collaboration with parents, community members, and other key stakeholders.
- Support systems in place to ensure the success of all students.
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial, to educate our students.
LCAP HIGHLIGHTS
Identify and briefly summarize the key features of this year’s LCAP.

This LCAP focuses on improving student achievement, engagement, college and career readiness as well as providing a healthy and safe environment. The 2018-2019 LCAP builds on the achievements of the prior year when this school was running as a program under National University Academy and will add most significantly in the area of math proficiency with both increased professional development as well as additional curriculum resources.

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

GREATEST PROGRESS
During the first year we have made great strides in making 1001 STEAM rigorous, relevant and engaging. We have created a system of blended curriculum, innovative instruction and based it on a STEAM model that includes modern applications, software and robotics. Our curriculum is Common Core aligned and based on students demonstrating growth. Teachers and Staff are regularly meeting to strategize, examine assessments and devise various ways to support struggling students. We are regularly assessing the students on NWEA to find weaknesses that need support and continued instruction. Teachers work together to implement methods designed to support students and help them improve in their areas of weakness.

The progress in our extracurricular activities increases engagement by the student and creates opportunities for learning. An active sports program also facilitates learning. Our program includes basketball, track and field, and soccer. Our clubs include yearbook club, newsletter club, debate club, SBA for High School, SBA for Middle School, and a robotics team. The integration of clubs and sports into the curriculum creates engaged students who realize the relevance of the curriculum.

We are progressing in preparing students for college and/or the real world. Students are meeting with a counselor once a week to create a path toward success. During these meetings a High School road map is created and reflected on. Goals may change several times during a High School student’s time at the school. By regularly meeting with a counselor, students are constantly looking to the future. The counselor is in regular contact with students, teachers and families to plan and implement plans geared toward the students’ success.
Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### GREATEST NEEDS

Because this is the first year of 1001 STEAM being a stand alone school, there is no data that we can use as an indicator of performance. Any data from NUA was a combination of schools that does not reflect 1001 STEAM.

As the first year progresses we are seeing many needs. One area of need is our focus on tardiness. Valuable instructional time is lost when a student is late for a class. Many students travel a long way to attend our school and thus an 8am start time becomes difficult. Other students have siblings at other schools which have a similar start time. Although tardiness is only a few minutes the process is disruptive for both students and teachers.

Another need is the area of Math and English. Although this year is a Baseline year, our initial student scores on NWEA suggest emphasis on strategies to increase our Math and English scores. The scores also suggest a large gap between our highest achievers and our lowest. We will need to close our achievement gap.

Our teachers meeting every week to discuss methods to meet all our students’ needs is a success, our next step will be on connecting the school’s instruction and curriculum to each other. By teachers understanding what curriculum is being taught at the current moment, they can capitalize on it and connect their current lessons to their colleagues on a day by day basis.

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

### PERFORMANCE GAPS

Although this is a base line year NWEA shows a significant performance gap is with our sped students who regularly perform low in Math and in English assessments. RSP teachers and classroom teachers are meeting to create goals and areas of support for the student in order to increase success. Parents, teachers and RSP students create a student success team as to focus on student goals and areas of improvement.
INCREASED OR IMPROVED SERVICES
If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

1001 STEAM will increase resources to students of low income families along with parent training and events for these families to become more involved. English Language students will get more one on one support not only from teachers but from aides and volunteers. 1001 STEAM will improve student services support by training teachers in transcript reading, class planning and college readiness for low income students, English learners and foster youth. Finally a computer room will be available along with a teacher for support in completing homework and/or classwork.

BUDGET SUMMARY
Complete the table below. LEAs may include additional information or more detail, including graphics.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$1,406,209.00</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$667,500.00</td>
</tr>
</tbody>
</table>

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not highlighted in the LCAP include, but are not limited to non-capitalized equipment and furniture, legal fees, district oversight, NU management fee, and communications (landline and internet). These are yearly expenditures in the school budget. If in future years the school sees a deficiency in one of these budgeted areas they will implement a goal and action in their LCAP to improve that deficiency.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Projected LCFF Revenues for LCAP Year</td>
<td>$1,360,691.00</td>
</tr>
</tbody>
</table>
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

This will be 1001 STEAM’s base line year.

