

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:
LEA: NEW Academy of Science and Arts Contact: Dr. Eric Todd, Principal, todd@newnasa.org 213 413-9183
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

| Involvement Process | Impact on LCAP |
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| <p>NEW Academy of Science and Arts continues to engage and involve stakeholders in the review and revision process of our Local Control Accountability Plan (LCAP). Our stakeholder include:</p> <ul style="list-style-type: none"> English Language Learner Advisory Council (ELAC) Parent/School Organization School Site Council (SSC) Instructional Staff (Teachers/Teacher Asst.) School Board and its Individual Members Local Community Partner-Leaders <p>During the 2015-2016 school year, during the months of October and December, NASA school administration shared information and pertinent data with each stakeholder in formal meetings, newsletters, weekly correspondence, and open forums. In May, our parents who voluntarily serve on our school councils and committees had the opportunity to share their ideas and concerns. As was the practice since year one of our LCAP, these groups listed above will continue reviewing school data such as formative and summative assessments and Benchmarks, CELDT scores, and our Schools Accountability Report Card (SARC) to monitor our progress.</p> | <p>The overall goal has been to continue to allow stakeholder groups to have a voice in helping us realize the academic, social and cultural goals of NEW Academy as stated in our charter petition.</p> <p>Parents have been included in the decisions that have allowed the school to provide the necessary resources to help their children succeed. Parent volunteers and staff who serve on the SSC and ELAC have gained information that has empower their decision making and provided appropriate guidance for school governance and the management of resources.</p> <p>Teachers and teacher assistants have provided valuable feedback in regards to the securing of the most effective instructional programs practices and resources. The school board is providing guidance and direction to make sure the school remains compliant and is able to carry out the stated goals, mission and vision of the school program.</p> |

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| <p>Annual Update: An LCAP Stakeholder parent meeting took place to provide opportunities for parents in all represented subgroups as identified by Education Code 42238.01 to share feedback and concerns regarding our action plan. The feedback helped to revise the plan prior to its re-submission. Monthly, <i>Coffee with the Principal</i>, as well as, other specially scheduled meetings have been some of the many forums that have given parents a chance to engage school administration.</p> <p>During the 2015-2016 school year, the LCAP has remained an agenda item for faculty and staff professional development meetings, school board meetings and community forums that discuss the future and present management of the school.</p> | <p>Annual Update: During these discussions, we learned the importance of receiving feedback from our parents and other stakeholders. We also witnessed a positive spirit of cooperation with our partners as they became empowered through constructive communication.</p> <p>School administration will continue to reach out to community leaders who share and believe in the mission and vision of NEW Academy and how best to garner the community resources that will assist our families in helping their children.</p> <p>The placement of the LCAP as an agenda item on staff and board agendas and parent and community meetings has facilitate continued discussion and monitoring of its implementation.</p> |
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NEW Academy of Science and Arts Charter Petition Goals

Element 1:

1. Prepare students for academic success in high school as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners. (p. 59)

Current 2016-17 LCAP Goals

1. All students will meet growth targets in attendance rates and state and school benchmarks to achieve 97% in attendance rate and/or meeting the standard or exceeding the standard on benchmark and state assessments. (Priorities 2, 4, 5, 6, 7, 8, and 9)
2. Monitor student academic progress and student achievement as measured by assessment data, including English Learner students' progress in meeting AMAO's and students with special needs progress toward IEP goals. (Priorities 2, 4, 7, and 8)
3. Maintain a safe and orderly school environment and promote effective parent involvement and participation to facilitate student success. (Priorities 1, 3, and 6)

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| GOAL: 1 | All students will continue to meet growth targets in attendance and school benchmarks to achieve 97% attendance rate and/or meeting the standard or exceeding the standard on benchmark and state assessments. | Related State and/or Local Priorities: 1__ 2_✓ 3__ 4_✓ 5_✓ 6_✓ 7_✓ 8_✓ COE only: 9_✓ 10__ Local: Specify _____ |
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| Identified Need: | All students need to attend school daily in order to access an academically rigorous learning environment that will facilitate consistent growth on school and state assessments. We will also need to create additional alternatives to suspension and expulsion. |
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| Goal Applies to: | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>NEW Academy of Science and Arts</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>All Pupils</td> </tr> </table> | Schools: | NEW Academy of Science and Arts | Applicable Pupil Subgroups: | All Pupils |
| Schools: | NEW Academy of Science and Arts | | | | |
| Applicable Pupil Subgroups: | All Pupils | | | | |

LCAP Year 1: 2016-17

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| Expected Annual Measurable Outcomes: | Benchmark data and state assessment (California Assessment of Student Performance and Progress) results: ELA % scoring Meeting Standard or Exceeding Standard = Benchmark + 1%; Math % scoring Meeting Standard or Exceeding Standard = Benchmark + 1% Less than 10% absence rate. Maintain a 1% suspension and expulsion rate. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>Action a: Teachers will continue to provide standards-based lessons that are aligned to the CCSS, participate in school-based, and district and statewide professional development. We will purchase new textbooks and materials and will provide instruction in visual and performing art aligned to the common core.</p> <p>Action b: Continue increased academic instructional learning time by providing before and after school tutoring, summer school and field trips. Maintain high levels of support staff to assist with Math and ELA/ELD intervention and for students with special needs. Provide incentives like competitive salaries and compensation to increase teacher retention rates. Assist teachers with the cost of securing appropriate instructional certification. \$30K (Books/Supplies)</p> | <p>Schoolwide</p> <p>Schoolwide</p> | <p>✓ ALL</p> <p>-----</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify)_____</p> | <p>\$30K (Books/Supplies)</p> <p>\$69K (Services and Other Operating Expenditures)</p> <p>Source: LCFF Base, Supplemental and Concentration, Title I and Title III</p> <p>\$87K (Cert Salaries)</p> |

