Introduction:

LEA: Norton Space and Aeronautics Academy - Lewis Center for Educational Research

Contact (Name, Title, Email, Phone Number):

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LCAP Year: 2014-2015

LCER's Mission: The mission of the LCER is to ensure that our schools and programs prepare students for success in a global society through data driven, innovative and research proven practices in a safe and inclusive culture.

NSAA's Mission: Our NSAA mission is to ensure learning for a diverse and often underserved population of students. Students will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education.

*NSAA is a Title I school due to its population of 74% of students who receive free or reduced priced meals.

To accomplish our schools' missions, we must ensure that all students are reaching mastery. We will do this by creating common core based benchmark assessments, implementing intentional academic interventions, and increasing cross-curricular lessons and collaboration across all grade levels.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must

address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

Involvement Process	Impact on LCAP
NSAA 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.	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

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. 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. 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. The LCAP draft was shared with teachers, staff, the NSAA Board, parents, and students for final revisions.	development of school goals. NSAA solicited parents' feedback, which was collected during meetings, emails, and the survey. LCAP goals were developed using parents' feedback. 3.-5. All information gathered was summarized and used to create goals to address the state priorities. 6.-7. Final revisions were made using the feedback given by all stake holders to the LCAP draft.
Annual Update: Administration continued informing staff and seeking their input during staff meetings, Academic Leadership Team meetings, and other meetings. **Parent Involvement:** • The English Learners Advisory Committee meets five times per year to review the programs supporting English Learners, including Redesignation policies, and updates, as well as, the importance of good school attendance. The LCAP template was shared, and input was requested at the beginning of the year, and later, after revisions	**Annual Update:** Student input was included into the LCAP by first informing them of the importance of the plan itself, then the importance of their honest participation in the surveys designed to collect their input regarding the eight state priorities. Their input was included in the goals.

were done to include all stakeholders input.

- The School Site Council meets once a month. The LCAP template was shared, and input was requested at the beginning of the year, and later, after revisions were done to include all stakeholders input.
- Parent Teacher Organization (PTO) meets monthly.
- The PTO Board is highly involved in NSAA activities, athletics, field trips, fundraising, and classroom support. They work closely with the school administration and their input is often requested. The LCAP was presented to their monthly meetings, at the beginning of the year, and later a draft was revised during their meeting.
- Parents and Pastries is offered on the last Thursday of every other month to allow for greater participation and involvement. These meetings are an opportunity for parents to stay informed of school improvement, goals, progress and updates. There is also an open forum for parents to express their concerns to administration and to be involved in the development of plans for school improvement.
- Parents are encouraged to volunteer 30 hours or more in a school year. The approval process includes the completion of a volunteer workshop, fingerprint, and TB clearance. Our volunteers participate as chaperones, classroom helpers, coaches, office assistants, playground helpers, ELAC, School Site Council, and PTO members.
- Special meetings are held to inform and seek input regarding major changes such as the transition to Common Core State Standards, Title I Annual updates, English Learners supports needs assessments, and changes to academic policies.
- LCAP Parent Survey was distributed via email, and through paper copies distributed at meetings to gather feedback on each of the eight state priorities

Student panels:

- The Principal presented an LCAP assembly to students in 4th- 8th grade to share the importance of the plan, and the importance of

their input. Students in these grade levels have access to laptops on a one-to-one base. A student survey was sent to gather feedback on the eight state priorities. • The administration regularly seeks input from the Middle Grades Student Council regarding school policies, culture, activities, academics and technology. **School Board:** • The Principal reports the progress toward school goals monthly. • The President/CEO consults the Board regarding organizational vision, policies, goals and initiatives.	

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each

proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Reach 99% of proper assignation of highly-qualified teachers.	1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Given that NSAA is a dual immersion school, it can be a challenge to hire and retain teachers with appropriate BCLAD credentials. In the Middle Grades, hiring and retaining single subject credentialed teachers has been difficult as well. Currently, two teachers at NSAA are in the process of attaining the proper credentials within the allocated time of one school year. The supporting data includes: 2013-2014 Turnover Rates • 32 total Certificated Staff 11 full time, 3 part time and 9 substitutes. 2014-2015 Turnover Rates- (as known as of May 26, 2015) • 49 total Certificated Staff (including substitutes) 2015-2016 Turnover Rates-(as known as of May 31, 2016) • 35 total Certificated Staff (not including substitutes) -3 certificated staff resigned

Goal Applies to:	Schools: NSAA
	Applicable Pupil Subgroups: All

LCAP Year 1: 2014-2015				
Expected Annual Measurable Outcomes:	Increase the percentage of teachers working within the appropriate assignments from 94% to 95%. Turnover rates for teaching staff will show a decline to less than 25%.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit and hire teachers with the appropriate credentials offering 2.5% across the board yearly salary increases for classified and certificated staff. Increase in certificated substitute daily rate in order to attract highly qualified substitutes who are then available for recruitment. (Human Resources	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$59,667 (this is just the raise)

Continue to monitor current teacher's progress towards attaining the appropriate credentials within the stipulated timeline. (Human Resources Support)	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Human resources department support services- **General Fund** **$90,146**
Continue to offer teacher Induction (formerly BTSA) to support new teachers.	K-8	_X_ALL	Induction $2640
Continue to offer teacher support services, such as: Interventions Coach, Interventions Teacher, Instructional Assistants, Academic Leadership Team	K-8	_X_ALL	Intervention Coach $43,859 Intervention Teacher $27,094 Instructional Assistants $103,738 **ALT Stipend** $10,500
Conduct annual evaluations and goal setting sessions with all teachers.	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond base.
LCAP Year 2: 2015-2016			
Expected Annual Measurable	Increase the percentage of teachers working within the appropriate assignments from 96% to 97%. Turnover rates for teaching staff will show a decline to less than 20%.		

Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit and hire teachers with the appropriate credentials offering Step and Class and 5% across the board yearly salary increases for classified and certificated staff.	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$126,704 (just the raise)
Continue to monitor current teacher's progress towards attaining the appropriate credentials within the stipulated timeline	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Human resources department support services- $110,167
Continue to offer teacher support services, such as: Induction (formerly BTSA), Interventions Coach, Interventions Teacher, Instructional Assistants, Academic Leadership Team	K-8	_X_ALL	Induction $1,920 **Intervention Teacher** $50,218 **Intervention Teacher** $28,448 Instructional Assistants $108,924 ALT Stipend $11,025
Conduct annual evaluations and goal setting sessions	K-8	_X_ALL	None beyond

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with all teachers.	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	base