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>COE</td>
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<td>LOCAL</td>
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</tbody>
</table>

### ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>EXPECTED</th>
<th>ACTUAL</th>
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<tbody>
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</tr>
</tbody>
</table>

### ACTIONS / SERVICES

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

| Action | 1 |
**ANALYSIS**
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
</tbody>
</table>

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>2017–18</th>
<th>2018–19</th>
<th>2019–20</th>
</tr>
</thead>
</table>

IN VolVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The planning process began with consultations with various parents, teachers and stakeholders. Several meeting designed to obtain stakeholder feedback were held. A survey was then sent out via parent square, email and Jupiter. The survey taken on Google survey allowed for a open discussion on how we were doing as a school and the direction that stakeholders wished us to take. A later meeting was held to discuss the 8 Priorities and the formation of the LCAP. Paper questionnaires were also distributed at this meeting for public input.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The main priorities of families of our students were the following: 1) The safety of the students. With a large Muslim population, stakeholders wanted safety to be a priority. 2) Stakeholders wanted to make sure that they understood along with the student the path they needed to take to get into different forms of higher education. 3) Stakeholders were supportive of a rigorous approach to the students’ education. They wanted the students to get the best education possible.
## Goals, Actions, & Services

### Strategic Planning Details and Accountability

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

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

### Goal 1

Increase academic achievement through curriculum, collaboration, and communication.

#### State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
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<tr>
<td>LOCAL</td>
<td>__________________________</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Identified Need

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2018-19</th>
<th>2019-2020</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC ELA scores-Met or Exceeded</td>
<td>2017 Scores- 50%</td>
<td>Increase overall score by 3%</td>
<td>Increase overall score by 3% over 2018-2019 scores</td>
<td>Increase overall score by 3% over 2019-2020 scores</td>
</tr>
<tr>
<td>SBAC Math Scores-Met or Exceeded</td>
<td>2017 Scores- 40%</td>
<td>Increase overall score by 3%</td>
<td>Increase overall score by 3% over 2018-2019 scores</td>
<td>Increase overall score by 3% over 2019-2020 scores</td>
</tr>
<tr>
<td>NWES Assessments</td>
<td></td>
<td>Increase overall score by 3%</td>
<td>Increase overall score by 3% over 2018-2019 scores</td>
<td>Increase overall score by 3% over 2019-2020 scores</td>
</tr>
</tbody>
</table>
PLANNED ACTIONS / SERVICES

**Action 1**
Provide opportunities for staff to train and work collaboratively.

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☑️ All</th>
<th>☐ Students with Disabilities</th>
<th>☐ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>☑️ All schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☑️ English Learners</th>
<th>☑️ Foster Youth</th>
<th>☑️ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>☐ LEA-wide</td>
<td>☑️ Schoolwide</td>
<td>☑️ OR</td>
</tr>
<tr>
<td>Location(s)</td>
<td>☐ All schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

**2018-19**

- ☑️ New
- ☐ Modified
- ☐ Unchanged

a. Provide professional development for teachers and staff and additional curriculum resources in ELA & Math standards and strategies
b. Provide services through additional hours of paraprofessional support to unduplicated students in the area of writing
c. Provide on-site tutoring and individualized teacher-student interactions.
d. Introduce the iexcel program.
e. Have new teachers go through induction.

**2019-20**

- ☐ New
- ☑️ Modified
- ☐ Unchanged

a. Provide professional development for teachers and staff and additional curriculum resources in ELA & Math standards and strategies
b. Provide services through additional hours of paraprofessional support to unduplicated students in the area of writing
c. Provide on-site tutoring and individualized teacher-student interactions.
d. Provide additional support in the area of mastering NGSS standards
e. Continue using iexcel.
f. Continue induction for new teachers

**2020-21**

- ☑️ New
- ☐ Modified
- ☐ Unchanged

a. Provide professional development for teachers and staff and additional curriculum resources in ELA & Math standards and strategies
b. Provide services through additional hours of paraprofessional support to unduplicated students in the area of writing
c. Provide on-site tutoring and individualized teacher-student interactions.
d. Provide additional support in the Arts.
e. Continue using iexcel.
f. Continue to provide induction to new teachers.