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| <p>\$69K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration, Title I and Title III</p> | | | <p>&Benefits) \$382K (Class Salaries &Benefits) \$77K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration, Title I and Title III</p> |
| <p>Action c: Maintain a 97% or more attendance rate in order to increase ADA. We will continue monitoring student attendance and provide incentives to encourage perfect attendance. For example recognizing students with perfect attendance awards and certificates once a month at our end of the month celebrations.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$6K (Class Salaries &Benefits) \$20K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action d: Maintain low chronic absentee and tardy rate as established by SART policies. Implement SART meetings at least 4 times each year to meet with families to review consequences for excessive absence and trancies. Establish and implement tier 1 and 2 interventions and alternatives to suspension and expulsion, and provide staff development to keep teachers informed regarding compliance issues.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

ELA % scoring Meeting Standard or Exceeding Standard = B +2%
 Math% scoring Meeting Standard or Exceeding Standard = B + 2%

 Less than 9% absence rate. Maintain a 1% suspension and expulsion rate.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------------------------|--|---|
| <p>Action a: Teachers will continue to provide standards-based lessons that are aligned to the CCSS, participate in school-based, and district and statewide professional development.</p> <p>Action b: Continue increased academic instructional learning time by providing before and after school tutoring. Maintain high levels of support staff to assist with Math and ELA/ELD intervention and for students with special needs.</p> | <p>Schoolwide</p> <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$31K (Books/Supplies)</p> <p>\$71K (Services and Other Operating Expenditures)</p> <p>Source: LCFF Base, Supplemental and Concentration, Title I and Title III</p> <p>\$90K (Cert Salaries &Benefits)</p> <p>\$430K (Class Salaries &Benefits)</p> <p>\$79K (Services and Other</p> |

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| | | | <p>Operating Expenditures) Source: LCFF Base, Supplemental and Concentration, Title I and Title III</p> |
| <p>Action c: Maintain a 97% or more attendance rate in order to increase ADA. We will continue monitoring student attendance and provide incentives to encourage perfect attendance. For example recognizing students with perfect attendance awards and certificates once a month at our end of the month celebrations.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$6K (Class Salaries &Benefits) \$21K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action d: Maintain low chronic absentee and tardy rate as established by SART/SARB policies. Implement SART meetings at least 4 times each year to meet with families to review consequences for excessive absence and truanancies. Establish and implement tier 1 and 2 interventions and alternatives to suspension and expulsion, and provide staff development to keep teachers informed regarding compliance issues.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |

LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <p>ELA % scoring Meeting Standard or Exceeding Standard = B +3% Math% scoring Meeting Standard or Exceeding Standard = B + 3% Less than 8% absence rate. Maintain a 1% suspension and expulsion rate.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>Action a: Teachers will continue to provide standards-based lessons that are aligned to the CCSS, participate in school-based, and district and statewide professional development.</p> <p>Action b: Continue increased academic instructional learning time by providing before and after school tutoring. Maintain high levels of support staff to assist with Math and ELA/ELD intervention and for students with special needs.</p> | Schoolwide | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$32K (Books/Supplies) \$73K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration, Title I and Title III</p> <p>\$93K (Cert Salaries &Benefits) \$500K (Class Salaries &Benefits) \$82K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and</p> |

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| | | | Concentration, Title I and Title III |
| <p>Action c: Maintain a 97% or more attendance rate in order to increase ADA. We will continue monitoring student attendance and provide incentives to encourage perfect attendance. For example recognizing students with perfect attendance awards and certificates once a month at our end of the month celebrations.</p> | Schoolwide | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$6K (Class Salaries &Benefits)</p> <p>\$21K (Services and Other Operating Expenditures)</p> <p>Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action d: Maintain low chronic absentee and tardy rate as established by SART/SARB policies. Implement SART meetings at least 4 times each year to meet with families to review consequences for excessive absence and truancies. Establish and implement tier 1 and 2 interventions and alternatives to suspension and expulsion, and provide staff development to keep teachers informed regarding compliance issues.</p> | Schoolwide | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | No additional cost |

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| <p>GOAL: 2</p> | <p>All English learners will meet Annual Measurable Achievement Objectives (AMAOs) 1 & 2 to achieve appropriate reclassification targets and the school will monitor every students' academic progress and student achievement as measured by assessment data, including disaggregate data for subgroups such as ELs and students with special needs.</p> | <p>Related State and/or Local Priorities: 1__ 2_√ 3__ 4_√ 5__ 6__ 7_√ 8_√ COE only: 9__ 10__ Local: Specify _____</p> |
| <p>Identified Need:</p> | <p>Our school needs to ensure that our EL population is becoming proficient in English Language Arts per state, federal guidance and reclassification rates, as well as demonstrate that all students become proficient on Common Core State Standards and ensure that all students, including pupils identified as English learners and students with special needs have access to the core curriculum.</p> | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>NEW Academy of Science and Arts</p> |
| | <p>Applicable Pupil Subgroups:</p> | <p>All Pupils</p> |
| <p>LCAP Year 1: 2016-17</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>1.) All EL students will continue to meet AMAO's as determined by 2015-16 levels by ESSA guidance. AMAO 1 - Percentage of ELs making Annual progress in Learning English = or less than 62%. AMAO 2 - Percentage of ELs attaining the English Proficient level on the CELDT a. ≤ 5 years= or less than 25.5% b. ≥ 5 years= or less than 52.8% AMAO 3 – Appropriate participation rate for English Learner student group. a. Math b. Language Arts</p> <p>2.) Benchmark data and state assessment (California Assessment of Student Performance and Progress-CAASPP) results: ELA percentage scoring Proficient or Advanced = Benchmark; Math percentage scoring Proficient or Advanced = Benchmark or 'met' or 'exceeded' standard in the CAASPP assessment.</p> | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>Action a: Continue to analyze school data by grade-level and subgroup to identify low scores and monitor student progress. Use testing data, including CELDT scores, to effectively group students by their English language proficiency level to maximize ELD instruction and provide effective designated and integrated ELD instruction. Hire an Executive Director to oversee the school administration’s implementation of all initiatives, including, assessment and instruction.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$62K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action b: Use computer-adaptive assessments to assist in mid-year progress and analysis of strengths and weakness in regarding English language proficiency. Purchase LAS Links online assessment to replace pencil and paper tests in grades 2-5. Use Imagine Learning online assessment to use each trimester.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$1K (Books/Supplies) Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action c: Continue providing all teachers and staff with professional development in effective teaching and integration of ELD and ELA, lesson design, strategies, and assessments. Increase the use of technology in each classroom and school. Provide opportunities for more hands-on experiences at the computer for all students, especially those in the early primary grades. Purchase additional online assessment tools to provide students with more practice with the new testing format throughout the school year. Purchase additional computers for classroom use.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$45K (Books/Supplies) \$25K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |

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| <p>Action d: Students will take a pre assessment in September and a benchmark post assessment in May to show academic growth in Common Core State Standards in Math and ELA. 3rd-5th grade students will participate in mid-year Interim Comprehensive online assessments to identify standards not yet mastered and prepare for state testing. All students participate in Narrative, Informative, and Opinion writing prompt assessments.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |
| <p>Action e: All students show progress towards meeting proficiency targets as indicated on school-wide grading rubric. <i>Imagine Learning</i> will provide all students with oral, listening, reading, and writing skills practice.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |
| <p>Action f: The school will provide instructional resources; materials and teacher training that will facilitate CCSS mastery and inclusion of instructional shifts during instruction. NEW Academy will provide intervention pull out/push-in program. Students with academic challenges will have opportunities for before or after school tutoring. All students and families will have access to materials and instructional resources.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$3K (Books/Supplies) Source: Title I</p> |

LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <p>1.) All EL students will continue to meet AMAO's as determined by 2017-18 levels by ESSA guidance. AMAO 1 - Percentage of ELs making Annual progress in Learning English = or less than 63% AMAO 2 - Percentage of ELs attaining the English Proficient level on the CELDT c. ≤ 5 years= or less than 26.5% d. ≥ 5 years= or less than 53.8% AMAO 3 – Appropriate participation rate for English Learner student group. c. Math d. Language Arts</p> |
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2.) Benchmark data and state assessment (California Assessment of Student Performance and Progress-CAASPP) results: ELA percentage scoring Proficient or Advanced = Benchmark; Math percentage scoring Proficient or Advanced = Benchmark or 'met' or 'exceeded' standard in the CAASPP assessment.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|-------------------|---|--|
| <p>Action a: Continue to analyze school data by grade-level and subgroup to identify low scores and monitor student progress. Use testing data, including CELDT scores, to effectively group students by their English language proficiency level to maximize ELD instruction and provide effective designated and integrated ELD instruction.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$62K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action b: Use computer-adaptive assessments to assist in mid-year progress and analysis of strengths and weakness in regarding English language proficiency. Purchase LAS Links online assessment to replace pencil and paper tests in grades 2-5. Use Imagine Learning online assessment to use each trimester.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$1K (Books/Supplies) Source: LCFF Base, Supplemental and Concentration</p> |

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| <p>Action c: Continue providing all teachers and staff with professional development in effective teaching and integration of ELD and ELA, lesson design, strategies, and assessments. Increase the use of technology in each classroom and school. Provide opportunities for more hands-on experiences at the computer for all students, especially those in the early primary grades. Purchase additional online assessment tools to provide students with more practice with the new testing format throughout the school year-</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$46K (Books/Supplies) \$26K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action d: Students will take a pre assessment in September and a benchmark post assessment in May to show academic growth in Common Core State Standards in Math and ELA. 3rd-5th grade students will participate in mid-year Interim Comprehensive online assessments to identify standards not yet mastered and prepare for state testing. All students participate in Narrative, Informative, and Opinion writing prompt assessments.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |
| <p>Action e: All students show progress towards meeting proficiency targets as indicated on school-wide grading rubric. <i>Imagine Learning</i> will provide all students with oral, listening, reading, and writing skills practice.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |

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| <p>Action f: The school will provide instructional resources; materials and teacher training that will facilitate CCSS mastery and inclusion of instructional shifts during instruction. NEW Academy will provide intervention pull out/push-in program. Students with academic challenges will have opportunities for before or after school tutoring. All students and families will have access to materials and instructional resources.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$3K (Books/Supplies) Source: Title I</p> |
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LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <ol style="list-style-type: none"> 1.) All EL students will continue to meet AMAO’s as determined by 2018-19 levels by ESSA guidance. <ul style="list-style-type: none"> AMAO 1 - Percentage of ELs making Annual progress in Learning English = or less than 64% AMAO 2 - Percentage of ELs attaining the English Proficient level on the CELDT <ul style="list-style-type: none"> e. ≤ 5 years= or less than 27.5% f. ≥ 5 years= or less than 54.8% AMAO 3 – Adequate yearly progress for EL student group at the LEA Level in <ul style="list-style-type: none"> e. Math f. Language Arts 2.) Benchmark data and state assessment (California Assessment of Student Performance and Progress-CAASPP) results: ELA percentage scoring Proficient or Advanced = Benchmark; Math percentage scoring Proficient or Advanced = Benchmark or ‘met’ or ‘exceeded’ standard in the CAASPP assessment. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|-------------------|---|---|
| <p>Action a: Analyze school data by grade-level and subgroup using the English Language Proficiency Assessments (ELPAC) to identify low scores in each of the 4 domains (listening, speaking, reading and writing) and monitor student progress and target areas of need in designated ELD instruction and to begin reclassification of fluent English proficient students who score proficient. Continue to analyze school data by grade-level and subgroup to identify low scores and monitor student progress to effectively group students by their English language proficiency level to maximize ELD instruction and provide effective designated and integrated ELD instruction.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$64K (Services and Other Operating Expenditures)</p> <p>Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action b: Use computer-adaptive assessments to assist in mid-year progress and analysis of strengths and weakness in regarding English language proficiency. Purchase LAS Links online assessment to replace pencil and paper tests in grades 2-5. Use Imagine Learning online assessment to use each trimester.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$1K (Books/Supplies)</p> <p>Source: LCFF Base, Supplemental and Concentration</p> |