<table>
<tr><td colspan="5" align="center">LCAP Year 3: 2016-2017</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="4">Increase the percentage of teachers working within the appropriate assignments from 97% to 99%.
Turnover rates for teaching staff will show a decline to less than 20%.</td></tr>
<tr><td colspan="2" align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr><td colspan="2">Recruit and hire teachers with the appropriate credentials offering Step and Class and 3% across the board yearly salary increases for classified and certificated staff.</td><td>K-8</td><td>X__ALL</td><td>$95,928 (just the raise)</td></tr>
<tr><td colspan="2">Offer BCLAD teachers two Steps increase and 1 step for working in a bilingual assignment.</td><td></td><td>X__ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:
(Specify)_____</td><td>$130,700</td></tr>
<tr><td colspan="2">Continue to monitor current teacher's progress towards attaining the appropriate credentials within the stipulated timeline.</td><td></td><td>_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:
(Specify)_____</td><td>Human resources department support services-$142,806</td></tr>
</table>

Conduct annual evaluations and goal setting sessions with all teachers.		__X__ALL	None beyond base
Continue to offer teacher support services, such as: Induction (formerly BTSA), Instructional Coach, Support Teacher, Instructional Assistants, Academic Leadership Team.		__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	**Induction** $26,114 **Instructional Coach** $54,047 **Support Teacher** $14,175 **Instructional Assistants** $117,230 **ALT Stipends** $11,807

GOAL 2:	**Increase student achievement in all subject areas with the full implementation of CCSS.**	1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need:	The need to increase the academic achievement for all students is based on Spring 2013 API of 676, and CST school data indicating achievement of 30% in English Language arts and 38% in math. Another metric used to track student achievement includes data from teacher-created benchmarks. At the 2nd trimester of the 2014-15 school year, 65% of students reached a score of 70% or higher in the math teacher-created benchmarks, and 72% of students reached an average (Spanish and English language arts) score of 70% or higher in the Language arts teacher-created benchmarks. However, those assessments have since change, and will change further given the new curriculum adoption with implementation beginning in the 2016-2017 school year. To ensure the effective CCSS implementation, NSAA teachers need to continue participating in professional development opportunities, and developing common formative assessments, and using the Professional Learning Community process to drive collaborative analysis and guide instruction.	

Goal Applies to:	Schools:	NSAA		
	Applicable Pupil Subgroups:	All		

<table>
<tr><td colspan="5" align="center">LCAP Year 1: 2014-2015</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="4">Establish a CAASP/SBAC Baseline, and increase student benchmark passing rates by 5%.
Increase student-passing rates by 5% in teacher-created benchmarks.
Establish a systematic approach to strategies and resources including technology in support of CCSS implementation in 50% of classrooms.</td></tr>
<tr><td colspan="2" align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr><td colspan="2">1. Implement the analysis of formative assessment data, in addition to outside assessments, to ensure mastery of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using Data management system.</td><td>K-8</td><td>X__ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other
Subgroups:(Specify)_____</td><td>Illuminate Package $22,000 software cost</td></tr>
<tr><td colspan="2">2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data.
Middle Grade teachers will organize class time to allow for instruction of students who need additional supports in a small group setting.</td><td>K-8</td><td>X ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other
Subgroups:(Specify)_____</td><td>Intervention Coach and Intervention Teacher stipulated in Goal 1</td></tr>
<tr><td colspan="2">3. NSAA teachers will continue to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information will be disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of</td><td>K-8</td><td>_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other
Subgroups:(Specify)_____</td><td>$39,486 (training fees, travel, and sub costs)</td></tr>
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the Academic Leadership Team, the Intervention Teacher, Intervention Coach, Counselor, and administrators.			
4. Elementary students in need of further support for CCSS prerequisite skills will participate in 6-8 week targeted daily sessions with the Intervention Teacher and Instructional Assistants at the Rocket Lab, in addition to their small group instruction during Universal Access with their teachers.	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Already stipulated in Goal 1
5. Administrators will continue to use DigiCoach during walkthroughs to provide teachers with focused feedback.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,500
6. NSAA teachers will participate in peer learning walks.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,500 substitute costs

LCAP Year 2: 2015-2016	
Expected Annual Measurable Outcomes:	Increase the percentage of students at Standard Met as stipulated by the CAASP/SBAC assessments by 5%. Increase student-passing rates by 5% in teacher-created benchmarks. Establish a systematic approach to strategies and resources including technology in support of CCSS implementation in 60% of classrooms.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement the analysis of formative assessment data, in addition to outside assessments, to ensure mastery of the Common Core State Standards and Next Generation Science Standards using Data management system.	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Illuminate Package $22,000 software cost
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data. Middle Grade teachers will organize class time to allow for instruction of students who need additional supports in a small group setting.	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Intervention Coach and Teacher stipulated in Goal 1
3. NSAA teachers will continue to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information will be disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of the Academic Leadership Team, the Intervention Teacher, Intervention Coach, Counselor, and administrators.	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 (training fees, travel, and sub costs)
4. Elementary students in need of further support for CCSS prerequisite skills will participate in 6-8 week targeted daily sessions with the Intervention Teacher and Instructional Assistants at the Rocket Lab, in addition to their small group instruction during	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Already stipulated in Goal 1

Universal Access with their teachers.		__Other Subgroups:(Specify)_____	
5. Materials and curriculum will be purchased to support the implementation of NGSS.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000
6. Administrators will continue to use DigiCoach during walkthroughs to provide teachers with focused feedback.	K-8	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Licensing $3,500
7. NSAA teachers will participate in peer learning walks.	K-8	_X_ ALL: OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$7,500 substitute costs

	LCAP Year 3: 2016-2017	
Expected Annual Measurable Outcomes:	Increase the percentage of students at Standard Met as stipulated by the CAASP/SBAC assessments by 5%. Increase student passing rates by 5% in Renaissance STAR. Increase student-passing rates by 5% in benchmarks.	

	Establish a systematic approach to strategies and resources including technology in support of CCSS implementation in 70% of classrooms.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1. Begin the implementation of Benchmark curriculum for Language Arts in both languages including materials for ELD.	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$225,000 (7 yr. implementation)
2. Begin the process for review and selection of math curriculum or refinement.	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$2,000 substitute costs
3. Implement the analysis of formative assessment data, in addition to outside assessments, to ensure mastery of the Common Core State Standards and Next Generation Science Standards using Data management system.	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Illuminate costs stipulated in goal 4
4. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data using new curriculum materials. Middle Grade teachers will organize class time to allow for instruction of students who need additional	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Instructional Coach and Support Teacher stipulated in Goal 1

supports in a small group setting.			
5. NSAA teachers, and all support staff will continue to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information will be disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of the Academic Leadership Team, the Support Teacher, Instructional Coach, Counselor, school psychologist, and administrators.	K-8	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$50,000 (training fees, travel, and sub costs)
6. Elementary students in need of further support for CCSS prerequisite skills will participate in 6-8 week targeted daily sessions with the Support Teacher and Instructional Assistants at the Rocket Lab, in addition to their small group instruction during Universal Access with their teachers.	K-8	_X_ ALL	Already stipulated in Goal 1
7. Support the new Transitional Kinder classroom with an Instructional Aide.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$17,824
8. Further support the middle grades program with an additional instructional aide.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$17,824
9. Materials and curriculum will be purchased to support the implementation of NGSS.	K-8	X ALL OR:	$15,000

		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Increase Support Teacher's days to 125 per school year.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$23,126
11. Administrators will continue to use DigiCoach during walkthroughs to provide teachers with focused feedback.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Stipulated in goal 1
12. NSAA teachers will participate in peer learning walks.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$7,500 substitute costs

GOAL 3:	Increase student engagement by providing a safe learning environment conducive to learning.	1__ 2__ 3 X 4__ 5 X 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify

Identified Need:	Due to the school's dual immersion program, it is important for NSAA to maintain high levels of ADA. Even natural attrition can be challenging, as available spaces need to be carefully filled. It is important to offer all possible advantages to retain students. Based on parent feedback it is still important to maintain its small school atmosphere, and to continue to offer a safe, caring learning environment. Social-emotional support is key to NSAA maintaining a safe learning environment provided by the school psychologist, and counselor.