**BUDGETED EXPENDITURES**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>$138,500.00</td>
<td>LCFF</td>
<td>Salary (1000, 2000), benefits (3000), materials (4000), Professional Development (5000)</td>
</tr>
<tr>
<td>2019-20</td>
<td>$145,000.00</td>
<td>LCFF</td>
<td>Salary (1000, 2000), benefits (3000), materials (4000), Professional Development (5000)</td>
</tr>
<tr>
<td>2020-21</td>
<td>$152,000.00</td>
<td>LCFF</td>
<td>Salary (1000, 2000), benefits (3000), materials (4000), Professional Development (5000)</td>
</tr>
</tbody>
</table>
Action 2  Provide STEAM centered activities.

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ All</th>
<th>□ Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
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<td>□ Specific Grade spans:__________</td>
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OR

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<table>
<thead>
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**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>ACTIONS/SERVICES</th>
<th>2018-19 New</th>
<th>2019-20 New</th>
<th>2020-21 New</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
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<td>□ Modified</td>
<td>□ Unchanged</td>
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<tr>
<td>b.</td>
<td>□ New</td>
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<td>c.</td>
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<td>□ Modified</td>
<td>□ Unchanged</td>
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<td>d.</td>
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<td>□ Modified</td>
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<td>e.</td>
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<td>□ Modified</td>
<td>□ Unchanged</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS/SERVICES</th>
<th>2018-19 New</th>
<th>2019-20 New</th>
<th>2020-21 New</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
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<tr>
<td>b.</td>
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<table>
<thead>
<tr>
<th>ACTIONS/SERVICES</th>
<th>2018-19 New</th>
<th>2019-20 New</th>
<th>2020-21 New</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>□ New</td>
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<tr>
<td>b.</td>
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<td>c.</td>
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<td>d.</td>
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<td>e.</td>
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**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>BUDGETED EXPENDITURES</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>□ New</td>
<td>□ New</td>
<td>□ New</td>
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<tr>
<td>b.</td>
<td>□ New</td>
<td>□ New</td>
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<td>c.</td>
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<tr>
<td>e.</td>
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<td>□ New</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>Amount</td>
<td></td>
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<tr>
<td>------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Salary (1000, 2000), benefits (3000), materials (4000), Professional Development, conferences, travel, dues and subscriptions</td>
<td>$112,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary (1000, 2000), benefits (3000), materials (4000), Professional Development, conferences, travel</td>
<td>$122,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary (1000, 2000), benefits (3000), materials (4000), Professional Development, conferences, travel</td>
<td>$132,000.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 2

Increase career and college readiness skills for all 1001 STEAM students.

State and/or Local Priorities Addressed by this goal:

STATE  ☑  1  ☑  3  ☑  4  ☑  5  ☑  6  ☑  7  ☑  8
COE      ☑  9  ☑  10
LOCAL ________________________________

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students enrolled in AP courses</td>
<td>Determine Baseline.</td>
<td>Increase in students enrolled in AP courses by 3%.</td>
<td>Increase in students enrolled in AP courses by 3%.</td>
<td></td>
</tr>
<tr>
<td>Number of students accepted into 2-4 year college or technical school.</td>
<td>Determine Baseline</td>
<td>Increase number of acceptances by 5%.</td>
<td>Increase number of acceptances by 5%.</td>
<td></td>
</tr>
<tr>
<td>Number of 11th and 12th graders taking the SAT/ACT</td>
<td>Baseline of 2018-2019</td>
<td>Determine baseline</td>
<td>Increase by 5% over baseline.</td>
<td>Increase by 5%</td>
</tr>
</tbody>
</table>
Action 1
Increase college and career readiness.

