

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

Introduction:

LEA: NORTON SPACE AND AERONAUTICS ACADEMY Contact (Name, Title, Email, Phone Number): GUADALUPE GIRARD, PRINCIPAL, GGIRARD@LCER.ORG, 909-386-2300 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.

LCER's Mission: The Lewis Center for Educational Research is an organization grounded in our three core principals of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data-driven educational programs that support students to exceed expectations.

NSAA's Mission: The mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment. NSAA is a school-wide Title I school due to its population of 74% of students receiving free and reduced priced meals.

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. (Priority 2)*

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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, 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?

Involvement Process	Impact on LCAP
<ol style="list-style-type: none"> 1. During staff meetings NSAA administration informed teachers and other staff of the changes involving school funding through LCFF, as well as the need for them to provide feedback during the meetings addressing the Title I instruments to set priorities and goals to address the LCAP state priorities. 2. NSAA communicates with parents weekly by using a mass email, Facebook posts, Wednesday folders, and autodialer phone announcements. NSAA used these forms of communication to maintain parents informed of upcoming LCAP reviews, or website postings of the LCAP. 3. During all monthly parent meetings (Parents and Pastries, ELAC, PTO and SSC) NSAA informed parents about LCAP/LCFF as well as the need for parents to provide their input in the development of goals to address the eight LCAP state priorities. 4. Parents were provided a survey addressing the state priorities. Parents received the surveys in English and Spanish, during meetings, and via mass email. The survey was also posted online and made available in the main office. 	<ol style="list-style-type: none"> 1. Teachers became informed of the changes and the impact on school accountability. LCAP goals were developed using the priorities set with teachers’ feedback provided during Title I instruments, and the WASC process. 2. Parents became informed of their opportunities for feedback. Parents requested these forms of communication, and NSAA complied implementing them to ensure information reached the most parents possible. 3. Parents became informed of the changes and the impact on school accountability and the importance of parental involvement in the development of school goals. NSAA solicited parents’ feedback, which was collected during meetings, emails, and the survey. LCAP goals were developed using parents’ feedback.

<p>5. Through the Title I needs assessments instruments NSAA has engaged and involved all stakeholders in developing and reviewing the implementation of the LCAP, and other goals in regards to categorical funding, by developing goals based on the eight components described in the LCAP. The instruments above mentioned include the Academic Program Survey (APS), the English Learners Services Self Assessment (ELSSA), the Inventory of Services and Supports (ISS) for Students with Disabilities, and the District Assistance Survey (DAS). Student achievement data from CSTs, and the CELDT was reviewed and used to set priorities and goals. Stakeholders reviewed the schools' API and AYP reports to analyze data school wide and to each of the subgroups. Attendance and suspension reports were reviewed as well.</p> <p>6. Other instruments reviewed to create the LCAP were the annual Needs Assessment surveys distributed during the Annual Title I meeting, and the first ELAC meeting of the year.</p> <p>7. The LCAP draft was shared with teachers, staff, the NSAA Board, parents, and students for final revisions.</p>	<p>3.-5. All information gathered was summarized and used to create goals to address the state priorities.</p> <p>6.-7. Final revisions were made using the feedback given by all stake holders to the LCAP draft.</p>
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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 (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need: To ensure 100% of NSAA teachers are highly qualified.</p> <p>Metric: Rate of teacher miss-assignment</p>	All teachers will be properly assigned	All	NSAA		Increase the percentage of teachers working within the appropriate assignments from 94% to 95%	Increase the percentage of teachers working within the appropriate assignments from 95% to 96%	Increase the percentage of teachers working within the appropriate assignments from 96% to 98%	Basic Services
<p>Need: To ensure the effective CCSS implementation</p> <p>Metric: Classroom observations, and benchmark assessments</p>	All students will receive instruction aligned to the CCSS	All	NSAA		Continue to provide CCSS professional development for teachers 80% of the PD allotted times	Continue to provide CCSS professional development for teachers 80% of the PD allotted times	Continue to provide CCSS professional development for teachers 80% of the PD allotted times	Implementation of CCSS