Goal Applies to:	Schools: NSAA
	Applicable Pupil Subgroups: All

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	1.Maintain attendance rate of at least 95%. 2. Maintain 5% suspension rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement school wide spirit days	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
2. Increase the active participation of Student Council in school wide events.	6-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salary $8,929 Incentive $1000
3. Continue to implement and add to existing attendance incentives with the Registrar's support. Monthly attendance incentives will be implemented.	K-8	_X_ALL	Registrar $32,927

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4. Continue to implement weekly detention in the Middle Grades.	6-8	_X_ALL	
5. Continue to implement after school sports program in the Middle Grades.	6-8	_X_ALL	$20,000
6. Continue to implement dances in the Middle Grades.	6-8	_X_ALL	Incentives $500
7. Implement other special activities for students in K-5, such as Mommy & son dances, or Daddy & Daughter dances	K-5	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond the base
8. Implement a school wide tiered program of behavior interventions.	K-8	_X_ALL	$2,000

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	1. Maintain attendance rate to 97%. 2. Maintain 5% suspension rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement school wide spirit days.	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	$500

		Subgroups:(Specify)_____	
2. Increase the active participation of Student Council in school wide events.	6-8	_X_ALL	Salary $6,475
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Incentive $1000
3. Continue to implement and add to existing attendance incentives with the Registrar's support. Monthly attendance incentives will be implemented.	K-8	_X_ALL	$34,574
4. Continue to implement weekly detention in the Middle Grades.	6-8	_X_ALL	$1,400
5. Continue to implement after school sports program in the Middle Grades.	6-8	_X_ALL	$22,000
6. Continue to implement dances in the Middle Grades.	6-8	_X_ALL	None beyond the base
7. Implement other special activities for students in K-5, such as Mommy & son dances, or Daddy & Daughter dances.	K-5	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond the base

8. Implement a school wide program of behavior interventions	K-8	_X_ ALL	$2,000
9. Hire a Dean to provide discipline support and preventive measures.	K-8	_X_ ALL	$84,604

<table>
<tr><td colspan="4" align="center">LCAP Year 3: 2016-2017</td></tr>
</table>

Expected Annual Measurable Outcomes:	1.Maintain attendance rate to 97% per any given month. 2. Maintain 5% suspension rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement school wide spirit days	K-8	X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500
2. Increase the active participation of Student Council in school wide events.	6-8	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salary $6,475 Incentives $1000
3. Continue to implement and add to existing attendance incentives with the Registrar's support. Monthly attendance incentives will be implemented.	K-8	_X_ ALL	Registrar $35,439 Incentives $500
4. Continue to implement weekly detention in the Middle Grades.	6-8	_X_ ALL	$1,300

5. Continue to implement after school sports program in the Middle Grades.	6-8	_X_ALL	$22,000
6. Continue to implement dances in the Middle Grades.	6-8	_X_ALL	None beyond the base
7. Professional development for administrative and support staff.	K-5	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000
8. Implement a Student Attendance Review Team.	K-5	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond the base
9. Implement a school wide program of behavior interventions.	K-8	_X_ALL	$2,000
10. Participate in Professional Development to support school wide program of behavior interventions.	K-8	_X_ALL	$5,000

GOAL 4:	**Incorporate the use of technology and technological advances into its core curriculum.**	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify

Identified Need :	Today's students face a rapidly changing world where technology is pervasive. It is no longer sufficient to teach technology as a subject, but rather it is time to leverage the power of technology as a tool for more effective teaching and learning. The ultimate goal of our Laptop Learning Program is to equip our students with the knowledge and tools to become effective life long learners.		
Goal Applies to:	Schools: NSAA		
	Applicable Pupil Subgroups: All		

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-8. Students will show an increase in technology proficiency for real-world application.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the implementation of the one-to-one laptop program in grades 4-8.	Grades 4-8	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond the base.
Implementation of a computer lab for grades K-2.	Grades K-2	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000

Implementation of a Mac laptop cart in grade 3rd	3rd Grade	X ALL	$30,000
Continue to implement technology for schoolwide program (licensing, hardware, software, maintanence).	K-8	X ALL	$40,190
Upgrade all teacher computers to Macbooks to support data analysis and collaboration with the student-used platform.	K-8	X ALL	$29,000
Carefully review the paid subscriptions for applications and digital access. Ensure that students have access to programs to support the core content areas.	Grades K-8	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	List paid subscriptins to include textbook support

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-8. Students will show an increase in technology proficiency for real-world application.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Carefully review the paid subscriptions for applications and digital access. Ensure that students have access to programs to support the core content areas.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond the base
Apple TVs for one-to-one classrooms to allow teacher mobility and increased student interaction.	K-8	X ALL	$2,400
Continue to implement technology for schoolwide program (licensing, hardware, software, maintenance).	K-8	X ALL	$33,006

| Develop Technology Scope and Sequence to provide clear guidance and continuity of skills needed in grades K-8 to support one-to –one implementation. | K-8 | X ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient __Other
Subgroups:(Specify)_____ | None beyond the base |

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-8. Students will show an increase in technology proficiency for real-world application.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the implementation of the 1-1 laptop program in 4-8th grade	K-5	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$65,823
Purchase additional subscriptions to support common core curriculum allowing students to have additional practice in areas of math and ELA.	Grades K-8	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,000

Monitor and update NSAA's technology plan.	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	None beyond the base
Continue to implement technology for schoolwide program (licensing, hardware, software, maintanence). Illuminate, Renaissance, IXL, Typing Ace, Big Brainz, Brain Pop, Discovery Education, Microsoft Office, newsela.com	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$179,336

GOAL 5:	Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students' educational program at NSAA.	1__ 2__X 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Based on parent feedback and input in this plan, there is need to support parents as they help their students at home.
Goal Applies to:	Schools: NSAA
	Applicable Pupil Subgroups: All

LCAP Year 1: 2014-2015	
Expected Annual Measurable	Maintain the percentage of parents attending parent meetings.