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>[ ] All</th>
<th>[ ] Students with Disabilities</th>
<th>[ ] [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>[ ] All schools</td>
<td>[ ] Specific Schools: ___________</td>
<td>[ ] Specific Grade spans: ___________</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>[ ] English Learners</th>
<th>[ ] Foster Youth</th>
<th>[ ] Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>[ ] LEA-wide</td>
<td>[ ] Schoolwide</td>
<td>OR</td>
</tr>
<tr>
<td>Location(s)</td>
<td>[ ] All schools</td>
<td>[ ] Specific Schools: ___________</td>
<td>[ ] Specific Grade spans: ___________</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] New</td>
<td>[ ] Modified</td>
<td>[ ] Unchanged</td>
</tr>
<tr>
<td>[ ] New</td>
<td>[ ] Modified</td>
<td>[ ] Unchanged</td>
</tr>
<tr>
<td>[ ] New</td>
<td>[ ] Modified</td>
<td>[ ] Unchanged</td>
</tr>
</tbody>
</table>

a. Increase college and career counseling services provided directly onsite and via webinar, teleconference and online newsletters from the school counselor.
b. Increase college campus visits and/or field trips to enrichment activities hosted on college campuses (such as WorldLink Youth Town Meeting at University of San Diego or field trips to local community colleges).
c. Workshops on how to fill out the FAFSA, college applications and entrance essays.
d. Send teachers to training to teach AP classes.

e. Start to use Naviance: college readiness software.

e. Provide AP classes

de. Continue utilizing Naviance: college readiness software.

e. Provide AP classes

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 3

Ensure a Safe and Healthy Environment for learning and work by creating a positive school climate and culture.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 X3 X4 X5 X6 X7 X8
COE 9 10
LOCAL ____________________________

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attrition rate</td>
<td>2017-2018 will set baseline</td>
<td>Decrease by 4% from 2017-2018</td>
<td>Decrease by 4% from 2018-2019</td>
<td>Decrease by 4% from 2019-2020</td>
</tr>
<tr>
<td>Chronic absenteeism rate</td>
<td>2017-2018 will set baseline</td>
<td>Decrease by 1% from 2017-2018</td>
<td>Decrease by 1% from 2018-2019</td>
<td>Decrease by 1% from 2019-2020</td>
</tr>
<tr>
<td>Suspension and expulsion rate</td>
<td>2017-2018 will set baseline</td>
<td>Suspension and expulsion rate will be at or below .5%</td>
<td>Suspension and expulsion rate will be at or below .5%</td>
<td>Suspension and expulsion rate will be at or below .5%</td>
</tr>
</tbody>
</table>

PLANNED ACTIONS / SERVICES

Action 1
Conduct immunization and TB clearance reports for staff and students

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

Students to be Served
☐ All  ☐ Students with Disabilities  ☐ [Specific Student Group(s)]

Location(s)
☐ All schools  ☐ Specific Schools: ______________________  ☐ Specific Grade spans: ______________________

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of Services</strong></td>
<td>☐ LEA-wide</td>
<td>☐ Schoolwide</td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td>☐ All schools</td>
<td>☐ Specific Schools:___________________</td>
<td>☐ Specific Grade spans:__________________</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>x New</td>
<td>☐ New</td>
<td>☐ New</td>
</tr>
<tr>
<td>☐ Modified</td>
<td>☐ Modified</td>
<td>☐ Modified</td>
</tr>
<tr>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
</tr>
</tbody>
</table>

ADD in services/ideas

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$45,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Salary (1000, 2000), benefits (3000), services and other operating expenses (5000)</td>
<td>Salary (1000, 2000), benefits (3000), services and other operating expenses (5000)</td>
</tr>
</tbody>
</table>

**Action**

2 Sponsor activities to increase a positive school culture

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ All</th>
<th>☐ Students with Disabilities</th>
<th>☐ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location(s)</strong></td>
<td>☐ All schools</td>
<td>☐ Specific Schools:___________________</td>
<td>☐ Specific Grade spans:__________________</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of Services</strong></td>
<td>☐ LEA-wide</td>
<td>☐ Schoolwide</td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td>☐ All schools</td>
<td>☐ Specific Schools:___________________</td>
<td>☐ Specific Grade spans:__________________</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>x New</td>
<td>☐ New</td>
<td>☐ New</td>
</tr>
<tr>
<td>☐ Modified</td>
<td>☐ Modified</td>
<td>☐ Modified</td>
</tr>
<tr>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
</tr>
<tr>
<td>x New</td>
<td>Modified</td>
<td>□ Unchanged</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>b.</td>
<td>Enhance extracurricular/enrichment activities including field trips, sports, crafts, music, at all programs. Collaborate with PTO and Parent groups to support these activities.</td>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
<td>Investigate nutrition opportunities at appropriate locations- lunch program or vending machine option with a PT staff member to oversee and implement.</td>
<td>c.</td>
</tr>
</tbody>
</table>

