

**District Name:** Nevada County  
Superintendent of Schools

**CD Code:** 29-10298

**LOCAL EDUCATIONAL**

**AGENCY PLAN ADDENDUM TEMPLATE**

***The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.***

*Please submit your completed Addendum by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.*

*The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 23, 2012, if your LEA received a September 2011 notice letter. The Plan Addendum should:*

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.***

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>.)</i>	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Nevada County Superintendent of Schools (NCSOS) office is a county office of education. We are certainly an LEA, but we do not function like a single school district. There are 13 schools under our CDS code. Three secondary programs, one in a Juvenile Court School (Sugarloaf)-15,9th-12th students, one County Community	Associate Superintendent, Ed. Services	Ongoing 2011-2012	NA	Revenue Limit, General Fund, Title I Part A & D,

<p>School(Earle Jamieson HS)-22, 9th-12th students and one for At-Risk, a County Community School (Nevada County Academy of Learning) -9, 9<sup>th</sup> grade students. Our office contracts with the Nevada Joint Union High school District to operate these three schools. These are the only schools under our CDS code that receive Title I Part A or D funds. We also operate a Community Day School (3R CDS) for- 8, 6,th,7<sup>th</sup> and 8<sup>th</sup> grade students who are expelled or at risk of expulsion from the 9 elementary school districts in our county. We also sponsor 6 charter schools that operate within our county. These school are the seat based, Nevada City School of the Arts-293, K-8 students, Yuba River Charter 280, K-8 students, Sierra Montessori Academy 104, K-8 students, Bitney College Prep Charter High School-76, 9-12 students and Independent Study Programs, Forest Charter-671, K-12 students and Twin Ridges Home Study Charter-119, K-8 students. None of these schools receive Title I funds and are not eligible to become PI schools. We also sponsor 2 statewide benefit charter schools. Both serve as Drop-out recovery schools connected to either the CA Conservation Corps, Local Conservation Corps, and Youth Build Programs. Muir Charter serves 1398, 18 to 25 year olds and Los Angeles Education Corps serves 378, 9<sup>th</sup> through 12th grade and 15 to 25 year olds . Both of our Statewide charters do not receive Title I funds and therefore are not eligible to be designated PI as well.</p> <p>The reason that NCSOS is in LEA Program Improvement, in spite of having no schools in PI, is because when the test scores all students under our CDS code are consolidated together, we did not make AYP for 2010-11 and 2009-10. In 2009-10, in the area of Percent Proficient of the 3 statistically significant sub groups (white</p>				<p>Special Education</p>
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<p>socioeconomically disadvantaged and students with disabilities) we only met our AMO's for the white group. The other 2 subgroups did not make AMO in ELA for 2009-10. For the same year we did not meet AMO levels of proficiency in math in all 3 subgroups. In 2010-11, as an LEA we did not meet our AMO's in either ELA or Math in our 3 statistically significant subgroups.</p>				
<p><u>Elementary Schools</u></p>				
<p>1.NCSOS 3R Community Day School-The 3R Community day School <u>does not</u> receive Title I funds. 2011-12 is the first year this school is listed under our CDS code. This school supports 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students from the 9 elementary districts as well as the 6 charter schools under NCSOS. These students are either expelled or at risk-of-expulsion. These students are assessed in ELA, and Mathematics. They are assigned to core standard-based instruction and electives courses until they are eligible to return to their home school districts. They are also developing social/emotional competencies. Each student's academic progress is assessed individually with the goal of them meeting AYP individually.</p>	<p>1.Regular Teacher's daily instruction</p>	<p>1.Duration of their enrollment</p>	<p>1.\$5000</p>	<p>1.Community Day School Funding &amp; Title I set-aside</p>
<p>All the charters continue to focus on increasing student achievement in ELA with a focus on Math Instruction.</p>	<p>2,3,4,5,6,7,8,9. Director, Reg. Ed. Teachers, Spec. Ed. Teachers</p>	<p>2,3,4,5,6,7,8, 9.Ongoing 2011-12</p>		<p>2,3,4,5,6,7, 8,9.Charter School General Purpose, Spec. Ed</p>
<p>2.Nevada City School of the Arts-</p>			<p>2.\$233,735</p>	
<p>3.Sierra Montessori Academy-</p>			<p>3.\$658,587</p>	
<p>4.Twin Ridges Home Study Charter-NA</p>			<p>4.\$742,244</p>	
<p>5.Yuba River Charter-</p>			<p>5.\$1,996,114</p>	
<p><u>High Schools</u></p>				