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. NSAA will continue to offer parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,050
2. NSAA will continue to maintain parents informed of all school programs and seek their input through ELAC, SSC, PTO, and Parents and Pastries meetings.	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond base
3. NSAA will continue to encourage 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: 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CABE Parent Leaders Workshops	K-8	_X_ALL OR: __Low Income pupils __English Learners	None beyond base

| | | | __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

<table>
<tr><td colspan="5" align="center">LCAP Year 2: 2015-2016</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="4">Increase the percentage of parents attending parent meetings by 5%</td></tr>
<tr><td colspan="2" align="center">Actions/Services</td><td>Scope of Service</td><td>Pupils to be served within identified scope of service</td><td>Budgeted Expenditures</td></tr>
<tr><td colspan="2">1. NSAA will continue to offer parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.</td><td></td><td>X__ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient __Other
Subgroups:(Specify)_____</td><td>$2,050</td></tr>
<tr><td colspan="2">2. NSAA will continue to maintain parents informed of all school programs and seek their input through ELAC, SSC, PTO, and Parents and Pastries meetings.</td><td>K-8</td><td>_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient __Other
Subgroups:(Specify)_____</td><td>None beyond the base</td></tr>
<tr><td colspan="2">3. NSAA will continue to encourage 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:
1. Parent Teacher Organization
2. School Site Council
3. English Learners Advisory Committee</td><td>K-8</td><td>_X_ALL</td><td>None beyond the base</td></tr>
</table>

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CABE Parent Leaders Workshops			
4. Implement Parent Volunteer training session.	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond the base
5. Implement Parent CCSS development	K-8	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond the base

	LCAP Year 3: 2016-2017
Expected Annual Measurable Outcomes:	Increase the percentage of parents attending parent meetings by 5%
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
1. NSAA will continue to offer parents different opportunities for growth, leadership, and how to support their students with CCSS and NGSS implementation.	K-8	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,050
2. NSAA will continue to maintain parents informed of all school programs and seek their input through ELAC, SSC, PTO, and Parents and Pastries meetings.	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	None beyond the base
3. NSAA will continue to encourage 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: 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CABE Parent Leaders Workshops	K-8	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,000 School Office Assistant-$25,226

GOAL 6:	Increase English Learners academic achievement in all subject areas.	1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_

Identified Need :	The need to increase the academic achievement for English Learners continues to be a priority at NSAA. The need was first established with the school's Spring 2013 API of 676, and CST comparisons school wide data indicating achievement of 30% in English Language arts and 38% in math, and the English Learners subgroup achievement of 12.2% in English Language arts and 24.6% in math. There were 19 students redesignated in the 2013-2014; 25 English Learners redesignated in the 2014-2015 school year; and 57 redesignated English Learners in the 2015-2016 school year. In the 2015-2016 school year 65% of English Learners made annual progress in learning English (AMAO 1 goal was met with an increase of 31% points). AMAO 2 goal was met regarding English Learners in the Less than 5 Years Cohort, as the Target was 25.5% and NSAA's cohort scored 27%. However, in the 5 Years or More Cohort, NSAA's did not meet the Target of 52.8%, despite growing 7 points from 35% to 42%.

Goal Applies to:	Schools:	NSAA
	Applicable Pupil Subgroups:	English Learners

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	1. Establish a CAASP/SBAC Baseline. 2. Establish a CELDT Baseline. 3. Increase the EL Redesignation rate from 8%-10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. NSAA will continue to use adopted curriculum and materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.	K-8	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional costs.
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based	K-8	___ALL	None beyond the base

on formative assessment data to English Learners in their designated ELD. Middle Grade teachers will organize class time to allow for integrated ELD instruction in a small group setting.		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Interventions Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSAA's English Learners.	6-8	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Stipulated in goal 1
4. Implementation of supplemental ELD materials to support ELD instruction within NSAA Dual Language setting (Words Their Way, and other supplemental materials).	K-8	___ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000
5. Continue to implement the Zero period to provide supplemental support for English Learners in the Middle Grades.	6-8	____ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,190
6. Intervention Coach will continue to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous	K-8	____ALL OR: __Low Income pupils __English Learners	Stipulated in Goal 1

progress.		__Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Administrators and Intervention Coach will continue to use DigiCoach during walkthroughs to provide teachers with focused ELD feedback.	K-8	___ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000

<table>
<tr><td colspan="4" align="center">LCAP Year 2: 2015-2016</td></tr>
<tr><td colspan="2">Expected Annual Measurable Outcomes:</td><td colspan="2">Establish English Learners teacher-made benchmark passing rates, and increase them by 5%.

Increase the number of students who move up one proficiency level by 10% based on the CELDT.

Increase the number of students who score at Standard Met level or above by 2% based on the CAASPP/SBAC denomination.

Increase the EL Redesignation rate by 5%.</td></tr>
<tr><td align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr><td>1. NSAA will continue to use adopted curriculum and materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.</td><td>K-8</td><td>__ALL

OR:
__Low Income pupils _X_English Learners
__Foster Youth __Redesignated fluent English proficient
__Other
Subgroups:(Specify)_____</td><td>$15,000</td></tr>
</table>

2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Middle Grade teachers will organize class time to allow for integrated ELD instruction in a small group setting.	K-8	__ALL OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None beyond the base
3. Interventions Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSAA's English Learners.	6-8	__ALL OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Stipulated in goal 1
4. Implementation of supplemental ELD materials to support ELD instruction within our Dual Language setting (Words Their Way, and other supplemental materials).	K-8	__ALL OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000
5. Continue to implement the Zero period to provide supplemental support for English Learners in the Middle Grades.	6-8	__ALL OR: __Low Income pupils X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,475

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6. Intervention Coach will continue to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous progress.	K-8	__ALL: OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Stipulated in Goal 1
7. Administrators and Intervention Coach will continue to use DigiCoach during walkthroughs to provide teachers with focused ELD feedback.	K-8	___ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,000

LCAP Year 3: 2016-2017	
Expected Annual Measurable Outcomes:	Increase the passing rate of English Learners in the teacher-made benchmark by 5%. Increase the number of students who move up one proficiency level by 10% based on the CELDT. Increase the number of students who score at Standard Met level or above by 2% based on the CAASPP/SBAC denomination. Increase the EL Redesignation rate by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. NSAA will implement the new adopted English Language arts curriculum and its materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English	K-8	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other	$225,000

		Subgroups:(Specify)_____	
Learners integrated ELD.			
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Instruction will be planned and organized to include integrated ELD as well. Middle Grade teachers will organize class time to allow for integrated ELD, and designated ELD instruction in small group setting.	K-8	__ALL <hr> OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	None beyond the base
3. Instructional Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSAA's English Learners.	6-8	__ALL <hr> OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Stipulated in Goal 1
4. Continue to implement the Zero period to provide supplemental support for English Learners in the Middle Grades.	6-8	___ALL <hr> OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,475
5. Instructional Coach will continue to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous progress.	K-8	____ALL <hr> OR: __Low Income pupils ___English Learners __Foster Youth X__Redesignated fluent English	Stipulated in Goal 1.