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| <p>Action c: Continue providing all teachers and staff with professional development in effective teaching and integration of ELD and ELA, lesson design, strategies, and assessments.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$48K (Books/Supplies) \$27K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action d: Students will take a pre assessment in September and a benchmark post assessment in May to show academic growth in Common Core State Standards in Math and ELA. 3rd-5th grade students will participate in mid-year Interim Comprehensive online assessments to identify standards not yet mastered and prepare for state testing. All students participate in Narrative, Informative, and Opinion writing prompt assessments.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |
| <p>Action e: All students show progress towards meeting proficiency targets as indicated on school-wide grading rubric. <i>Imagine Learning</i> will provide all students with oral, listening, reading, and writing skills practice.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |
| <p>Action f: The school will provide instructional resources; materials and teacher training that will facilitate CCSS mastery and inclusion of instructional shifts during instruction. NEW Academy will provide intervention pull out/push-in program. Students with academic challenges will have opportunities for before or after school tutoring. All students and families will have access to materials and instructional resources.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$3K (Books/Supplies) Source: Title I</p> |

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| GOAL: 3 | The school will continue to maintain safe, orderly, and "good" condition facilities and better serve students and families and to strengthen parent involvement and participation. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify _____ | |
| Identified Need: | We will continue to educate all students, and engage our parent to, empower and motivate them in helping to maintain safe, orderly, and "good" condition facilities in accordance with Education Code standards. | | |
| Goal Applies to: | Schools: NEW Academy of Science and Arts | Applicable Pupil Subgroups: All Pupils | |
| LCAP Year 1: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | NASA will be 50% compliant with Parent Involvement policy implementation and 100% "good" status on facilities. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Action a: Implement yearly parent involvement policy and monitor, according to the ESEA Act. Continue increasing parent involvement in School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and Coffee with the Principal, Padres Comprometidos (CHISPA), Latino Tech Net computer classes, ESL parent classes, and other school activities to empower them as partners with the school. Provide additional community resources for our families as needed through our Parent Center. Hire a parent liaison to facilitate better communication between the families and the school. Hire a school nurse to ensure the health and safety of all students. | Schoolwide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$28K (Cert Salaries &Benefits) \$30K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and |

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| | | | Concentration. |
| Action b: Collect increased number of Parent/Pupil/Teacher surveys on Safety and School Culture as measured by return rates. Make PIP part of Parent/Student Handbook and present during selected meetings. | Schoolwide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | No additional cost |
| Action c: School will continue to participate in yearly plant and facility inspection and will maintain our school in good repair and have the Property Management Facilities team use the State of California Facility Inspection Tool (F.I.T.) for the yearly facility inspection. | Schoolwide | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$44K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration |

LCAP Year 2: 2017-18

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| Expected Annual Measurable Outcomes: | NASA will be 60% compliant with Parent Involvement policy implementation and 100% "good" status on facilities. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|-------------------|---|--|
| <p>Action a: Implement yearly parent involvement policy and monitor, according to the ESEA Act. Continue increasing parent involvement in School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and Coffee with the Principal, Padres Comprometidos (CHISPA), Latino Tech Net computer classes, ESL parent classes, and other school activities to empower them as partners with the school. Provide additional community resources for our families as needed through our Parent Center.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$29K (Cert Salaries &Benefits) \$60K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |
| <p>Action b: Collect increased number of Parent/Pupil/Teacher surveys on Safety and School Culture as measured by return rates. Make PIP part of Parent/Student Handbook and present during selected meetings.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |

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| <p>Action c: School will continue to participate in yearly plant and facility inspection and will maintain our school in good repair and have the Property Management Facilities team use the State of California Facility Inspection Tool (F.I.T.) for the yearly facility inspection.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$45K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |
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LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <p>NASA will be 70% compliant with Parent Involvement policy implementation and 100% "good" status on facilities.</p> |
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| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
|---|---|--|--|
| <p>Action a: Implement yearly parent involvement policy and monitor, according to the ESEA Act. Continue increasing parent involvement in School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and Coffee with the Principal, Padres Comprometidos (CHISPA), Latino Tech Net computer classes, ESL parent classes, and other school activities to empower them as partners with the school. Provide additional community resources for our families as needed through our Parent Center.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$30K (Cert Salaries &Benefits) \$62K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |

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| <p>Action b: Collect increased number of Parent/Pupil/Teacher surveys on Safety and School Culture as measured by return rates. Make PIP part of Parent/Student Handbook and present during selected meetings.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No additional cost</p> |
| <p>Action c: School will continue to participate in yearly plant and facility inspection and will maintain our school in good repair and have the Property Management Facilities team use the State of California Facility Inspection Tool (F.I.T.) for the yearly facility inspection.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$47K (Services and Other Operating Expenditures) Source: LCFF Base, Supplemental and Concentration</p> |

Annual Update

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

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| Original GOAL from prior year LCAP: | Goal 1: All students will continue to meet growth targets in Math and ELA as indicated on the Benchmarks, the state test and API to achieve 100% proficiency or advanced. | Related State and/or Local Priorities: 1__ 2_√_ 3__ 4_√_ 5__ 6__ 7_√_ 8__ COE only: 9__ 10__ Local : Specify _____ |
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| Goal Applies to: | Schools: NEW Academy of Science and Arts | Applicable Pupil Subgroups: All Pupils |
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| Expected Annual Measurable Outcomes: | Benchmark data and state assessment (CASPP) results: ELA % scoring Proficient or Advanced= Benchmark; Math % scoring Proficient or Advanced = Benchmark | Actual Annual Measurable Outcomes: | SPRING 2015 CAASPP results: ELA scoring Standard Met or Standard Exceeded= 25% or above in 3 rd & 5 th grade. Except 4 th grade at 23%. Math scoring Standard Met or Standard Exceeded= 25% or above in 3 rd & 4 th grade. Except 5 th grade at 9%. SPRING 2015 BENCHMARK results: ELA scoring Proficient or Advanced = <25%. Except 4 th grade at 50% or above; Math scoring Proficient or Advanced = <20.84%. Except 1 st grade 28.75% |
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LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|--|---|--|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Action a: Teachers will continue to provide standards-based lessons that are aligned to the CCSS, participate in school-based, and district and statewide professional development. | \$49K (Books) \$64K(Certificated salaries &benefits) \$98K (Classified Salaries &benefits) \$60K(Instructional consultants) Source: LCFF Supplemental & Concentration | Action a: Teachers have received training in the implementation of the CCSS, as well as the new ELD/ELA state standards, however, students are still experiences difficulty with the transition from the old standards to the new. Progress toward the goal of increased percentages for students testing Proficient and Advanced will continue through: <ul style="list-style-type: none"> - Teacher training in CCSS instructional shifts - ELA/ELD Curriculum Review - ELD teacher 1:1 mentoring - Teacher Certification (BASP/BCLAD) - Creation of Language Academy - CAASPP Institute/SB Digital Library training | \$40K (Books) \$32K(Instructional consultants) Source: LCFF Supplemental & Concentration |