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$126,000.00</td>
<td>$136,000.00</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Salary (1000, 2000), services and other operating expenses (5000)</td>
<td>Salary (1000, 2000), services and other operating expenses (5000)</td>
</tr>
</tbody>
</table>

**Action 3**

Sponsor activities, discussions, and programs to educate families and students on ways to reduce stress.

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ All</th>
<th>□ Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All</td>
<td>□ Specific Schools:____________</td>
<td>□ Specific Grade spans:_________</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ English Learners</th>
<th>□ Foster Youth</th>
<th>□ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>□ LEA-wide</td>
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<td>OR</td>
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<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:____________</td>
<td>□ Specific Grade spans:_________</td>
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</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
</table>

Page 16 of 18
<table>
<thead>
<tr>
<th>x New</th>
<th>Modified</th>
<th>☐ Unchanged</th>
<th>☐ New</th>
<th>☐ Modified</th>
<th>X Unchanged</th>
<th>☐ New</th>
<th>☐ Modified</th>
<th>X Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Provide organized orientation programs for new students in each program so that families know the expectations of their program when they enroll- provide support for new and struggling students in the form of mentor students and families who have been successful with the program, funded with additional hours/pay for a part time staff member.</td>
<td>a.</td>
<td>Provide organized orientation programs for new students in each program so that families know the expectations of their program when they enroll- provide support for new and struggling students in the form of mentor students and families who have been successful with the program, funded with additional hours/pay for a part time staff member.</td>
<td>a.</td>
<td>Provide organized orientation programs for new students in each program so that families know the expectations of their program when they enroll- provide support for new and struggling students in the form of mentor students and families who have been successful with the program, funded with additional hours/pay for a part time staff member.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Introduce social programs, after school programs and other positive programs that make our school a positive place to learn, health focus. Counselor/lead Duty- research programs and implement with parent group help</td>
<td>b.</td>
<td>Introduce social programs, after school programs and other positive programs that make our school a positive place to learn, health focus. Counselor/lead Duty- research programs and implement with parent group help</td>
<td>b.</td>
<td>Introduce social programs, after school programs and other positive programs that make our school a positive place to learn, health focus. Counselor/lead Duty- research programs and implement with parent group help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Provide guidance to students about scheduling a balanced life, stress reduction, test anxiety, healthy lifestyles through classes or forums. Counselor/lead Duty- research programs and implement with parent group help</td>
<td>c.</td>
<td>Provide guidance to students about scheduling a balanced life, stress reduction, test anxiety, healthy lifestyles through classes or forums. Counselor/lead Duty- research programs and implement with parent group help</td>
<td>c.</td>
<td>Provide guidance to students about scheduling a balanced life, stress reduction, test anxiety, healthy lifestyles through classes or forums. Counselor/lead Duty- research programs and implement with parent group help</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$131,000.00</td>
<td>$141,000.00</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Salary (1000, 2000), benefits (3000), services and other operating expenses (5000), supplies</td>
<td>Salary (1000, 2000), benefits (3000), services and other operating expenses (5000), supplies</td>
</tr>
</tbody>
</table>

**Demonstration of Increased or Improved Services for Unduplicated Pupils**
Estimated Supplemental and Concentration Grant Funds: $244,220.00  
Percentage to Increase or Improve Services: 21.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

1001 STEAM offers afterschool tutoring with a focus on ELs, Sped and Foster students. They are offered support and instruction tailored to their needs and situation. Students are supported by focusing on their areas of need.

Extra support staff is available to offer in class linguistic support. The support staff provides instruction in their native language until the student is able to understand and fully function in a working classroom. This allows access to the content area while gaining language proficiency.