		proficient __Other Subgroups: (Specify)_____	
6. Administrators and Intervention Coach will continue to use DigiCoach during walkthroughs to provide teachers with focused ELD feedback.	K-8	____ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Stipulated in goal 6

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<table>
<tr>
<td rowspan="2">Original GOAL from prior year LCAP:</td>
<td rowspan="2">GOAL 1: All teachers will be properly assigned.</td>
<td>Related State and/or Local Priorities:
1_X_ 2__ 3__ 4__ 5__ 6__ 7__
8__
COE only: 9__ 10__</td>
</tr>
<tr>
<td>Local : Specify
_____</td>
</tr>
<tr>
<td rowspan="2">Goal Applies to:</td>
<td colspan="2">Schools: NSAA</td>
</tr>
<tr>
<td colspan="2">Applicable Pupil Subgroups: All</td>
</tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td>100% proper assignation of teachers</td>
<td>Actual Annual Measurable Outcomes:</td>
<td colspan="1">95% of teachers are properly assigned. Due to vacancy, current science teacher is taking courses, and tests to reach proper credentialing.</td>
</tr>
</table>

<table>
<tr>
<td colspan="5" align="center">LCAP Year: 2014-2015</td>
</tr>
<tr>
<td colspan="2" align="center">Planned Actions/Services</td>
<td colspan="2" align="center">Actual Actions/Services</td>
</tr>
<tr>
<td></td>
<td>Budgeted Expenditures</td>
<td></td>
<td>Estimated Actual Annual Expenditures</td>
</tr>
<tr>
<td>Recruit and hire teachers with the appropriate credentials increases for classified and certificated staff. Increase in certificated substitute daily rate in order to attract highly qualified substitutes who are then available for recruitment.</td>
<td>$104,858</td>
<td>Recruit and hire teachers with the appropriate credentials offering 2.5% across the board yearly salary increases for classified and certificated staff. Increase in certificated substitute daily rate in order to attract highly qualified substitutes who are then available for recruitment.</td>
<td>$104,858-HR support $59,667-increase</td>
</tr>
<tr>
<td>Scope of service: K-8</td>
<td></td>
<td>Scope of service: K-8</td>
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<tr>
<td>X__ALL</td>
<td></td>
<td>_X_ALL</td>
<td></td>
</tr>
</table>

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to monitor current teacher's progress towards attaining the appropriate credentials within the stipulated timeline.	See above	Human Resources continues to monitor and remind teachers and administrators of teachers deadlines regarding their pending credentials.	See above
Scope of service: K-8		Scope of service: K-8	
X__ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Conduct annual evaluations and goal setting sessions with all teachers.	None beyond the base	Conduct annual evaluations and goal setting sessions with all teachers.	None beyond the base
Scope of service: K-8		Scope of service: K-8	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

			Intervention Coach $43,859 Intervention Teacher $27,094 Instructional Assistants $103,738 ALT Stipend $10,500
		Continue to offer teacher support services, such as: Induction (formerly BTSA), Intervention Coach, Intervention Teacher, Instructional Assistants, Academic Leadership Team.	
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	NSAA continues to make the proper assignment of teachers a priority. This is specially challenging given its K-8 Dual Language program, in which BCLAD credentials are a requirement. Moreover, in grade 6-8 NSAA follows a more traditional Middle school program, in which teachers with single subject credentials are teaching Math, English Language Arts, and Science. The previous LCAP did not include the expenses NSAA incurs regarding Induction (BTSA), even though this has been part of the school program since its first year of operation. Induction and other support services have now been including. Evaluations were also added to the LCAP, even thought NSAA has followed the appropriate procedures established by the Lewis Center for Educational Research.		

Original GOAL from prior year LCAP:	Goal 2: All students will receive instruction aligned to the CCSS. Goal 3: All students will have access to all required areas of study including enrichment classes. Goal 4: Improve student academic achievement in all subject areas. Goal 5: Increase student outcomes.		Related State and/or Local Priorities: 1_X 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	NSAA	
	Applicable Pupil Subgroups:		ALL

Expected Annual Measurable Outcomes:	Establish a CAASP/SBAC Baseline, and increase student passing rates to 80% in the scores of teacher-created benchmarks.	Actual Annual Measurable Outcomes:	At the 2nd trimester of the 2014-15 school year, 65% of students reached a score of 70% or higher in the math benchmarks, and 72% of students reached an average (Spanish and English language arts) score of 70% or higher in the Language arts benchmarks.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
		Implement the analysis of formative assessment data, in addition to outside assessments, to ensure mastery of the Common Core State Standards. Teachers have started to develop and implement benchmarks used to guide instruction and monitor student progress towards mastery of the standards using the organization's data system.	Illuminate Package $22,000 Software cost
Scope of service: K-8		Scope of service: K-8	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English	

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proficient __Other Subgroups:(Specify)_____		proficient __Other Subgroups:_____	
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data. Middle Grade teachers will organize class time to allow for instruction of students who need additional supports in a small group setting.	Illuminate Package $22,000 Software cost	Elementary teachers use universal access time to provide targeted instruction in small groups based on formative assessment data for approximately 2-3 times per week. Middle Grade teachers are in the emerging stages of organizing class time to provide small group support for students who need it.	See above
Scope of service: K-8		Scope of service: K-8	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. NSAA teachers will continue to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information will be disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of the Academic Leadership Team (ALT), the Intervention Teacher, Intervention Coach, Counselor, and administrators.	$24,000 (just training fees)	ALT members and other grade level representatives participate in professional development opportunities, but there is a need to create a system to ensure the implementation of targeted strategies to meet student needs.	$39,486 (training, fees, travel, and sub costs)
Scope of service: K-8		Scope of service: K-8	
X__ALL		_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
NSAA will establish an intervention plan to provide differentiated instruction based on student data analysis using the organization's data system.	RTI Model Tier I, and Tier II $21,687 After School Interventions $16,380 Stipulated in goal 1 (Illuminate Package $22,000 Software cost)	Elementary students in need of further support for CCSS prerequisite skills will participate in 6-8 week targeted daily sessions with the Intervention Teacher and Instructional Assistants at the Rocket Lab, in addition to their small group instruction during Universal Access with their teachers.	Stipulated in goal 1 (Intervention Coach $43,859 Intervention Teacher $27,094 Instructional Assistants $103,738)
Scope of service: K-8		Scope of service: K-8	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Administrators will continue to use DigiCoach during walkthroughs to provide teachers with	$4,000	Administrators have used the Digicoach app during walkthroughs for 40% of the school year.	$3500