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| Scope of service: Schoolwide | | | Scope of service: Schoolwide | | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| <p>Action b: Increase academic instructional learning time by providing before and after school tutoring. Provide additional staff to assist with Math and ELA/ELD intervention and for students with special needs.</p> | | | <p>Action b: We have provided before and after school tutoring and summer school and have observed measurable progress from our students this year. Additionally, we have hired two intervention teachers who work with small groups through both push-in and pullout in the general ed. classroom with programs such as SIPPS. All students, especially those with special needs and our ELLs are benefiting from the additional instructional minutes.</p> | | <p>\$98K (Classified Salaries & benefits) \$60K (Instructional consultants) Source: LCFF Supplemental & Concentration</p> |
| Scope of service: Schoolwide | | | Scope of service: Schoolwide | | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Planned Actions/Services | | Actual Actions/Services | | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| <p>Action c: Increase the use of technology in each classroom and school. Secure appropriate levels of funding through grants, fundraising and other sources to upgrade our technology</p> | | \$20K (non-capital equipment) \$27K (non- | <p>Action c: We have created two new computer labs and are currently identifying funds to purchase a set of iPads for each classroom</p> | | \$30K (non-capital equipment) \$25K (non- |

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| <p>program and computer labs. Provide opportunities for more hands-on experiences at the computer for all students, especially those in the early primary grades. Purchase additional online assessment tools to provide students with more practice with the new testing format throughout the school year.</p> <p>Action d: Increase the use of benchmark assessments and implement RTi. Purchase licensing for Imagine Learning for all students TK – 5. This online assessment will record student responses in the area of listening, speaking, reading, and writing. Implement additional testing in LAS-links at least twice a year to provide additional data for our ELLs. Provide iPads for all grade levels for use in the classrooms.</p> | <p>instructional consultants)</p> <p>\$3K(Student materials) Source: LCFF Supplemental & concentration</p> | <p>We have increased iPad visibility in the classroom by identifying funds and purchasing iPads for use by Kindergarten classrooms as well as for use by special needs students with IEPs. We have also purchased iPads for use by other grade levels. Over \$3,000 was available to help purchase iPads for classes. Classrooms have the opportunity to use our computer labs for instruction and for online assessment. . Currently, teachers use school laptops and iPads with LCD projectors during instruction in the classroom.</p> <p>Action d: We have added an additional Benchmark for summative assessment data and plan to have a pre-assessment, a winter Benchmark for formative data, and an end of the year test for all grade levels for next school year. We used the LAS Links online assessment for our ELs and reported the results to the teachers.</p> <p>We have purchased <i>Imagine learning</i> and used it online through iPads & laptops to target listening, speaking, reading, and writing domains in language development. We will use LAS Links to assess English language development progress for kinder students in the NASA Language Academy.</p> | <p>instructional consultants)</p> <p>\$1K(Student materials) Source: LCFF Supplemental & concentration</p> | |
| <p>Scope of service:</p> | <p>Schoolwide</p> | <p>Scope of service:</p> | <p>Schoolwide</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | | |
| <p>What changes in actions, services, and expenditures will be made because of reviewing past progress and/or changes to goals?</p> | | <p>We will be establishing a Language Academy for all students in grades TK through 2nd beginning in the fall, 2015. The goal of the Language Academy is to provide all students the opportunity to reach high levels of academic achievement and language proficiency in at least two languages. English Learners (ELs) enrolled will increase and maintain target language proficiency (Spanish) while simultaneously acquiring academic English. In the years, going forward, affected students will move to upper grades so that all students, grades TK – 5th, achieve biliteracy. We will continue to review EL data elements including, but not limited to, length of time in US schools, EL proficiency level, L1 proficiency and literacy and program type (e.g. dual-language, structured-English immersion, etc.) to inform the revision of goals, and program and services to address the language and academic needs of ELs and all unduplicated pupils.</p> | | |

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| <p>Original GOAL from prior year LCAP:</p> | <p>Goal 2: All EL students will continue to meet AMAO's. AMAO 1 - Percentage of ELs making Annual progress in Learning English. AMAO 2 - Percentage of EL's attaining the English Proficient level on the CELDT g. ≤ 5 years h. ≥ 5 years AMAO 3 – Adequate yearly progress for EL student group at the LEA Level in g. Math h. Language Arts</p> | <p>Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4_✓_ 5__ 6__ 7_✓_ 8_✓_ COE only: 9__ 10__</p> <p>Local : Specify _____</p> | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>NEW Academy of Science and Arts</p> <hr/> <p>Applicable Pupil Subgroups: All Pupils</p> | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>AMAO 1-59%</p> <p>AMAO 2- a. 22.8% b. 49.0%</p> <p>AMAO 3- 1. Participation rate- 95% 2. Language Arts – 89% 3. Math – 89.1%</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>AMAO 1- Target 60.5%, Actual 48.5%. Met target: NO AMAO 2- <5 years (In cohort attaining the English Proficient Level) 15.9% (target 22.8%) Cohort did not meet target. Target 24.2%, Actual 14.0%, Met Target: NO >5 years (In cohort attaining the English Proficient Level) 43.8% (target 49%) Met the AMAO target through the application of confidence intervals (the LEA/consortium had fewer than 30 valid scores in the AMAO cohort). Target 50.9%, Actual 17.6%, Met Target: NO AMAO 3- Participation Rate- 99.3% Language Arts-No CST this year. Math-No CST this year.</p> |

LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|--|-----------------------|--|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>Action a: Continue to analyze school data by grade-level and subgroup to identify low scores and monitor student progress. Use testing data, including CELDT scores, to effectively group students by their proficiency level to maximize instruction.</p> | No extra cost | <p>Action a: Grade level teachers have collaborated on CELDT score data results and established designated ELD level groupings based on results, and have targeted instruction based on results.</p> | No extra cost |
| Schoolwide | | <p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Action b: Use computer-adaptive assessments to assist in analysis of strengths and weakness in regarding English proficiency. Purchase LAS Links online assessment to replace pencil and paper tests. Use Imagine Learning online assessment to use each trimester.</p> | No extra cost | <p>Action b: Students in grades 2 through 5 participated in the LAS links Online assessment of English Language Proficiency in February of 2015 (midyear assessment). The resulting data assists the teachers of English Language Learners. We have purchased <i>Imagine learning</i> and used it online to target listening, speaking, reading, and writing domains in language development.</p> | No extra cost |
| <p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> | | <p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> | |

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| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ |
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| Planned Actions/Services | Actual Actions/Services | | Estimated Actual Annual Expenditures |
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| Action c: Provide effective dual-language instruction to assist EL progress as emergent readers. Continue providing all teachers and staff with professional development in effective integration of ELD and ELA, lesson design, and assessments. Align our school day program with our ASES after school program to provide continuity in our instruction. | Budgeted Expenditures \$4K (Travel & conference) \$13K (Non-Instructional consultants) Source: Title III, LCFF | Action c: Teachers have participated in professional development on SDAIE strategies, and Academic Language and new ELD standards. We trained the staff in the use of Thinking Maps to develop strategies to help English Language Learners improve academic achievement. Teachers have worked with professionals from Loyola Marymount University to develop designated ELD lessons that includes new shifts in the ELD standards. | \$19K (Travel & conference) \$13K (Non-Instructional consultants) Source: Title III, LCFF |
| Scope of service: Schoolwide <input checked="" type="checkbox"/> ALL | | Scope of service: Schoolwide <input checked="" type="checkbox"/> ALL | |

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| What changes in actions, services, and expenditures will be made because of reviewing past progress and/or changes to goals? | We are establishing a Language Academy for all students in grades TK through 2 nd beginning in the fall, 2015. The goal of the Language Academy is to provide all students the opportunity to reach high levels of academic achievement and language proficiency in at least two languages. English Learners (ELs) enrolled will increase and maintain target language proficiency (Spanish) while simultaneously acquiring academic English. We plan to implement ELD PD suggestions into integrated and designated ELD and well as continue to provide opportunities for Teacher to acquire BCLAD credentialing. |
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| Original GOAL from prior year LCAP: | Goal 3: Maintaining a high attendance rate in order to increase ADA. | Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4_✓_ 5_✓_ 6_✓_ 7__ 8_✓_ COE only: 9_✓_ 10__ Local : Specify _____ |
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| Goal Applies to: | Schools: NEW Academy of Science and Arts | Applicable Pupil Subgroups: All Pupils |
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| Expected Annual Measurable Outcomes: | Less than 10% absence rate. | Actual Annual Measurable Outcomes: | Absentee rate currently at 16%. |
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LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|--|--|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Action a: Maintain a 97% or more attendance rate in order to increase ADA. We will continue monitoring student attendance and provide incentives to encourage perfect attendance. For example recognizing students with perfect attendance awards and certificates once a month at our end of the month celebrations. | \$16K (Dues & memberships) \$4K (classified salaries & benefits) Source: LCFF Supplemental & concentration | Action a: The English Learner Advisory Committee (ELAC), formed by teachers, administration and parents, meets every month and goes over ways to make parents aware of the importance of regular school attendance. We issued attendance certificates to students every month as incentives to encourage them to maintain a good attendance. Currently, the ELAC is searching for more ways students can feel more motivated. School administration along with office staff monitored attendance procedures including taking attendance daily, clearing excused and unexcused absences. We held meetings with parents. | \$4K (Dues & memberships) \$6K (classified salaries & benefits) Source: LCFF Supplemental & concentration |
| Scope of service: | Schoolwide | Scope of service: | Schoolwide |
| ✓_ALL | | ✓_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)_____ | |

| <p>Action b: Maintain low chronic absentee and tardy rate as established by SART policies. Implement SART meetings at least 4 times each year to meet with families to review consequences for excessive absence and truanancies.</p> | | <p>No extra cost</p> | <p>Action b: If a student is habitually tardy, our School Attendance Review Team (SART) will be notified and disciplinary steps taken. The SART generates a letter (1st, 2nd and 3rd notification) informing parents of any concerns. School officials have observed measurable progress with the fourth and fifth grade students this year. School Attendance Review Team have phone conferences once every two weeks to go over any student(s) with tardy issues.</p> | | <p>No extra cost</p> |
|--|-------------------|-----------------------|--|-------------------|--------------------------------------|
| <p>Scope of service:</p> | <p>Schoolwide</p> | | <p>Scope of service:</p> | <p>Schoolwide</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | | <p><input checked="" type="checkbox"/> ALL</p> | | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | |
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| Planned Actions/Services | | Budgeted Expenditures | Actual Actions/Services | | Estimated Actual Annual Expenditures |
| <p>Action c: Establish and implement tier 1 and 2 interventions and alternatives to suspension and provide staff development to keep teachers informed regarding compliance issues.</p> | | <p>No extra cost</p> | <p>Action c: Intervention is continuously monitored using PowerSchool data. Parents with a 3rd notification meet with the school principal to discuss the attendance issue further. Parents are asked to call the office if their child is going to be absent from school. A note from the parents or a doctor is required when a student is absent.</p> | | <p>No extra cost</p> |
| <p>Scope of service:</p> | <p>Schoolwide</p> | | <p>Scope of service:</p> | <p>Schoolwide</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | | <p><input checked="" type="checkbox"/> ALL</p> | | |
| <p>What changes in actions, services, and expenditures will be made because of reviewing past progress and/or changes to goals?</p> | | | <p>Pupil Service and Attendance (PSA) Counselors from non-profit organizations in the area will be part of the school's monthly parent meetings to work with parents of students chronically absent. Children with severe attendance problems get help through the SART, which can involve child protective services.</p> | | |

