

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: NOVATO UNIFIED SCHOOL DISTRICT

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LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. **(Priority 3)**

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education Foster Youth services programs, court-appointed special advocates, Foster Youth, foster parents, education rights holders and other Foster Youth stakeholders, English learner parents, community organizations representing English Learners (EL), 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?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

SECTION I: Stakeholder Engagement (Involvement Process)	Impact on LCAP
<p>Development Process: The District provided information regarding the LCAP process to the Board of Trustees on October 15, 2013. At the two NUSD strategic planning meetings held on January 25, 2014 and February 1, 2014, information was provided to the Strategic Plan Task Force/LCAP Parent Advisory Committee regarding the LCAP, its components, and the engagement process. Data for the development of the NUSD Strategic Plan was used to inform stakeholders as to the needs of district students including Low Income (LI) Students, English Learners (EL), and Foster Youth Students. The Superintendent, Board President and CFO attended the final hearing regarding the LCAP regulations in Sacramento on January 16, 2014. The Superintendent and CFO also attended an LCAP training sponsored by the Marin County Office of Education. The Superintendent and CFO have met with a representative group from the LCAP Parent Advisory Committee four times from March to May 2014, and a community meeting was held on May 14, 2014, at the Novato Unified District Office, where a draft LCAP was presented.</p> <p>Written Feedback and Comments: After the release of the draft emergency regulations, the Superintendent met with stakeholder groups including DELAC, NFT, CSEA, PTA, and the district management team (ADCO) to inform them of the process and to receive feedback. The Strategic Plan Task Force/LCAP Parent Advisory Committee was established to provide feedback and direction to the Superintendent for both the strategic plan and LCAP. In the fall 2013, a general information mailer was sent to all registered voters and included a brief survey. Additional information/needs assessment was compiled from the MCF Grant documentation on four NUSD schools that have a high population of under-resourced students. A comprehensive community survey was developed in March 2014 in both English and Spanish and sent to parents and district employees. To reach community members, the information and survey links were posted on the local news blog, Novato Patch. The survey links were also posted on the District’s homepage and additional announcements were sent to each school for inclusion in school newsletters. A specific survey was developed for high school students and sent to NUSD’s three high schools. Paper surveys were provided to each school for those parents or community members who did not have access to a computer. Specific outreach was developed to gather feedback from parents and families of EL and LI students. This included the Superintendent, CFO and a LCAP Parent Advisory Committee member attending a local Hispanic Catholic Mass and meeting with families afterward for feedback and input. In addition, paper surveys were distributed at four NUSD schools that hold weekly food banks/markets. NUSD’s Student Services Coordinator reached out to Foster Youth families and agencies for feedback and input.</p>	<p>The following items have been incorporated into the LCAP:</p> <ol style="list-style-type: none"> 1. District: District goals for student achievement that are aligned with the state priorities for EL, LI, and Foster Youth Students to include the following: <ul style="list-style-type: none"> • Instructional coaches (8) • Decrease and/or maintain class size for middle and high school EL • Increase Career Readiness class offerings • Class size average for grades 4/5 at 27 2. Teachers: <ul style="list-style-type: none"> • Bilingual tutors • Maintain small class size 3. Classified Staff: <ul style="list-style-type: none"> • Increase in yard supervision hours • Increase in library tech hours 4. Students: <ul style="list-style-type: none"> • Increase the frequency of maintenance and update facilities to provide a clean, safe learning environment • Improve food choices in the cafeterias 5. Parents: <ul style="list-style-type: none"> • Maintain smaller class sizes • Newcomers program at NHS • Local interventions that are specific to the school site

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	SECTION 2: Goals & Progress Indicators			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1 2014-15	LCAP Year 2 2015-2016	LCAP Year 3 2016-17	
CONDITIONS OF LEARNING								
<p>Our students need great teachers, leaders, and supporting staff</p> <p>Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies and represent the student body</p> <p>Metric:</p> <ul style="list-style-type: none"> • Competitive Salaries and benefits: District and regional comparative districts • Williams Act • Learning Walks • Training Sign-ins • Equity Rubric <p>Metric:</p> <p>Class sizes Exhibit K – NFT contract</p>	<p>Goal 1: Identify, attract, retain, and build the capacity of teachers, leaders and classified staff providing innovative instruction</p>	All pupils	All schools	None	All Students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards	All Students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards	All Students will be exposed to teachers that are innovative, culturally competent and deliver instruction that is aligned with Common Core State Standards	Basic Implementation of State Standards
	<p>Goal 2: Increase cultural competency for staff</p>	All pupils	All schools	None				Basic Implementation of State Standards
	<p>Goal 3: Maintain class size and configuration to enhance learning for all</p>	All pupils	All schools	None				Maintain average class size at 22 for TK-3 grades and class size average of 27 for 4/5 grades