<p>6.Bitney College Preparatory High-  7.Forest Charter-  8.Los Angeles Education Corps-  9.Muir Charter-  <u>Small Schools</u>  10.Nevada County Special Education: This school does not receive Title I funds. This is a regionalized special education program which provides classes for students referred by Local Education Agencies within western Nevada County. These students have a variety of severe needs including Intellectual Disability, Autism, Orthopedic Impairments, and Emotional Disturbances. Due to the rural nature of our county, the classes are grouped primarily by age and contain heterogeneous disabling conditions. The severe nature of the disabilities, and their diverse nature poses challenges for the teachers who are targeting academic improvement. The severe nature of the disabilities causes it to be more difficult for the students to achieve measurable academic gains.  <u>ASAM Schools</u>  11.Earle Jamieson High- County Community School that we contract with the Nevada Joint Union High School District to operate. This school is for disenfranchised and at-risk of dropping out. These students are all either on probation, expelled or referred by SAM (High School SARB-like process). This school does receive Title I Part A and D funds. The enrollment fluctuates between 18 to 24 students. Students are assessed in ELA and Mathematics and ELD (if needed). Learning Plans are developed in alignment with their diagnostic results.  12.Nevada County Academy of Learning- County Community School that we contract with the Nevada Joint Union High School District to operate. This school is for disenfranchised and at-risk of dropping out. These students</p>	<p>10. Special Education Staff</p> <p>11. Principal, Teachers, Support Staff</p> <p>12. Reg. Ed Teacher, Special Ed. Teacher,</p>	<p>10.Ongoing</p> <p>11. Ongoing 2011-12</p> <p>12. Ongoing 2011-12</p>	<p>6.\$503,868  7.\$4,419,335  8.\$2,343,490  9.\$9,370,041</p> <p>10. \$23,000 per student</p> <p>11.\$196,973</p> <p>12.178,573</p>	<p>10.State and Federal Special Education Funds, district excess cost bill-back</p> <p>11.Revenue Limit, Title I Part A and AARA</p> <p>12.Revenue Limit, Title I Part A</p>
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<p>are all either on probation, expelled or referred by SAM (High School SARB-like process). This school does receive Title I Part A and D funds. The enrollment fluctuates between 9-12 students. Students are assessed</p> <p>13.Sugarloaf Mountain, Juvenile Hall Program-Sugarloaf Mountain is a Court and Community School that operates in the Nevada County Juvenile Hall. The NCSOS contracts with the Nevada Joint Union High School District to operate this school. This school does receive Title I Part A &amp; D Basic funds. The average time of incarceration is 28 days which allows students to be enrolled, assessed in ELD, Math and English Language arts and then assigned to core standard based instruction, ELD and elective classes to continue their compulsory education until they are released and re-enrolled in their home school or one of our other court and community schools not associated with Juvenile Hall. High School credits if earned while incarcerated and state testing results if administered while the student are in Sugarloaf are entered on their transcript and forwarded to the next school. Due to the short period of time students are actually enrolled in the Sugarloaf Program and the fact that this program does not usually grant a diploma, this school has great difficulty meeting the AYP criteria mandated.</p>	<p>Support Staff, principal</p> <p>13. Principal, Special Ed. Teacher, Regular Ed. Teacher</p>	<p>13. Ongoing 2011-2012</p>	<p>13.\$434,388</p>	<p>allocation and set-aside, ARRA</p> <p>13.Revenue Limit, Title I Part A &amp; D allocation, &amp; set-aside, ARRA,</p>
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**2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).**