Each teacher has a homeroom in order to make a connection to the family and forge a personal connection to the student and his interests. ELs along with Sped and Foster students benefit greatly by this personal connection. Each teacher knows his homeroom students very well along with their families. It is the homeroom teacher’s responsibility to monitor the students’ progress throughout the year.

At 1001 STEAM restorative practices allows students to connect with each other in meaningful ways. Conflicts are resolved quickly by offering the student the support of other students. When students support other students learning becomes meaningful and engaging.

The counselor meets with students once a week to guide them towards a path to higher education. The counselor documents the path that ELs or Foster youth must take to become accepted into the University, College or Vocational program of their choice.
Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary
The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary
The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA’s total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual [http://www.cde.ca.gov/fg/ac/sa/](http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year**: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP**: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

**Annual Update**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

**Annual Measurable Outcomes**

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

**Actions/Services**

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

**Analysis**

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Stakeholder Engagement**

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).
**Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

**For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

**Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

**Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

**Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see **Demonstration of Increased or Improved Services for Unduplicated Students** section, below), the LEA must identify the unduplicated student group(s) being served.

**Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.
**Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.
Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are principally directed to and how the services are the most effective use of the funds to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
**State Priorities**

**Priority 1: Basic Services** addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
A. Broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.
Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 CCR Section 1039.1.

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to meet the requirements 5 CCR Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?
Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, October 2016
Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:
National University Academy -1001 STEAM

CDS code:
37 68338 0137802

Link to the LCAP:
(optional)
https://www.nua1001steam.org/governance/

For which ESSA programs will your LEA apply?
Choose from:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

(Note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

National University Academy 1001 STEAM

In the following pages, ONLY complete the sections for the corresponding programs.
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.
California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

**Strategy**

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

National University Academy 1001 STEAM will use federal funds to supplement and enhance local priorities and initiatives is several ways.

- Provide professional development and induction for teachers and staff. Staff will be trained in restorative justice, steam and content specific strategies along with new teacher support.
- Provide additional resources in ELA and Math. Additional resources such as IXL, NWEA and Edgenuity will enhance instruction in ELA and Math.
- Provide additional hours to paraprofessionals to tutor and monitor student instruction.
- Provide induction opportunities for new teachers. The training and support of new teachers is necessary to student success.
- Increase college readiness by increased support. Increased hours for counseling will prepare students to navigate the admissions process.
- Increase college visits and provide workshops to support students in filling out the FAFSA.
- Provide extracurricular programs such as robotics, athletics and after school clubs.
- Provide a lunch nutrition program. Nutritionally sound diets contribute to student learning and wellbeing.
Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Efforts to align the use of federal funds with activities funded by the state are but not limited to:

• A line item budget will be created for guidance and direction. The line item budget will be updated as needed.

• Monthly review of budget items listed in the LCAP and Federal Addendum. The board shall review budgetary items contained in the Federal Addendum one a month at the board meeting.

• The executive director will monitor and advise on the application and distribution of Federal Funds. The executive director will provide compliance guidelines for the distribution of all funds.
ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

<table>
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<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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</table>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
TITLE II, PART A

Title II, Part A Activities

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<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
</tr>
</tbody>
</table>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

National University Academy 1001 STEAM has met all highly qualified teacher requirements. The site has fully credentialed teachers. All students within a grade level have access to the same learning material and access to content. All students have access to standards based instructional materials. All instruction is aligned to state standards.

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers and staff are bilingual covering many languages. This allows for parent outreach and engagement. Parent liaisons are used to communicate with the community and support parents. Events, mailings, emails and visits are conducted in the language of the family’s choice. Translators or parent liaisons are used during conferences and meetings. Parents also participate in a variety of groups such as PTO, advisory committees, and student support groups. The school also participates in community outreach events. There are programs in place such as “coffee with the
principal” to create community and reach out to all families. Parents are also involved in the SST process, 504 meetings, and IEP meetings. The school facilitates “Open Houses” and conferences with the teachers.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

National University Academy - 1001 STEAM uses Title One funds on students with low state test scores.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

National University Academy – 1001 STEAM provides for afterschool tutoring along with a credentialed teacher for student support. The school also provides a computer lab which is open to all families. A counselor is also available for support in student enrollment, placement, and advisement.