Identified Need and Metric	SECTION 2: Goals & Progress Indicators			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1 2014-15	LCAP Year 2 2015-2016	LCAP Year 3 2016-17	
<p>Our students need rigorous curriculum and innovative instruction aligned to the Common Core Standards</p> <p>Metric:</p> <ul style="list-style-type: none"> • Williams Report • Increased number of students completing A-G requirements • Increased student achievement on the Measure of Academic Progress • Increased number of students taking AP courses and AP exams • Increase in students demonstrating readiness in ELA/Math on the Early Assessment Program (CSU/UC) • Evidence of pilots for mathematics 	<p>Goal 4: Effectively implement the Common Core State Standards</p>	All pupils	All schools	None	<p>Students will have access to the current instruction strategies and CCSS aligned materials to become college and career ready</p> <p>Students will have access to the current adopted materials</p>	<p>Students will have access to the current instruction strategies and CCSS aligned materials to become college and career ready</p> <p>Students will have access to the current adopted materials</p>	<p>Students will have access to the current instruction strategies and CCSS aligned materials to become college and career ready</p> <p>Students will have access to the current adopted materials</p>	<p>Basic</p> <p>Implementation of State Standards</p> <p>Course Access</p>
<p>Our students need clean, well-maintained facilities</p> <p>Metric: Williams Act Student Survey</p>	<p>Goal 5: Increase the frequency of maintenance and update facilities to provide a clean, safe learning environment</p>	All Pupils	All Schools	None	<p>Students will experience clean and safe learning environments</p>	<p>Students will experience clean and safe learning environments</p>	<p>Students will experience clean and safe learning environments</p>	<p>Basic</p>

Identified Need and Metric	SECTION 2: Goals & Progress Indicators			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1 2014-15	LCAP Year 2 2015-2016	LCAP Year 3 2016-17	
<p>Our students need access to the right courses</p> <p>College and career ready counseling and high school courses meaningfully connected to life goals</p> <p>Metric: Increase offerings of CTE Courses</p>	<p>Goal 6: Provide access to a broad course of study and strengthen the career readiness program for all students, including the special needs population</p>	All pupils	All schools	None	Students will have access to the current instructional strategies and CCSS aligned materials to become college and career ready	Students will have access to the current instructional strategies and CCSS aligned materials to become college and career ready	Students will have access to the current instructional strategies and CCSS aligned materials to become college and career ready	<p>Implementation of State Standards</p> <p>Pupil Achievement</p> <p>Course Access</p>
PUPIL OUTCOMES								
<p>Our students need teachers that have effective, research-based, on-going professional development</p> <p>Metric:</p> <ul style="list-style-type: none"> Professional Development Plan PD feedback forms Teacher Professional Development Attendance Evidence of PBL , GLAD and SIOP strategies within the classroom through learning walks Agendas from teacher collaboration time 	<p>Goal 7: Increase professional development to elevate student achievement & engagement, cultural competency and proficiency</p>	All pupils	All schools	None	Students will be exposed to researched based teaching strategies	Students will engage in researched based learning activities	In collaboration with the peers, students will show initiative and take responsibility for their individual learning	<p>Pupil Achievement</p> <p>Other Pupil Outcomes</p>