<p>Need: To continue to offer enrichment classes for all students</p> <p>Metric: Student Identification System Report</p>	<p>All students will have access to all required areas of study including enrichment classes</p>	<p>All</p>	<p>NSAA</p>		<p>Maintain access to all students to all required areas of study including enrichment classes.</p>	<p>Maintain access to all students to all required areas of study including enrichment classes.</p>	<p>Maintain access to all students to all required areas of study including enrichment classes.</p>	<p>Course Access</p>
<p>Need: Increase NSAA's API in subsequent years for all subgroups.</p> <p>Metric: Based on the CST data reviews-API and AYP. SBAC results will be used in subsequent years</p>	<p>Improve student academic achievement in all subject areas.</p>	<p>All</p>	<p>NSAA</p>		<p>Establish baseline from SBAC</p>	<p>40% of NSAA students will score proficient or higher in all subject areas as measured by the SBAC assessments.</p>	<p>50% of NSAA students will score proficient or higher in all subject areas as measured by the SBAC assessments.</p>	<p>Student achievement Student Outcomes Performance in the SBAC API score</p>
<p>Need: To increase the proficiency levels for ELs at NSAA.</p> <p>Metric: CELDT</p>	<p>Improve student academic achievement for ELs in all subject areas.</p> <p>Increase English Learners proficiency levels</p>	<p>English Learners in language instruction educational programs fewer than 5 years.</p> <p>English learners in</p>	<p>NSAA</p>		<p>1.The percentage of English Learners in language instruction educational programs fewer than 5 years attaining English</p>	<p>1.The percentage of English Learners in language instruction educational programs fewer than 5 years attaining English</p>	<p>1.The percentage of English learners in language instruction educational programs fewer than 5 years attaining English</p>	<p>Student achievement Student Outcomes Based on the CELDT</p>

		language instruction educational programs 5 or more years.			language proficiency will increase from 17% to 27%. 2. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 24% to 34%.	language proficiency will increase from 27% to 37%. 2. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 34% to 44%.	language proficiency will increase from 37% to 47%. 2. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 44% to 54%.	
Need: To increase and maintain the EL reclassification rate Metric: Current rate of EL reclassification	Increase the EL Reclassification rate	English Learners	NSAA		Increase the EL reclassification rate from 8% to 10%	Increase the EL reclassification rate from 10% to 15%	Maintain the EL reclassification rate from 10% to 15%	Student achievement Student Outcomes Based on the CELDT
Need: To monitor student progress Metric:	Increase student academic achievement.	All	NSAA		Increase the percentage of students at grade level by 2%	Increase the percentage of students at grade level by 2%	Increase the percentage of students at grade level by 2%	Student outcomes

Renaissance STAR Reading and STAR Reading in Spanish assessments								
<p>Need: To maintain parent involvement, and to increase parent direct participation in students education</p> <p>Metric: Sign-up sheets review Surveys</p>	Increase parent involvement in informational meetings, and workshops directly impacting their abilities to support their students' educational program at NSAA.	All	NSAA		Maintain the percentage of parents attending parent meetings	Increase the percentage of parents attending parent meetings by 5%	Increase the percentage of parents attending parent meetings by 5%	Parent Involvement
<p>Need: Maintain high ADA, and decrease suspension, expulsion rates.</p> <p>Metric: -Attendance reports -Suspension reports -Expulsion reports -Middle school drop out rates.</p>	Increase student engagement by providing a safe learning environment conducive to learning	All	NSAA		<p>1. Maintain attendance rate of at least 96% per any given month.</p> <p>2. Maintain 5% suspension rate including student numbers</p>	<p>1. Increase attendance rate to 97% per any given month.</p> <p>2. Maintain 5% suspension rate</p>	<p>1. Maintain attendance rate to 97% per any given month.</p> <p>2. Maintain 5% suspension rate</p>	Student engagement School Climate

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, 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, 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?
- A. 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)	Actions and Services	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 Year 1: 2013-2014	Year 2: 2014-2015	Year 3: 2015-16
All teachers will be properly assigned	Basic Services	1. Recruit and hire teachers with the appropriate credentials 2. Continue to monitor current teacher’s progress towards attaining the appropriate credentials within the stipulated timeline	School wide		1. Human resources department support services- General Fund \$104,858	1. Human resources department support services- General Fund \$107,480	1. Human resources department support services- General Fund \$110,167
All students will receive instruction aligned to the CCSS	CCSS Implementation	Teachers will participate in Common Core State Standards professional development, and weekly	School wide		1. CCSS Fund \$52,938 2. Intervention Teacher-Title I \$14,457	1. CCSS Fund \$55,000 2. Intervention Teacher-Title I \$14,819	1. CCSS Fund \$55,000 2. Intervention Teacher-Title I \$15,818