focused feedback, increasing its use to 50% of the school year.			
Scope of service: K-8		Scope of service: K-8	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		6. NSAA teachers will participate in peer learning walks. Teachers have not participated in peer learning walks, and have expressed the need to do so regarding the implementation of CCSS and NGSS.	$7500 Projected for 2015-2016 sub costs
Scope of service: K-8		Scope of service: K-8	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goals were reviewed and combined as the action/services were applicable and addressed through one goal: **Increase student achievement in all subject areas with the full implementation of CCSS.** NSAA started to prepare for the implementation of CCSS two years ago. The last part of this process now includes the implementation of common assessments, including benchmarks. Teachers have started the process of developing such assessments. Teachers will continue to review and revise the		

	benchmarks developed during the 2014-2015 school year, to ensure adequate achievement of CCSS mastery. Administration will continue to provide materials and the professional development needed for the implementation of CCSS. Administration and coach will implement a systematic use of walkthroughs to monitor the implementation of small group instruction within universal access time for K-5, and during class time for 6-8 students. The LCAP now includes all costs associated with Professional Development. The need to implement teacher peer learning walks was also added to the LCAP. Finally, the need for materials and curriculum to support the implementation of NGSS will be included in 2015-2016 LCAP.	
Original GOAL from prior year LCAP:	Goal 9: Increase student engagement by providing a safe learning environment conducive to learning	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: NSAA	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	Maintain attendance rate to 97% per any given month. 2. Maintain 5% suspension rate	Actual Annual Measurable Outcomes:	1. Maintain attendance rate to 97% per any given month. 2. Maintain 5% suspension rate

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to implement school wide spirit days.	$500	College days, Spirit Week, and Red Ribbon week are celebrated each Friday, but other days need further support. Our students wear uniforms and opportunities to participate in school wide activities	$500

		are welcomed by them. A Multicultural Health Fair was implemented for two consecutive years with the support of ELAC parent leaders. Rocket Races, the Read-A-Thon, the Talent Show, Family Reading Night, Family Skate night, and the Annual Carnival are sponsored by NSAA's PTO.	
Scope of service: K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Increase the active participation of Student Council in school wide events.	$1,000 expenses	Student Council collaborates with PTO to promote upcoming events. Its members participated in a day-long leadership workshop. Student Council has not implemented weekly reminders, nor has it been involved in school wide Spirit Days.	$8,929 Salaries $1000 expenses
Scope of service: 6-8 __X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: 6-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to implement and add to existing	$31,974-registrar salary	Continue to implement and add to existing attendance incentives with the Registrar's support. Monthly	$32, 927-Registrar salary

attendance incentives with the assistance of the newly hired full time registrar.		attendance incentives will be implemented. Perfect Attendance trophies are given at the end of the year.	$600-incentives
Scope of service: K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: K-8 _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Continue to implement weekly detention in the Middle Grades.	$5,000	Detention implementation began in January 2015.	$5,000
Scope of service: 6-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: 6-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		NSAA implemented a Sports Program in the Middle Grades, allowing for further Student engagement. This is a new action/service. Behavior and grade requirements were added to the participation policies. Students had the choice to participate in three sports	$20,000

		seasons and compete with other local schools. Students played Volleyball, Flag football, Baseball, Softball, and Soccer.	
Scope of service: 6-8		Scope of service: 6-8	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	N/A	All students were allowed to participate in three dances the 2014-2015 school year. GPA requirements will be implemented next school year. Continue to implement dances in the Middle Grades.	N/A
Scope of service: 6-8		Scope of service: 6-8	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		7. Implement other special activities for students in K-5, such as Mommy & son dances, or Daddy & Daughter dances. This is a new action/service. There has been no dances for students in K-5.	$100
Scope of service: K-5		Scope of service: K-5	

_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		8. Implement a school wide program of behavior interventions. This is a new action/service for NSAA. NSAA is a Love and Logic school, with a bilingual School Psychologist, and a counselor. The counselor provides assemblies for students at various grade levels depending on the need. Counselor also collaborates with community opportunities, such as the UCR Anti-Bullying Interventions in grades 3-5.	None beyond the base.
Scope of service: K-8		Scope of service: K-8	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		NSAA does not have Dean to provide discipline support. Hire a Dean to provide discipline support and preventive measures.	$70,000
Scope of service: K-8		Scope of service: K-8	
_X_ALL OR: __Low Income pupils __English Learners		_X_ALL OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Even though NSAA's students participate in school wide spirit days, there is a need to increase such opportunities. Our newly formed student council participated in a Leadership Conference, and we are seeking for other opportunities for them. Attendance incentives were not included in the previous LCAP. The Sports program has been added to this revision of the LCAP. This program has proven highly successful at NSAA allowing students to develop a strong sense of school spirit, academics, and pride. Because this is a new program, there were several costs such as referees, coach stipends, and equipment that we needed to add to the budget, but the need to instill was clearly stipulated through the stakeholders feedback. There is a need to collaborate regarding behavior interventions to provide further supports for students based on their need. The need to have a Dean to provide discipline support and preventive measures has become evident through the stakeholders feedback. Other student engagement activities include K-5 dances.

Original GOAL from prior year LCAP:	*** This is a new goal for NSAA. Therefore, this section does not include Expected Annual Measurable Outcomes or Planned Actions/Services. This part of NSAA's LCAP does include the Actual Annual Measurable Outcomes, and Actions/Services that have to do with this new goal: Incorporate the use of technology and technological advances into its core curriculum.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: NSAA	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	Technology use is evident in all grade levels. This is a new goal for NSAA. The level of integration is highest in middle school as evidenced by MyMentor usage, assignments, Illuminate assessments and classroom observations.

LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
		One-to-One Laptop program has been implemented at NSAA.		None beyond the base
Scope of service: 4-8		Scope of service: 4-8		
_X_ALL		_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Students in grades K-2 currently have access to iPod Touch devices. There are two desktops in each classroom, but there is a need to update them.		$10,000
Scope of service: K-2		Scope of service: K-2		
_X_ALL		_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Implementation of a Mac laptop cart in grade 3rd		$30,000
Scope of service: K-8		Scope of service: K-8		
_X_ALL		_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		Students at NSAA have several programs that they have access to, but there is a need to have closer monitoring of their use in order for teachers to receive more meaningful information.	None beyond the base
Scope of service:　K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:　K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		Upgrade all teacher computers to Macbooks to support data analysis and collaboration with the student-used platform. Teachers in grades 4-8 had Mac laptops, but needed updating. Teachers in grades K-3 had desktops that were in various states of need for updating.	$29,000
Scope of service:　K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English		Scope of service:　K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English	

proficient __Other Subgroups:(Specify)_____		proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After considering input from all stakeholders, it was necessary for NSAA to include a Technology goal to address priorities 1,2, 4, 6, 7,8. Meeting technology needs at NSAA has continued to be a priority, and now they will be included in the LCAP.		