Identified Need and Metric	SECTION 2: Goals & Progress Indicators			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1 2014-15	LCAP Year 2 2015-2016	LCAP Year 3 2016-17	
<p>Our students need instructional delivery methods based in technology to be ready for college and careers</p> <p>Metric:</p> <ul style="list-style-type: none"> • Increase graduation rates • College and CTE tracking • Increase the percentage of students who receive “Ready” on the CSU/EAP conditional status • Attendance rates • Student to device ratio • Learning walks 	<p>Goal 8: Enhance the use of technology to support classroom teaching and learning</p>	All pupils	All schools	None	<p>Students will be college and career ready</p> <p>Instructional coaches providing teachers with professional development in Technology Integration</p>	<p>Students will be college and career ready</p> <p>Instructional coaches providing teachers with professional development in Technology Integration</p>	<p>Students will be college and career ready</p> <p>Instructional coaches providing teachers with professional development in Technology Integration</p>	<p>Pupil Achievement</p> <p>Other Pupil Outcomes</p>

Identified Need and Metric	SECTION 2: Goals & Progress Indicators			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1 2014-15	LCAP Year 2 2015-2016	LCAP Year 3 2016-17	
<p>Our students need grade level proficiency in core academic areas</p> <p>Metric:</p> <ul style="list-style-type: none"> • Measure of Academic Progress scores • EL Reclassification • Improve student achievement on common writing and math assessments • Disaggregated focus student data from state standardized tests (CELDT and others) • CCSS aligned elementary report card 	<p>Goal 9: Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention</p>	All pupils	All schools	None	All students will increase achievement scores on learning assessments	All students will increase achievement scores on learning assessments	All students will increase achievement scores on learning assessments	<p>Pupil Achievement</p> <p>Other Pupil Outcomes</p>
ENGAGEMENT								
<p>Our students need their families to feel welcomed and able to support their educational success</p> <p>Metric:</p> <ul style="list-style-type: none"> • Pupil Suspension / Expulsion Rates • Parent Survey • School Site Survey • California Healthy Kids Survey (CHKS) 	<p>Goal 10: Increase parent participation by engaging them in their child's learning activities</p>	All pupils	All schools	None	Increased parent participation in parent education offerings, informational meetings and parent workshops	Increased parent participation in parent education offerings, informational meetings and parent workshops	Increased parent participation in parent education offerings, informational meetings and parent workshops	<p>Parent Involvement</p> <p>Pupil Engagement</p> <p>School Climate</p>

Identified Need and Metric	SECTION 2: Goals & Progress Indicators			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP Year 1 2014-15	LCAP Year 2 2015-2016	LCAP Year 3 2016-17	
<p>Our students need to attend school every day and be on time</p> <p>Metric:</p> <ul style="list-style-type: none"> • Attendance Reports • Chronic Absenteeism Rates • Pupil Suspension / Expulsion Rates • Dropout Rates 	<p>Goal 11: Monitor attendance/ absenteeism and provide intervention</p>	All pupils	All schools	None	<p>Student attendance will increase</p> <p>Decrease in student tardiness Decrease in dropout rates</p>	<p>Student attendance will increase</p> <p>Decrease in student tardiness. Decrease in dropout rates</p>	<p>Student attendance will increase</p> <p>Decrease in student tardiness. Decrease in dropout rates</p>	<p>Parent Involvement</p> <p>Pupil Engagement</p> <p>School Climate</p>
<p>Our students need adequate housing, food and socio-emotional support</p> <p>Metric:</p> <ul style="list-style-type: none"> • Number of families participating in food banks • Student participation in community organization • Pupil Suspension / Expulsion Rates • Number of students participating in counseling services • Number of families being served by community liaison 	<p>Goal 12: Strengthen community partnerships to provide additional services to students and families</p>	All pupils	All schools	None	<p>Increase student attendance and engagement in school</p>	<p>Increase student attendance and engagement in school</p>	<p>Increase student attendance and engagement in school</p>	<p>Parent Involvement</p> <p>Pupil Engagement</p> <p>School Climate</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or Foster Youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English Learners (EL), to low-income pupils, and/or to Foster Youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English Learners (EL), low-income pupils, and Foster Youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