Student Transitions
ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

National University Academy -1001 STEAM conducts orientation to our new students which stresses school success. Students are lead through the process in which student will succeed. The orientation is not an intervention program but instead sets up students to be prepared for high school. The program serves Title 1 and Title 3 students. College readiness classes and academic success classes are arranged for these students as well.

College preparation begins as an eleventh grader. Students are enrolled in Career Exploration class which allows students to plan for entrance requirements. Students are encouraged to plan for upcoming college entrance exams and requirements. A counselor is available for guidance.

During the student’s senior year, a senior portfolio is created which includes budgets, narratives, recommendation letters, course of action, and FAFSA materials. Parents are included by having routine meetings with the counselor so that goals and support structures are in place.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

National University Academy -1001 STEAM offers differentiation on core subject such as math and English. All students have access to Edgenuity curriculum. The staff differentiates instruction with the use of weekly meetings, professional development and cross subject planning. The school also uses IXL to challenge high achieving students that are identified through NWEA map.
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)
Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements
ESSA SECTION 1423(2)
Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved
with the juvenile justice system, including such facilities operated by the Secretary of the
Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program
ESSA SECTION 1423(3)
As appropriate, provide a description of how participating schools will coordinate with facilities
working with delinquent children and youth to ensure that such children and youth are participating in
an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable
Successful Transitions  
ESSA SECTION 1423(4)
Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs  
ESSA SECTION 1423(5)
Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services  
ESSA SECTION 1423(6)
As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Postsecondary and Workforce Partnerships  
ESSA SECTION 1423(7)
As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary
school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

### Parent and Family Involvement

**ESSA SECTION 1423(8)**

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

### Program Coordination

**ESSA SECTION 1423(9-10)**

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

### Probation Officer Coordination

**ESSA SECTION 1423(11)**

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

National University Academy -1001 STEAM are providing professional growth and improvement in many ways. For teachers that are new to the profession induction is provide by a veteran teacher. There are routine Professional Developments in order to integrate subjects and STEAM in the curriculum. Finally teachers and staff are sent to participate in STEAM conferences.
Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers and staff use data from NWEA and other data platforms to determine need and teacher focus. Data along with RTI support systems are used to improve and support instruction.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data and ongoing consultation to improve instruction is done in 3 ways. The first is done in the classroom using formative and summative assessment to check for understanding. The second is NWEA which is given 3 times a year in English, Language and in Math. This is a complete picture of student’s understanding in this areas. Finally the Caaspp is used as a measure of student and school improvement.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:
National University Academy -1001 STEAM will provide ELPAC trainings, professional developments in the new health initiative and professional development in Special Education and English Language acquisition. Teachers will be supported in instruction and delivery for EL and Sped students.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116
Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Counselor, instructional aids, and staff will provide academic support and social support in the primary language of the family. Training for teachers and staff so that content is assessed rather than English acquisition. Support in academics will be provide by teachers and aids.

Title III Programs and Activities
ESSA SECTION 3116(b)(1)
Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Primary language aids are provided to students in general education classes. After school tutoring is available to ELD students. English teachers are assigned EL students to monitor and assist. Title 3 funds allow aid to be accessible to these students. ELD strategies are used in the classroom. Curriculum is identified and used to modify lessons. Small learning communities are use to support EL student as needed.

English Proficiency and Academic Achievement
ESSA SECTION 3116(b)(2)(A-B)
Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

National University Academy – 1001 STEAM has a comprehensive English Learner plan. The school ensures achievement in English proficiency by assigning students to a homeroom teacher. The teacher monitors a English language Learners using work samples, Staff, aids and family members to support and encourage growth. Peer tutoring along with staff tutoring is used to assist in interventions and ongoing support for both the student and their family.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

National University provides support in many aspects of instruction. The school is in partnership with the University. They provide professors to come into the classroom in order to advise teachers and students in the areas of STEAM such as Robotics. The Robotics team is under the support of a university professor whose specialty is robotics. Fund will be used to integrate robotics into the curriculum.