Original GOAL from prior year LCAP:	Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students' educational program at NSAA.	Related State and/or Local Priorities: 1__ 2_X_ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: NSAA
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	Maintain the percentage of parents attending parent meetings.	Actual Annual Measurable Outcomes:	The number of parents attending parent meetings decreases dramatically as the year progresses. There is an average of 15 parents that show up at the parent meetings.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. NSAA will continue to offer parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.	$1,200	Two parent representatives of ELAC participated in the CABE conference this school year. All parent leaders were invited to participate. An average of 10 parents completed the 10-week sessions of Love and Logic.	$1,200

Scope of service:	K-8		Scope of service:	K-*	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. NSAA will continue to maintain parents informed of all school programs and seek their input through ELAC, SSC, PTO, and Parents and Pastries meetings.	$24,025		**Parent Involvement:** • The English Learners Advisory Committee meets five times per year to review the programs supporting English Learners, including Redesignation policies, and updates, as well as, the importance of good school attendance. The LCAP template was shared, and input was requested at the beginning of the year, and later, after revisions were done to include all stakeholders input. • The School Site Council meets once a month. Parent Teacher Organization (PTO) meets monthly. • The PTO Board is highly involved in NSAA activities, athletics, field trips, fundraising, and classroom support. They work closely with the school administration and their input is often requested. • Parents and Pastries is offered on the last Thursday of each month to allow for greater participation and involvement. These meetings are an opportunity for parents to stay		$3,000 School Office Assistant-$24,025

		informed of school improvement, goals, progress and updates. There is also an open forum for parents to express their concerns to administration and to be involved in the development of plans for school improvement. • Newsletters are sent monthly from the Principal, and for grades K-5. Newsletters from the Middle grades are sent once per trimester. • NSAA has a Wednesday Folder system to disseminate information to all parents. Parents receive it in paper or in e-version depending on their choice. • NSAA also sends out autodialers to reach parents via phone. • NSAA maintains a website, which includes important information regarding school programs (CCSS, NGSS, Forms, ELAC, SSC, LCAP/LCFF, Sports Program, Schedules, etc.)	
Scope of service: K-8 _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: K-8 _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. NSAA will continue to encourage 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:	$200	3. NSAA will continue to encourage 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:	$300

1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CABE Parent Leaders Workshops		1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CABE Parent Leaders Workshops Parents volunteers are recognized at a yearly breakfast and awards ceremony.	
Scope of service: K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		There is no training for parent volunteers.	
Scope of service: K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: K-8 _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes	After reviewing stake holders input, NSAA will continue to monitor parent volunteers, but it will add a workshop to train parent volunteers. Parents have also expressed the need to implement CCSS Parent		

to goals?		Workshops, and trimester study guides.

Original GOAL from prior year LCAP:	**Increase English Learners academic achievement in all subject areas.**	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	NSAA
	Applicable Pupil Subgroups:	English Learners and Redesignated English Proficient

Expected Annual Measurable Outcomes:	1.The percentage of English Learners in language instruction educational programs fewer than 5 years attaining English 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%. 3. Increase the EL Redesignation rate from 8%-10%	Actual Annual Measurable Outcomes:	1. Establish a CAASP/SBAC Baseline. 2. Establish a CELDT Baseline. 3. 14% of English Learners were Redesignated.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. NSAA will continue to use adopted curriculum and materials for ELD instruction, as well as, the use of	$5,000	1. NSAA will continue to use adopted curriculum and materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout	$5,000

language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.		all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.	
Scope of service: K-8		Scope of service: K-8	
__ALL		__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Middle Grade teachers will organize class time to allow for integrated ELD instruction in a small group setting.	None beyond the base	2. Elementary teachers use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Middle Grade teachers are in the emerging stages to organize class time to allow for integrated ELD instruction in a small group setting.	None beyond the base
Scope of service: K-8		Scope of service: K-8	
__ALL		__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

			Intervention Coach $43,859 Intervention Teacher $27,094 Instructional Assistants $103,738
3. Interventions Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSAA's English Learners.	Intervention Teacher $21,687	3. Interventions Coach has collaborated with English Language Arts teacher to ensure support for the Middle Grades, which is in the emerging stages of implementation of designated ELD to meet the needs of NSAA's English Learners.	
Scope of service: 6-8 __ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: 6-8 __ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		4. Teachers are using their different sources to supplement ELD instruction. 2015-2016 Implementation of supplemental ELD materials to support ELD instruction within our Dual Language setting (Words Their Way, and other supplemental materials).	$30,000
Scope of service: K-8 __ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient		Scope of service: 6-8 __ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other	

__Other Subgroups:(Specify)_____		Subgroups:(Specify)_____	

5. Implement the Zero period to provide supplemental support for English Learners in the Middle Grades.	$5,227	5. Zero period was implemented to provide supplemental support for English Learners in the Middle Grades began in the 2014-2015 school year.	$7190
Scope of service: 6-8		Scope of service: 6-8	
__ALL		__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Intervention Coach will continue to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous progress.		6. Intervention Coach began to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous progress. This task was previously assigned to the school principal.	
Scope of service: K-8	Already stipulated in Action 3 (Intervention Teacher $21,687)	Scope of service: K-8	Already stipulated in action 3 (Intervention Coach $43,859 Intervention Teacher $27,094 Instructional Assistants $103,738)
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Administrators and Intervention Coach will continue to use DigiCoach during walkthroughs to provide teachers with focused ELD feedback.		7. Administrators and Intervention Coach use of app DigiCoach during walkthroughs to provide teachers with focused ELD feedback was in the emerging	

		stages.	
Scope of service: K-8		Scope of service: K-8	
__ALL		__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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

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

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

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

Total amount of Supplemental and Concentration grant funds	$ 1,212,703

Goal 1: Reach 99% of proper assignation of highly-qualified teachers.

NSAA continues to make the proper assignment of teachers a priority based on stake holders feedback. This is specially challenging given its K-8 Dual Language program, in which BCLAD credentials are a requirement. Moreover, in grade 6-8 NSAA follows a more traditional Middle school program, in which teachers with single subject credentials are teaching Math, English Language Arts, and Science. The previous LCAP did not include the expenses NSAA incurs regarding Induction (BTSA), even though this has been part of the school program since its first year of operation. Induction and other support services have now been including. Evaluations were also added to the LCAP, even thought NSAA has followed the appropriate procedures established by the Lewis Center for Educational Research. The 5% raise this school year amounted to $126,704. Moreover, a BCLAD incentive was provided for teachers with this credential, and teaching in a dual language classroom. Support from the LCER Human Resources department ensuring all proper assignation of teachers was $119,146; and Induction had a cost of $2,640. Other support staff for teachers included the Instructional Coach, the Support Teacher, and the Instructional Assistants for a combined annual cost of $111,878.