3A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	SECTION 3(A): Actions, Services & Expenditures	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17
CONDITIONS OF LEARNING							
1. Identify, attract, retain, and build the capacity of teachers, leaders and classified staff providing innovative instruction	Basic Implementation of State Standards	Review quarterly and continue monitor the Credential Monitoring Report (MCOE) Continue to compare salaries and benefits to comparative and regional districts	LEA-Wide	None	Credentialed personnel Classified personnel Administration \$55,593,613	Credentialed personnel Classified personnel Administration \$56,705,485	Credentialed personnel Classified personnel Administration \$57,839,595
2. Increase cultural competency for staff	Basic Implementation of State Standards	Provide staff trainings in cultural competency	LEA-Wide	None	Professional development \$25,000	Professional development \$25,000	Professional development \$25,000
3. Maintain class size and configuration to enhance learning for all	Basic Implementation of State Standards	Class sizes will be monitored Grades 4/5 will be moved to an average of 27	LEA-Wide	None	Increase of 5 teachers at grade 4/5 \$325,000	Maintain average class size TK – 3 at 22 4/5 at 27 \$325,000	Maintain average class size TK – 3 at 22 4/5 at 27 \$325,000
4. Effectively Implement the Common Core State Standards	Basic Implementation of State Standards Course Access	Instructional coaches to provide imbedded professional development Purchase of Common Core State Standards materials	LEA-Wide	None	8 instructional coaches \$520,000 Common Core State Standards materials \$250,000	8 instructional coaches \$520,000 Common Core State Standards materials \$250,000	8 instructional coaches \$520,000 Common Core State Standards materials \$250,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	SECTION 3(A): Actions, Services & Expenditures	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17
5. Increase the frequency of maintenance and update facilities to provide a clean, safe learning environment	Basic	Increase the maintenance of bathrooms and develop a long-term plan to update facilities	LEA-Wide	None	Analyze data to determine training and staffing needs \$6,672,233	Implement outcomes of data analysis \$6,672,233	Implement outcomes of data analysis \$6,672,233
6. Provide access to a broad course of study and strengthen the career readiness program for all students, including the special needs population	Implementation of State Standards Pupil Achievement Course Access	Increase the hours of guidance counseling Provide training and outreach to parents Develop CTE plan	Secondary	None	Increase hours of guidance counselors \$1,421,211 Purchase of software \$20,000 Develop CTE Plan	Increase hours of guidance counselors \$1,421,211 Purchase of software \$20,000 Addition of CTE course offerings	Increase hours of guidance counselors \$1,421,211 Purchase of software \$20,000 Continue to offer a broad course of study
PUPIL OUTCOMES							
7. Increase professional development to elevate student achievement & engagement, cultural competency and proficiency	Pupil Achievement Other Pupil Outcomes	Provide ongoing professional development	LEA-Wide	None	Ongoing professional Development in PBL, CCSS Math and ELA Release time for teachers to collaborate and plan Coaching training \$1,013,476	Ongoing professional Development in PBL, CCSS Math and ELA Release time for teachers to collaborate and plan Coaching training \$1,013,476	Ongoing professional Development in PBL, CCSS Math and ELA Release time for teachers to collaborate and plan Coaching training \$1,013,476