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| Original GOAL from prior year LCAP: | Goal 4: The school will gather relevant data to monitor students' academic progress | Related State and/or Local Priorities: 1__ 2_√_ 3__ 4_√_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
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| Goal Applies to: | Schools: NEW Academy of Science and Arts | Applicable Pupil Subgroups: All Pupils |
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| Expected Annual Measurable Outcomes: | Benchmark data and state assessment (California Assessment of Student Performance and Progress) results: ELA % scoring Proficient or Advanced = Benchmark; Math % scoring Proficient or Advanced = Benchmark | Actual Annual Measurable Outcomes: | Winter 2015 Benchmark results: ELA scoring Proficient or Advanced = 25%; Math scoring Proficient or Advanced = 57% CAASPP Spring results : ELA scoring Standard Met or Standard Exceeded= 25% or above in 3 rd & 5 th grade. Except 4 th grade at 23%. Math scoring Standard Met or Standard Exceeded= 25% or above in 3 rd & 4 th grade. Except 5 th grade at 9%. SPRING 2015 BENCHMARK results: ELA scoring Proficient or Advanced = <25%. Except 4 th grade at 50% or above; Math scoring Proficient or Advanced = <20.84%. Except 1 st grade 28.75% |
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LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
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| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Action a: Students will take a pre assessment in September and a post assessment in May to show academic growth in Common Core and all core subject areas. We will be adding additional online assessments for yearly benchmarks. | No extra cost | Action a: Although several grade levels gave a pre assessment during the fall of 2014, we were unable to administer a Schoolwide pre assessment. A Schoolwide assessment was developed and administered at the beginning of the 2015 – 2016 school year. | No extra cost |

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| Scope of service: Schoolwide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | Scope of service: Schoolwide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Action b: All students show progress towards meeting proficiency targets as indicated on school-wide grading rubric. <i>Imagine Learning</i> will provide all students with an assessment of oral, listening, reading, and writing skills. Students will take LAS Links at least twice a year. | No extra cost | Action b: A high percentage of students failed to meet the level of proficiency or advanced as indicated on the 2015 Winter Benchmarks in English, Math, and Science. However, we have observed steady progress as evidenced through grade-level chapter and unit tests. The summative CAASPP data in May 2015 showed an increase in the number of students testing proficient or higher. The percentage of students failed to meet the level of proficiency or advance, there was a higher percentage of NASA students met the standard than did the state for the Spring CAASPP. | No extra cost |
| Scope of service: Schoolwide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | Scope of service: Schoolwide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Planned Actions/Services | Actual Actions/Services | | Estimated Actual Annual Expenditures |
| Action c: The school will provide instructional resources; materials and teacher training that will facilitate CCSS mastery. Benchmarks and state assessments will provide pre and post assessment data for reading Lexile levels. All students and | No extra cost | Action c: The school has continued to provide resources and professional development through the Los Angeles County Office of Ed.; LMU/LA the Center for Equity for English Learners; grade-teacher collaboration; and the California Association for Bilingual | No extra cost |

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| families will have access to materials and instructional resources. | | | Education. NASA’s Curriculum Committee reviewed our materials to determine alignment to the CCSS. | | |
| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| <p>What changes in actions, services, and expenditures will be made because of reviewing past progress and/or changes to goals?</p> | | <p>The school will administer a fall pre assessment, which will test all key CCSS in grades TK – 5th. A winter Benchmark assessment is in February to inform teachers of the standards met by their students. Students will take a summative assessment at the end of the year to test all key standards tested in the fall. In addition, professional development planning will include stakeholder input, goals for teachers of ELs and effective PD elements such as teacher collaboration, classroom-based application, and teacher reflection. Additionally, PD activities address elements of cultural proficiency/competency training, including cross-cultural interactions, cultural differences in communication patterns, role of culture and impact on EL learning and achievement, and culturally responsive instruction and curriculum.</p> | | | |

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| Original GOAL from prior year LCAP: | Goal 5: We will strengthen parent involvement to facilitate better participation and input. | | Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: | NEW Academy of Science and Arts | |
| | Applicable Pupil Subgroups: | All Pupils | |
| Expected Annual Measurable Outcomes: | Will be 45% compliant with Parent Involvement policy implementation | | Actual Annual Measurable Outcomes: The school has increased parent participation and involvement significantly. We are about 50% compliant with Parent Involvement Policy implementation as measured by PIP indicators such as parent volunteering and submitted parent surveys during the month of April. School met with ELAC and other parent groups to provide training and ask for recommendations prior to completing the LCAP. These meetings have resulting in securing additional family oriented resources for parents. |

| LCAP Year: 2015-16 | | | |
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| Planned Actions/Services | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures |
| <p>Action a: Implement yearly parent involvement policy and monitor, according to the ESEA Act. Continue increasing parent involvement in School Site Council, English Language Learner Advisory Committee, and Coffee with the Principal.</p> | | <p>\$12K (classified salaries & benefits) \$500 (other supplies) Source: LCFF Supplemental & concentration</p> | <p>Action a: Elementary and Secondary Education Act requires that districts provide information to parents about a variety of education related issues. Parents receive notifications at their homes. Additional information at monthly Coffee with the Principal meetings and parent workshops is also available. We have also hired a parent liaison and are providing ESL classes and monthly celebration assemblies that recognize parents who are involved with the school's program as volunteers.</p> <p>\$12K (classified salaries & benefits) \$900 (other supplies) Source: LCFF Supplemental & concentration</p> |
| Scope of service: | Schoolwide | | |
| <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | | |
| <p>Action b: Collect increased number of Parent/Pupil/Teacher surveys on Safety and School Culture as measured by return rates. Increase parent participation in school activities. Provide additional community resources for our families.</p> | | <p>No extra cost</p> | <p>Action b: NEW Academy has implemented the Title I and the End of the Year Parent survey as a tool for our school to gauge current family engagement practices. The surveys asks families to give their perspective on the extent to which a school is providing the six areas of service and conditions that research shows are effective for engaging families:</p> <p>1. Empowering families with information to support their children's learning at home; 2. Creating channels of communication between home and</p> <p>No extra cost</p> |