Since the Norton Space and Aeronautics Academy has an unduplicated student percentage of 78.63% the stakeholders determined

that the most effective use of all funds to meet the LCAP goals for unduplicated pupils is to spend them on a school-wide basis. This allows programs to meet the learning needs of students within the general educational setting for unduplicated pupils. This falls within the general philosophy of the Response to Intervention (Multi-tiered Systems of Supports) and Professional Learning Community models. Based on that, we support our teachers with additional resources not available at all schools. As part of our educational vision we have a Dean of Students, a School Psychologist and a Student Counselor full time on staff, at a cost of approximately $350,000. We have two teachers on assignment to augment the classroom staff in specialized areas costing over $100,000. And there are three Instructional Assistants designed to support the teaching staff at an approximate cost of $60,000. Professional development, with training travel and membership costs add to the amounts we spend on these individuals. Additional costs related to these staff members are facilities, equipment, supplies, storage and many other items. We find a direct correlation between the retention of qualified staff and the extra support given by the above mentioned contingent.

Total amount of Supplemental and Concentration grant funds	$ 1,212,703

Goal 2: Increase student achievement in all subject areas with the full implementation of CCSS.

The NSAA stakeholders determined that the most effective use of supplemental and concentration grant funds to meet this goal would be to adopt a comprehensive curriculum for Language Arts in both languages for NSAA's dual language program. After thorough investigation, a committee comprised of teacher leaders selected Benchmark Education. The cost is $315,000, which allows for a 7 year implementation cycle. To make this transition effective, ongoing professional development will be provided to staff members.

NSAA will continue its implementation of its data system, Illuminate, to analyze student data to guide instruction and target student needs. The cost is $22,000 annually. To make this transition effective, ongoing professional development was provided to staff members. The cost was approximately $6,300 to include training fees, travel, and substitute costs.

Other spending linked to this goal includes: CCSS, NGSS, Professional Development opportunities, the purchase of Renaissance Learning (annual cost $19,280); DigiCoach licensing (annual cost $3,500) and Professional Learning Community Professional Development for the Academic Leadership Training (2014-2015 cost $5,625 plus substitute costs). Other training including traveling,

and substitute costs had an annual cost of $50,000.	

Total amount of Supplemental and	$_____1,212,703_

Goal 3: Increase student engagement by providing a safe learning environment conducive to learning.

The NSAA stakeholders determined that the most effective use of supplemental and concentration grant funds to meet this goal would be to support the Middle Grades students with an additional instructional aide, and additional days for the Support Teacher to provide with strategic guidance. Other programs for the middle grades that should continue include the Sports Program, Student Council, elective classes, and trimester dances. Other actions and services include the further implementation of attendance incentives, and behavior interventions.

Since the Norton Space and Aeronautics Academy has an unduplicated student percentage of 78.63% the stakeholders determined that the most effective use of all funds to meet the LCAP goals for unduplicated pupils is to spend them on a school-wide basis. This allows programs to meet the learning needs of students within the general educational setting for unduplicated pupils. This falls within the general philosophy of the Response to Intervention (Multi-tiered Systems of Supports) and Professional Learning Community models.   Based on that, we support our teachers with additional resources not available at all schools. As part of our educational vision we have a Dean of Students, a School Psychologist and a Student Counselor full time on staff, at a cost of approximately $350,000. We have two teachers on assignment to augment the classroom staff in specialized areas costing over $100,000. And there are three Instructional Assistants designed to support the teaching staff at an approximate cost of $60,000. Professional development, with training travel and membership costs add to the amounts we spend on these individuals. Additional costs related to these staff members are facilities, equipment, supplies, storage and many other items. Providing the safe learning environment that is conducive to learning is enhanced by the above-mentioned staff. Teachers may not feel qualified to deal with the environmental difficulties that children face in today's world. These staff members are specifically trained and deeply motivated to be involved with students when one on one interaction is beneficial. Having specially qualified and motivated staff members can be seen to enhance the safety that so many desire.

Total amount of Supplemental and	$_____1,212,703_

Goal 4: Incorporate the use of technology and technological advances into its core curriculum.

The NSAA stakeholders determined that the most effective use of supplemental and concentration grant funds was to increase the technological tools for all students in all grades. Some spending in this category includes: computers, iPads, printers, monitors, ELMOs, educational applications, and other equipment purchased.

NSAA will continue its implementation of the data system, Illuminate, to analyze student data to guide instruction and target student needs.

Total amount of Supplemental and Concentration grant funds	$ 1,212,703

1

Goal 5: Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students' educational program at NSAA.

NSAA continues to support parental involvement, and takes into consideration their feedback. Next actions/services include the implementation of CCSS/NGSS parent workshops.

3. NSAA will continue to encourage 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:
1. Parent Teacher Organization
2. School Site Council
3. English Learners Advisory Committee
4. Parent-Teacher conferences
5. Family Nights
6. Love and Logic Parent Workshops
7. CABE Parent Leaders Workshops

Parents volunteers are recognized at a yearly

Total amount of Supplemental and Concentration grant funds	$_____1,212,703_____

Goal 6: Increase English Learners academic achievement in all subject areas.
Instructional Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure

The NSAA stakeholders determined that the most effective use of supplemental and concentration grant funds to meet this goal would be to adopt a comprehensive curriculum for Language Arts in both languages for NSAA's dual language program. After thorough investigation, a committee comprised of teacher leaders selected Benchmark Education. The cost is $315,000, which allows for a 7 year implementation cycle. To make this transition effective, ongoing professional development will be provided to staff members.

Since the Norton Space and Aeronautics Academy has an unduplicated student percentage of 78.63% the stakeholders determined that the most effective use of all funds to meet the LCAP goals for unduplicated pupils is to spend them on a school-wide basis. This allows programs to meet the learning needs of students within the general educational setting for unduplicated pupils. This falls within the general philosophy of the Response to Intervention (Multi-tiered Systems of Supports) and Professional Learning Community models.   Based on that, we support our teachers with additional resources not available at all schools. As part of our educational vision we have a Dean of Students, a School Psychologist and a Student Counselor full time on staff, at a cost of approximately $350,000. We have two teachers on assignment to augment the classroom staff in specialized areas costing over $100,000. And there are three Instructional Assistants designed to support the teaching staff at an approximate cost of $60,000. Professional development, with training travel and membership costs add to the amounts we spend on these individuals. Additional costs related to these staff members are facilities, equipment, supplies, storage and many other items. There is a direct correlation between the goal of academic achievement for English Learners and the support that the above mentioned staff gives to the teachers that have direct contact with the students. We find that when teachers feel supported that their skills can be directed to teaching without having to take time and effort away for the extra counseling or consultation that students need individually to achieve their highest possibilities.

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

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

12.91   %

Since the Norton Space and Aeronautics Academy has an unduplicated student percentage of 78.63% the stakeholders determined that the most effective use of all funds to meet the LCAP goals for unduplicated pupils is to spend them on a school-wide basis. This allows programs to meet the learning needs of students within the general educational setting for unduplicated pupils. This falls within the general philosophy of the Response to Intervention (Multi-tiered Systems of Supports) and Professional Learning Community models.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

   (2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

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