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	SECTION 3(A): Actions, Services & Expenditures	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17
8. Enhance the use of technology to support classroom teaching and learning	Pupil Achievement Other Pupil Outcomes	Instructional coaches to provide staff development in the use of technology in the classroom	LEA-Wide	None	8 Instructional coaches \$520,000	8 Instructional coaches \$520,000	8 Instructional coaches \$520,000
9. Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention	Pupil Achievement Other Pupil Outcomes	<p>Improve pupil achievement scores on learning assessment among all subgroups including high need students groups.</p> <p>Teachers will implement the CCSS curriculum and assess student progress regularly based on CCSS and state assessments</p> <p>Continue to be updated on the State Assessment program and monitor individual student overall achievement</p>	LEA-Wide	None	<p>Instructional coaches to provide professional development \$520,000</p> <p>Partnership with Bay Area Writing Project & Silicon Valley Math Initiative \$10,000</p> <p>Teacher release time for collaboration focused data analysis and planning \$5,000</p>	<p>Instructional coaches to provide professional development \$520,000</p> <p>Partnership with Bay Area Writing Project & Silicon Valley Math Initiative \$10,000</p> <p>Teacher release time for collaboration focused data analysis and planning \$5,000</p>	<p>Instructional coaches to provide professional development \$520,000</p> <p>Partnership with Bay Area Writing Project & Silicon Valley Math Initiative \$10,000</p> <p>Teacher release time for collaboration focused data analysis and planning \$5,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	SECTION 3(A): Actions, Services & Expenditures	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17
ENGAGEMENT							
10. Increase parent participation by engaging them in their child’s learning activities	Parent Involvement	Identify preferred methods of communication for all families	LEA-Wide	None	Community Liaisons \$250,215	Community Liaisons \$300,258	Community Liaisons \$350,258
	Pupil Engagement	Conduct parent surveys regarding communication, pupil engagement and safety			Bilingual Tutors \$135,000	Bilingual Tutors \$135,000	Bilingual Tutors \$135,000
	School Climate				Aeries and Naviance training for parents \$30,000	Aeries and Naviance training for parents \$30,000	Aeries and Naviance training for parents \$30,000
11. Monitor attendance/absenteeism and provide intervention	Parent Involvement	Monitor attendance/absenteeism	LEA-Wide	None	SART & SARB \$125,000	SART & SARB \$125,000	SART & SARB \$125,000
	Pupil Engagement	Continued vendor relationship with North Bay Security to provide data, home visits, and intervention			Community Liaisons \$250,215	Community Liaisons \$300,258	Community Liaisons \$350,301
	School Climate				North Bay Security \$244,358	North Bay Security \$244,358	North Bay Security \$244,358
12. Strengthen community partnerships to provide additional services to students and families	Parent Involvement	Continue and expand partnerships with community agencies to ensure youth and families are connected to safety net services	LEA – Wide	None	Community Liaisons \$250,215	Community Liaisons \$300,258	Community Liaisons \$350,301
	Pupil Engagement				Counseling services	Counseling services	Counseling services
	School Climate				Partnerships with YMCA & Boys and Girls Club	Partnerships with YMCA & Boys and Girls Club	Partnerships with YMCA & Boys and Girls Club
					San Francisco and Marin Food Bank	San Francisco and Marin Food Bank	San Francisco and Marin Food Bank