		<p>collaborations following the PLC model</p> <p>Intervention Teacher will coach teachers and instructional aides will participate in small group instruction and differentiation strategies.</p>					
All students will have access to all required areas of study including enrichment classes	Course Access	Principal, Teachers, and Registrar will monitor and ensure all students have access to all required areas of study including enrichment classes.	School wide		1. NSAA will hire a full time registrar who will communicate with teachers and principal to review students' lists and ensure access for all students. \$31,975	1. NSAA will hire a full time registrar who will communicate with teachers and principal to review students' lists and ensure access for all students. \$32,774	1. NSAA will hire a full time registrar who will communicate with teachers and principal to review students' lists and ensure access for all students. \$33,593
Improve student academic achievement in all subject areas	<p>Student achievement</p> <p>Student Outcome</p>	<p>1. NSAA will establish an intervention plan to provide differentiated instruction based on student data analysis using the organization's data system.</p> <p>2. The Interventions teacher will meet with classroom teachers to assist in flexible groups formation, strategies and monitoring tools.</p>	School wide		<p>1. - 4. Response to Intervention model providing Tier I and Tier II interventions during school hours.- General fund \$ 21,687</p> <p>5. After school interventions -Title I \$ 16,380</p> <p>6. Digicoach Licensing- Common Core Fund \$4,000</p> <p>7. Illuminate site licensing- General fund \$17,000</p> <p>8. Professional</p>	<p>1. - 4. Response to Intervention model providing Tier I and Tier II interventions during school hours.- General fund \$22,230</p> <p>5. After school interventions -Title I \$16,800</p> <p>6. Digicoach Licensing- Common Core Fund \$4,000</p> <p>7. Illuminate site licensing-</p>	<p>1. - 4. Response to Intervention model providing Tier I and Tier II interventions during school hours.- General fund \$22,785</p> <p>5. After school interventions -Title I \$17,209</p> <p>6. Digicoach Licensing- Common Core Fund \$4,000</p> <p>7. Illuminate site licensing-</p>

		<p>3. NSAA will continue to refine the intensive interventions with coaching and monitoring from the interventions teacher.</p> <p>4. Flexible groups will be formed based on data be analysis and progress monitoring, and strategies will be established</p> <p>5. Six-week sessions of intensive interventions will be provided to targeted students, and will be paired with a process of constant progress monitoring and regrouping</p> <p>6. Administrators will continue to use DigiCoach during walkthroughs to provide teachers with focused feedback.</p> <p>7. NSAA will fully implement the use of data reviews of ongoing, formative</p>			<p>development fees- Title I, Title II \$24,000</p>	<p>General fund \$17,000 8. Professional development fees- Title I, Title II \$24,000</p>	<p>General fund \$17,000 8. Professional development fees- Title I, Title II \$24,000</p>
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		assessment data, and summative assessment data. 8. NSAA will continue to ensure all teachers receive professional development in GLAD strategies, Write Institute, and technology applications.					
Increase student outcomes	Student Outcomes	1. Continue to implement Fall and Spring Renaissance STAR Reading and Reading in Spanish assessments	School wide		1. Renaissance STAR Reading and Reading in Spanish Licenses- General Fund \$10,900	1. Renaissance STAR Reading and Reading in Spanish Licenses- General Fund \$10,900	1. Renaissance STAR Reading and Reading in Spanish Licenses- General Fund \$11,100
Increase student engagement by providing a safe learning environment conducive to learning.	Student engagement School Climate	1. Continue to implement school wide spirit days 2. Continue to implement Student Council in the Middle grades 3. Continue to implement and add to existing attendance incentives with the assistance of the newly hired full time Registrar 4. Continue to implement weekly	School wide		1. Spirit Days- General Fund \$500 2. Student Council- General Fund \$1,000 3. Registrar- General Fund \$31,974 4. Proctor (Character Development Officer) - Added supervision during detention- General Fund \$577 5. PE teacher coordination- Uniforms, mileage stipends- General Fund \$5,000	1. Spirit Days- General Fund \$500 2. Student Council- General Fund \$1,000 3. Registrar- General Fund \$32,774 4. Proctor (Character Development Officer) - Added supervision during detention- General Fund \$591 5. PE teacher coordination-Uniforms, mileage stipends-	1. Spirit Days- General Fund \$500 2. Student Council- General Fund \$1,000 3. Registrar- General Fund \$33,593 4. Proctor (Character Development Officer) - Added supervision during detention- General Fund \$606 5. PE teacher coordination-Uniforms,