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| | | | | <p>school;</p> <p>3. Offering an array of opportunities for families to participate in school planning, leadership and volunteering;</p> <p>4. Connecting families to in-school and community support mechanisms and resources;</p> <p>5. Setting high expectations for students, providing high-quality instruction and meeting students' individual learning needs;</p> <p>6. Providing a welcoming school climate.</p> | |
| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
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| Planned Actions/Services | | Actual Actions/Services | | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| Action c: Make PIP part of Parent/Student Handbook and present during selected meetings. Provide parent training in technology and ESL classes to empower them as partners with the school. Provide written and oral communication in the language of our parents. | | \$10K (non-instructional consultants) Source: LCFF Supplemental & concentration | Action c: ESL classes were provided for our parents (when?). CHISPA is also a resource we have used to empower parents and give them the training needed to support their children's learning. The Student Parent Handbook is a great tool for parents to learn about school related topics. It is also a great tool of suggestions for parents trying to do volunteer services. Parents received the Student Parent Handbook with PIP on the first day of school Wednesday, August 19, 2015. | | \$4K (classified salaries) Source: LCFF Supplemental & concentration |
| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |

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| <p>What changes in actions, services, and expenditures will be made because of reviewing past progress and/or changes to goals?</p> | <p>We will retain our parent liaison and provide additional training in order to maintain the tremendous progress as it relates to our parent-school partnership.</p> |
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| Original GOAL from prior year LCAP: | Goal 6: We will ensure appropriate teacher assignments according to Ed. Code. | | Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4_✓_ 5__ 6__ 7_✓_ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | NEW Academy of Science and Arts | | |
| | Applicable Pupil Subgroups: | All Pupils | | |
| Expected Annual Measurable Outcomes: | 100% Compliant | | Actual Annual Measurable Outcomes: | 100% of NASA’s teachers assigned to classrooms are Highly Qualified. Additionally, 20 out of 21 teachers are fluent Spanish speakers. All classroom teachers and administrators hold either the BCLAD (BASP) or CLAD Certification. All teachers who teach in the bilingual program will hold a BCLAD or BASP Certificate. |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| Action : Monitor NCLB compliance forms and ensure that new hires are compliant | \$54K (Certificated Salaries) Source: LCFF Supplemental & Concentration | Compliance forms are up to date, evidenced by our LAUSD Annual Review. All new hires must meet compliance criteria and be Highly Qualified. We will adhere to the changes due to implementation of the ESSA. We have also implemented compensation increases and financial assistance for teachers advancing their certification to increase teacher retention rates. | | \$74K (Certificated Salaries) Source: LCFF Supplemental & Concentration |
| Scope of service: | Schoolwide | Scope of service: | Schoolwide | |
| _✓_ ALL | | _✓_ ALL | | |

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| <p>What changes in actions, services, and expenditures will be made because of reviewing past progress and/or changes to goals?</p> | <p>All new hires will hold BCLAD or BASP Certification in order to meet the state Bilingual Authorizations for our Language Academy. The school will provide assistance for existing teachers who need to obtain the language certification. The instruction to ELs will include English Language Development (ELD), instruction for Primary Language Development, Specially Designed Academic Instruction in English (SDAIE), and Content Instruction Delivered in the Primary Language. We will remain compliant with the revisions due to ESSA.</p> |
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| Original GOAL from prior year LCAP: | Goal 7: The school will continue to maintain safe, orderly, and “good” condition facilities. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
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| Goal Applies to: | Schools: NEW Academy of Science and Arts | Applicable Pupil Subgroups: All Pupils |
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| Expected Annual Measurable Outcomes: | Facilities 100% “good” status | Actual Annual Measurable Outcomes: | Property management facilities staff informed and given the F.I.T. tool. We received a, “Satisfactory”. |
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LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
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| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>Action: School will continue to participate in yearly plant and facility inspection and have the Property Management Facilities team use the State of California Facility Inspection Tool (F.I.T.) for the yearly facility inspection.</p> | <p>\$228K Source: LCFF Base, Supplemental & Concentration</p> | <p>Facilities management continues to remain informed to use F.I.T. School personnel did walk through and inspect school facilities on a weekly basis using a Health and Safety inspection checklist. Property Management Facilities staff was informed when maintenance is required. State and city inspections have shown compliance to regulations. Due to the increase in student enrollment over the past several years, we have expanded our</p> | <p>\$500K Source: LCFF Base, Supplemental & Concentration</p> |

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| | | | | facilities to an additional site and have renovated the space to house five classes. | |
| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| <p>What changes in actions, services, and expenditures will be made because of reviewing past progress and/or changes to goals?</p> | | <p>Monthly meetings between school administration and property management facilities staff held to review process in place for any changes to improve or fix plant and facilities.</p> | | | |

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

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

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

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

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| Total amount of Supplemental and Concentration grant funds calculated: | \$ <u>769,388</u> |
| NEW Academy of Science and Arts will receive approximately \$769,388 based on the number of low income, and English learner students. These monies will continue to be utilized in addressing the needs of pupils through teacher and staff professional development, increase in technology, using EL strategies and purchasing effective instructional materials and resources. Additionally, investment in providing ways to increase parent involvement, strengthening community partnerships and services. We believe this use of these funds will provide the most valuable and effective opportunities in helping meet our goals in addressing the state priorities. | |

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.

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| 28.41 | % |
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The percentage by which services to NEW Academy of Science and Arts unduplicated students will be increased or improved as compared to the services provided to all students in the LCAP year is the statewide average of 28.41%. NEW Academy of Science and Arts will continue to provide an increased amount of services to our unduplicated pupils as compared to all students. This will be done through professional learning opportunities, hiring highly qualified teachers, monitoring teachers' credentials, using more technology in the classrooms, empowering our parent partners to effectively assist their children in achieving academic success, providing community resources and health services, and strengthening our curriculum to address the CCSS, and ELD instruction.

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

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).