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	SECTION 3(B): Actions, Services & Expenditures	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17
2. Increase cultural competency for staff	Basic Implementation of State Standards	For Low Income (LI) pupils: For English Learners (EL): For Foster Youth: For redesignated fluent English proficient pupils: Provide staff development in cultural competency	LEA-Wide	None	Provide staff development in cultural competency \$25,000	Provide staff development in cultural competency \$25,000	Provide staff development in cultural competency \$25,000
3. Maintain class size and configuration to enhance learning for all	Basic Implementation of State Standards	For Low Income (LI) pupils: For English Learners (EL): Provide additional sections at secondary For Foster Youth: For redesignated fluent English proficient pupils:	LEA- Wide	None	Maintain class size average at 22 for TK-3 and an average of 27 for grades 4,5 per classroom availability Provide additional sections at secondary for EL students \$100,000	Maintain class size average at 22 for TK-3 and an average of 27 for grades 4,5 per classroom availability Provide additional sections at secondary for EL students \$100,000	Maintain class size average at 22 for TK-3 and an average of 27 for grades 4,5 per classroom availability Provide additional sections at secondary for EL students \$100,000
4. Effectively implement the Common Core State Standards	Basic Implementation of State Standards Course Access	For Low Income (LI) pupils: For English Learners (EL): For Foster Youth: For redesignated fluent English proficient pupils: Increase the participation level of sub-groups in specialized programs such as STEM, AVID, GATE, MSA, AP courses	LEA- Wide	None	Community Liaisons \$250,215 Purchase of Navience Software Program - training of families \$25,000	Community Liaisons \$300,258 Navience Software Program - training of families \$25,000 Career Counselors at Middle School \$150,000	Community Liaisons \$350,301 Navience Software Program - training of families \$25,000 Career Counselors at Middle School \$150,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	SECTION 3(B): Actions, Services & Expenditures	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17
5. Increase the frequency of maintenance and update facilities to provide a clean, safe learning environment	Basic	<p><i>For Low Income (LI) pupils:</i> <i>For English Learners (EL):</i> <i>For Foster Youth:</i> <i>For redesignated fluent English proficient pupils:</i></p> <p>Open facilities to families who need additional instruction or the use of technology (computers, etc)</p>	LEA-Wide	None	Analyze data to determine training and staffing needs Extended hours at libraries	Implement outcomes of data analysis Extended hours at libraries	Implement outcomes of data analysis Extended hours at libraries
6. Provide access to a broad course of study and strengthen the career readiness program for all students, including the special needs population	<p>Implementation of State Standards</p> <p>Pupil Achievement</p> <p>Course Access</p>	<p><i>For Low Income (LI) pupils:</i> Implement Camp University summer program</p> <p><i>For English Learners (EL):</i> Continue Newcomer summer program Implement Camp University summer program</p> <p><i>For Foster Youth:</i> <i>For redesignated fluent English proficient pupils:</i></p> <p>Increase the participation level of sub-groups in specialized programs such as STEM, AVID, GATE, MSA, AP courses</p>	LEA-Wide	None	<p>Community Liaisons \$250,215</p> <p>Purchase of Navience Software Program - training of families \$25,000</p> <p>Implement Camp University summer program \$22,000</p> <p>Continue Newcomer Summer Program \$6,000</p>	<p>Community Liaisons \$300,258</p> <p>Navience Software Program - training of families \$25,000</p> <p>Career Counselors at Middle School \$150,000 Implement Camp University summer program \$22,000</p> <p>Continue Newcomer Summer Program \$6,000</p>	<p>Community Liaisons \$350,301</p> <p>Navience Software Program - training of families \$25,000</p> <p>Career Counselors at Middle School \$150,000 Implement Camp University summer program \$22,000</p> <p>Continue Newcomer Summer Program \$6,000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	SECTION 3(B): Actions, Services & Expenditures	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17
PUPIL OUTCOMES							
7. Increase professional development to elevate student achievement & engagement, cultural competency and proficiency	Pupil Achievement Other Pupil Outcomes	<i>For Low Income (LI) pupils:</i> <i>For English Learners (EL):</i> <i>For Foster Youth:</i> <i>For redesignated fluent English proficient pupils:</i> Continue to offer professional development to increase instructional strategies for all learners			Ongoing professional development in GLAD and SIOP \$30,000 Coaching support through the use of 8 instructional coaches \$520,000	Ongoing professional development in GLAD, cultural competency and SIOP \$15,000 Coaching support through the use of 8 instructional coaches \$520,000	Ongoing professional development in GLAD, cultural competency and SIOP \$10,000 Coaching support through the use of 8 instructional coaches \$520,000
8. Enhance the use of technology to support classroom teaching and learning	Pupil Achievement Other Pupil Outcomes	<i>For Low Income (LI) pupils:</i> Access to Comcast reduced internet service for academic support at home <i>For English Learners (EL):</i> Extended hours at Media Center <i>For Foster Youth:</i> <i>For redesignated fluent English proficient pupils:</i>			Instructional Coaches \$520,000 Professional Development \$1,013,476	Instructional Coaches \$520,000 Professional Development \$1,013,476	Instructional Coaches \$520,000 Professional Development \$1,013,476