		detention in the Middle Grades				General Fund \$5,000	mileage stipends- General Fund \$5,000
		5. Begin the implementation of an after school program at NSAA for the Middle Grades					
Increase parent involvement	Parent Involvement	<p>1. NSAA will continue to offer parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.</p> <p>2. NSAA will continue to maintain parents informed of all school programs through ELAC, SSC, PTO, and Parents and Pastries meetings.</p> <p>3. NSAA will continue to require and monitor 30 volunteer hours to ensure that parents are actively involved in their children’s education. To fulfill such requirement parents can participate in the following:</p> <p>1. Parent Teacher</p>	School wide		<p>1. Workshop fees- Title I \$1,200</p> <p>2. School-parent communication by parent meetings, email, autodialers, Wednesday Folders, and website updates.- General fund- \$3,000</p> <p>3. School Office Assistant- General Fund \$24,025</p> <p>4. Charts- General Fund \$200</p> <p>5. Course Fees-Title I, Title II \$1,200</p>	<p>1. Workshop fees- Title I \$1,200</p> <p>2. School-parent communication by parent meetings, email, autodialers, Wednesday Folders, and website updates.- General fund- \$3,000</p> <p>3. School Office Assistant- General Fund \$24,625</p> <p>4. Charts- General Fund \$200</p> <p>5. Course Fees-Title I, Title II \$1,320</p>	<p>1. Workshop fees- Title I \$1,200</p> <p>2. School-parent communication by parent meetings, email, autodialers, Wednesday Folders, and website updates.- General fund- \$3,000</p> <p>3. School Office Assistant- General Fund \$25,241</p> <p>4. Charts- General Fund \$200</p> <p>5. Course Fees-Title I, Title II \$1,500</p>

		<p>Organization</p> <ol style="list-style-type: none">2. School Site Council3. English Learners Advisory Committee4. Parent-Teacher conferences5. Family Nights6. Love and Logic Parent Workshops7. CAFE Parent Leaders Workshops8. LECI <p>4. Teachers will implement classroom graphs or visuals to inform parents and students of their volunteer hours and participation; including a way to account for those parents who give monetary donations instead of time contributions.</p> <p>5. NSAA will collaborate with ELAC and other community resources to offer online Spanish and English courses for parents.</p>					
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	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 Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Improve student academic achievement for ELs in all subject areas.</p> <p>Increase English Learners proficiency levels</p> <p>Increase the EL Reclassification rate</p>	<p>Student achievement</p> <p>Student Outcome</p>	<p>1. NSAA will continue to use adopted curriculum and materials from state-approved list for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through the use of walkthroughs and teacher interviews.</p> <p>2. An ELD after school intervention class will be offered.</p> <p>3. An “ELD Period” will</p>	<p>School-wide for ELs</p>		<p>1. Response to Intervention model providing Tier I and Tier II interventions during school hours.- General fund \$21,687</p> <p>2. After school interventions-Title III \$7,371</p> <p>3. ELD “Zero Period” for the Middle Grades-General fund \$5,227</p> <p>4. RTI Coach-Title I \$14,457</p>	<p>1. Response to Intervention model providing Tier I and Tier II interventions during school hours. General fund \$22,230</p> <p>2. After school interventions- Title III \$7,555</p> <p>3. ELD “Zero Period” for the Middle Grades-General fund \$5,358</p> <p>4. RTI Coach-Title I \$14,819</p>	<p>1. Response to Intervention model providing Tier I and Tier II interventions during school hours. General fund \$22,785</p> <p>2. After school interventions-Title III \$7,744</p> <p>3. ELD “Zero Period” for the Middle Grades-General fund \$5,491</p> <p>4. RTI Coach-Title I \$15,189</p>

		be implemented to provide strategic support for EL students in the Middle Grades. 4. Begin the implementation of Seal of Biliteracy Pathway Award					
* There are no foster youth at NSAA	* There are no foster youth at NSAA	For foster youth:	N/A	N/A	N/A	N/A	N/A

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The total increase in revenue due to the Local Control Funding Formula is expected to be approximately \$330,000. Well over \$300,000 has been specifically identified as spending on areas of improvement as designated in the above plan. As the year progresses, much more will be spent in enhancing the educational outcomes expected of the students. We have spent time and effort in designing a plan that will be effective for all students but with a goal in mind that funds spent on a school wide basis are being spent to provide services that are the most effective in meeting the school goals for the targeted student in the priority areas.

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

Our plan has been designed around the most effective use of additional funds so that our targeted students will be benefited from the use of funds, specialized teaching and programs designed to provide increased and improved services to those students. Our staff and community have spoken and we have listened and used the input to design a plan, which directly provides such educational opportunities as seen to be the need by the stakeholders. We will be spending increased and new funds in the directly on those who we are targeting.

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.