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	SECTION 3(B): Actions, Services & Expenditures	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17
9. Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention	Pupil Achievement Other Pupil Outcomes	<p><i>For Low Income (LI) pupils:</i> <i>For English Learners (EL):</i> <i>For Foster Youth:</i> <i>For redesignated fluent English proficient pupils:</i></p> <p>Maintain early intervention practices for English Learners</p> <p>Improve pupil achievement scores on learning assessment among high need students groups</p> <p>Continue to monitor closely the CELDT, State Testing and District Benchmarks to ensure all students are working towards proficiency</p>			<p>Purchase Aeries Analytics \$8,000</p> <p>Expand the implementation of MAP at elementary and middle schools</p> <p>Develop more common assessments for grade level and content areas \$1,500</p>	<p>Refine the use of Aeries Analytics \$8,000</p> <p>Full Implementation MAP at elementary and middle schools</p> <p>Develop more common assessments for grade level and content areas \$1,500</p>	<p>Continue the use of Aeries Analytics \$8,000</p> <p>Refine Implementation MAP at elementary and middle schools</p> <p>Refine common assessments for grade level and content areas \$1,500</p>
ENGAGEMENT							
10. Increase parent participation by engaging them in their child’s learning activities	Parent Involvement Pupil Engagement School Climate	<p><i>For Low Income (LI) pupils:</i> <i>For English Learners (EL):</i> <i>For Foster Youth:</i> <i>For redesignated fluent English proficient pupils:</i></p> <p>Increase family involvement through parent outreach and support to increase student’s learning</p>			<p>Increase the use of Bilingual Community Liaisons \$250,215</p>	<p>Increase the use of Bilingual Community Liaisons \$300,258</p>	<p>Increase the use of Bilingual Community Liaisons \$350,301</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	SECTION 3(B): Actions, Services & Expenditures	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17
11. Monitor attendance/ absenteeism and provide intervention	Parent Involvement Pupil Engagement School Climate	For Low Income (LI) pupils: For English Learners (EL): For Foster Youth: For redesignated fluent English proficient pupils: Increase student achievement through increased attendance			Utilize Aeries to continue monitoring of students' attendance Student Attendance Review Teams Provide students counseling (individual or groups) when appropriate	Utilize Aeries to continue monitoring of students' attendance Student Attendance Review Teams Provide students counseling (individual or groups) when appropriate	Utilize Aeries to continue monitoring of students' attendance Student Attendance Review Teams Provide students counseling (individual or groups) when appropriate
12. Strengthen community partnerships to provide additional services to students and families	Parent Involvement Pupil Engagement School Climate	For Low Income (LI) pupils: For English Learners (EL): For Foster Youth: For redesignated fluent English proficient pupils: Increase services to students in need to provide essentials such as food, afterschool opportunities and other meaningful family services			Continue San Francisco and Marin Food Bank program Continue Algebra Academy for incoming 9 th grade students \$10,000 Continue or develop partnerships with YMCA , the Boys & Girls Club and others	Continue San Francisco and Marin Food Bank program Continue Algebra Academy for incoming 9 th grade students \$10,000 Continue or develop partnerships with YMCA, the Boys & Girls Club and others	Continue San Francisco and Marin Food Bank program Continue Algebra Academy for incoming 9 th grade students \$10,000 Continue or develop partnerships with YMCA, the Boys & Girls Club and others

- 3C.** Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of Low Income (LI) Students, English Learners (EL) and Foster Youth Students determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner. The school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Based on the Governor's May Revise, released May 13, 2014, NUSD will receive an estimated increase of \$1.3 million dollars in supplemental funds for the 2014-15 year. The District does not qualify for concentration funds, as the count of unduplicated students is below 55% district-wide. NUSD will expend these funds in three significant areas: adding 8 instructional coaches, reducing average class size in grades 4/5 where facilities permit, and allocating 50% of the supplemental funds to school sites based on the number of unduplicated students at each site. The use of these funds on a school-wide basis and allocated to the school sites with less than 40% of unduplicated student counts provides the effective use of funds. Instructional coaches will utilize these funds to focus on improving instructional strategies to teachers at school sites with the greatest need based on identified metrics. Reduction of class size in grades 4/5 will first occur at school sites with the largest populations of students identified as Low Income (LI) Students, English Learners (EL) and Foster Youth Students. Lastly, allocating 50% of the supplemental funding to the school sites based on the number of unduplicated students ensures that the supplemental funding reaches students through site-specific instructional strategies.

Pleasant Valley Elementary, Rancho Elementary, San Ramon Elementary, Sinaloa Middle, San Marin High, Novato High and the Nova Education Center are NUSD schools that have less than 40% unduplicated student counts. These sites will direct this funding towards Cultural Competency training for staff, release time for teachers to be trained in GLAD, PBL and SIOP. Teachers will also be provided release time to plan integrated units/projects that utilize these strategic teaching strategies and fully implement rigorous curriculum aligned with Common Core State Standards (State Priority 2 & 4). Funding will also be directed to provide support for families to navigate the school system and to access-to-access resources from community agencies and local businesses through the use of Bilingual Community Liaisons (State Priority 3). The school sites will also utilize this additional funding to provide before and after school academic and homework support to students in need of intervention (State Priority 4). The use of strategic teaching strategies and pedagogies such as PBL, GLAD and SIOP are specifically geared to differentiate curriculum and instruction to meet the needs of our foster youth, English Learners and students in low-income households. Additionally Bilingual Community Liaisons will specifically address the needs of these students. Finally, the after/before school and tutoring services are also directed in a similar manner. (State Priority 2,3 &4) Novato Unified determined that this is the most effective use of the funding for the schools with less than 40% unduplicated student population because research demonstrates that increased parent engagement increases student achievement and school success. Additionally, the effective use and implementation of specific language acquisition strategies (PBL, SIOP and GLAD) provide students with the necessary tools and skills to access a rigorous core curriculum.

3D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for Low Income (LI) Students, English Learners (EL) and Foster Youth Students provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Section 5 CCR 15496 provides for a calculation to determine the percentage of increased services for Low Income (LI) Students, English Learners (EL) and Foster Youth Students. Based on the Governor's May Revise, released May 13, 2014, this percentage is calculated to be 3.63%. NUSD will be able to increase services by 3.63% during the 2014-15 year through the implementation of 8 instructional coaches, reduction of class sizes in grades 4/5 (facilities permitting), and allocation of 50% of the supplemental funds to school sites based on the number of unduplicated students. Pleasant Valley Elementary, Rancho Elementary, San Ramon Elementary, Sinaloa, San Marin High School, Novato High School and Nova Education Center are the NUSD schools that have less than 40% of unduplicated students. These schools will offer services to students that are English learners, Low –income, or Foster Youth from a menu of services that was developed during the parent and community engagement activities. The list is attached. NUSD implemented Program Based Budgeting two years ago which provides school sites to identify their instructions needs and the flexibility to provide the interventions that improve student outcomes. The districtwide implementation of 8 instructional coaches, reducing class sizes in grades 4/5, and allocating 50% of the supplemental funding to the schools sites based on unduplicated student counts provides additional services to the students that are English learners, low-income, and Foster Youth by providing smaller group sizes for individual instruction (Goal 3), teacher training in strategies (PBL, GLAD, SIOP) specific to language acquisition (Goal 7), additional EL sections at the secondary schools (Goal 3) , community liaisons (Goal 10) , bilingual tutors, and EL para professionals and other specific intervention strategies. Each school site plan will outline the specific strategies and the cost.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LCAP Community Engagement Responses
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A. Conditions of Learning

1. Preschool opportunities at each elementary school
2. Spanish classes for all students in grades 3-5
3. Hire more Spanish speaking employees
4. Provide staff development in cultural competency
5. Expand bilingual library collection
6. Middle school career counselors
7. Smaller class sizes
8. Technology Focus
9. Clean bathrooms
10. Improve the food
11. Update classroom furniture
12. Hire more yard supervisors

B. Pupil Outcomes

1. Newcomers Program again this summer at Novato High
2. Provide transportation to the Boys and Girls Club from Sinaloa
3. Vocational Programs – take advantage of IVC Work Development Programs
4. Tutoring in Spanish, including a homework club
5. More Intervention for struggling students
6. Business/Consumer Math offerings at the high schools

C. Engagement

1. On-site counseling services
2. Community Liaisons
3. ESL classes for adults
4. GED classes for parents
5. Expand PIQE to all schools (parent education)
6. Provide after-school childcare
7. Extend hours for Library Clerks
8. Friday Night Lights, Odyssey of the Mind, Family Math Nights

ACRONYMS USED IN NUSD's LCAP:

AP	Advanced Placement
AVID	Advancement Via Individual Determination
CCSS	California Core State Standards
CELDT	California English Language Development Test
CFO	Chief Financial Officer
CHKS	California Healthy Kids Survey
CSEA	California State Employees Association
CSU	California State University
CTE	Career Technical Education
DELAC	District English Learners Advisory Committee
EAP	Early Assessment Program
EL	English Learners
ELA	English Language Arts
ESL	English as a Second Language
GATE	Gifted and Talented Education
GED	General Education Development
GLAD	Guided Language Acquisition Design
IVC	Indian Valley College
LCAP	Local Control and Accountability Plan
LEA	Local Education Agency
LI	Low Income
MCOE	Marin County Office of Education
MSA	Marin School of Art
NFT	Novato Federation of Teachers
NHS	Novato High School
NUSD	Novato Unified School District
PBL	Problem-Based Learning
PD	Professional Development
PTA	Parent Teacher Association
SARB	School Attendance Review Board
SART	School Attendance Review Team
SIOP	Sheltered Instruction Observation Protocol
STEM	Science, Technology, Engineering, and Math
UC	University of California