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/aypreports.asp">http://www.cde.ca.gov/ta/ac/ay/aypreports.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source																																								
<p><i>As an LEA we will continue to meet or exceed our participate rates. Out goal for API is to meet or exceed our growth targets.</i></p> <p><i>The chart below delineates the goals for growth in the "Percent Proficient" category</i></p> <p><i>English Language Arts</i></p> <table border="1" data-bbox="205 737 974 911"> <thead> <tr> <th><i>Sub Groups</i></th> <th><i>AMO-09-10</i></th> <th><i>AMO-10-11</i></th> <th><i>Target-11-12</i></th> <th><i>Target-12-13</i></th> </tr> </thead> <tbody> <tr> <td><i>White</i></td> <td><i>56%</i></td> <td><i>54%</i></td> <td><i>60%</i></td> <td><i>67%</i></td> </tr> <tr> <td><i>Soc. Eco</i></td> <td><i>49%</i></td> <td><i>43%</i></td> <td><i>56%</i></td> <td><i>60%</i></td> </tr> <tr> <td><i>SWD</i></td> <td><i>39%</i></td> <td><i>38%</i></td> <td><i>45%</i></td> <td><i>54%</i></td> </tr> </tbody> </table> <p><i>Math</i></p> <table border="1" data-bbox="205 946 974 1120"> <thead> <tr> <th><i>Sub Groups</i></th> <th><i>AMO-09-10</i></th> <th><i>AMO-10-11</i></th> <th><i>Target-11-12</i></th> <th><i>Target-12-13</i></th> </tr> </thead> <tbody> <tr> <td><i>White</i></td> <td><i>43%</i></td> <td><i>40%</i></td> <td><i>55%%</i></td> <td><i>67%</i></td> </tr> <tr> <td><i>Soc. Eco</i></td> <td><i>37%</i></td> <td><i>32%</i></td> <td><i>43%</i></td> <td><i>53%</i></td> </tr> <tr> <td><i>SWD</i></td> <td><i>25%</i></td> <td><i>24%</i></td> <td><i>38%</i></td> <td><i>48%</i></td> </tr> </tbody> </table>	<i>Sub Groups</i>	<i>AMO-09-10</i>	<i>AMO-10-11</i>	<i>Target-11-12</i>	<i>Target-12-13</i>	<i>White</i>	<i>56%</i>	<i>54%</i>	<i>60%</i>	<i>67%</i>	<i>Soc. Eco</i>	<i>49%</i>	<i>43%</i>	<i>56%</i>	<i>60%</i>	<i>SWD</i>	<i>39%</i>	<i>38%</i>	<i>45%</i>	<i>54%</i>	<i>Sub Groups</i>	<i>AMO-09-10</i>	<i>AMO-10-11</i>	<i>Target-11-12</i>	<i>Target-12-13</i>	<i>White</i>	<i>43%</i>	<i>40%</i>	<i>55%%</i>	<i>67%</i>	<i>Soc. Eco</i>	<i>37%</i>	<i>32%</i>	<i>43%</i>	<i>53%</i>	<i>SWD</i>	<i>25%</i>	<i>24%</i>	<i>38%</i>	<i>48%</i>	<p>Assoc. Supt. Ed. Services, Principals, Charter Directors, reg. Ed and Spec. ed. Teachers</p>	<p>Ongoing-2011-2013</p>	<p>\$72,838</p>	<p>Title I part A set-aside (2 years)</p>
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<p><u>Elementary Schools</u>  1.NCSOS 3R Community Day School- 100% of special education students with active IEPs will receive accommodations and modifications aligned to their current education plan within 7 days of enrollment. 100% of enrolled students will be assessed on their level of proficiency in the areas of Mathematics and English Lang. Arts within 7 days of enrollment.</p> <p>Charter Schools will utilize set-aside funds for staff development to meet AMO targets</p> <p>2.Nevada City School of the Arts  3.Sierra Montessori Academy  4.Twin Ridges Home Study Charter  5.Yuba River Charter</p> <p><u>High Schools</u>  6.Bitney College Preparatory High  7.Forest Charter  8.Los Angeles Education Corps  9.Muir Charter</p> <p><u>Small Schools</u>  10.Nevada County Special Education: 80% of the students will achieve the annual goals contained in their IEP. There will be 96% participation in the California Alternate Participation Assessment. 65% of the students will achieve a Proficient score in English Language Arts on the CAPA. 55% of the students will attain a Proficient score in Math on the CAPA.</p> <p><u>ASAM</u>  11.Earle Jamieson High-  12.Nevada County Academy of Learning</p>	<p>1.Reg. Ed Teacher, Principal</p> <p>2,3,4,5,6,7,8,9. Assoc. Supt., Directors, Teachers</p> <p>10.Spec. Ed Services Asst. Supt. Program Specialist, Spec. Ed teachers and support staff</p> <p>11,12,13 Principal Reg., &amp; Spec. Ed.</p>	<p>1.ongoing 2011-2013</p> <p>2,3,4,5,6,7,8, 9. Ongoing 2011-13</p> <p>10. Ongoing 2010-2013</p> <p>11,12,13. Ongoing</p>	<p>1.\$161,000</p> <p>2.\$4569  3.\$500  4.\$2130  5.\$4514  6.\$500  7.\$9693  8.\$5679  9.\$500</p> <p>10.\$1212</p> <p>11.\$500  12.625</p>	<p>1.County Community Day School</p> <p>Title I set-aside</p> <p>10.Federal, State and local special education funds, district excess cost bill-back</p> <p>11,12,13. Title I</p>
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13. <i>Juvenile Hall</i>		2011-12	13.\$500	set-aside
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**3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.**

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p><u>Elementary Schools</u>            1.NCSOS 3R Community Day School- Provide Staff Development (SD) in ELA, Math. Provide Staff Development in the following areas:            Using data to inform instruction.            Provide SD in the Why Try Program to improve classroom management and student motivation.            ART (Aggressive Replacement Training)            PRO-Act –Avoiding triggering behavior            Journaling            Hidden Disability –Executive Function            EDI-Explicit Direct Instruction</p> <p>The charters will employ the RTI process to determine individual learning needs of the students. They use a</p>		1.2011-12	1.\$12,000	10.American Recovery and Reinvestment Act funds



<p>variety of scientifically research-based learning materials correlated to the CA Content Standards, Accelerated Reader, STAR Math, Renaissance Math and Reading, McDougal Little Math, Saxon Math, Houghton Mifflin Math, Holt Lit. &amp; Lang. Arts, Read 180, Skillstutor, McDougal Little Algebra, Keys to Algebra, Developmental Reading Assessment(DRA), Words Their Way, Six Traits Writing, Sadler Oxford Vocab. Workshops,</p> <p>2.Nevada City School of the Arts  3.Sierra Montessori Academy  4.Twin Ridges Home Study Charter  5.Yuba River Charter</p> <p><u>High Schools</u>  6.Bitney College Preparatory High  7.Forest Charter  8.Los Angeles Education Corps  9.Muir Charter</p> <p><u>Small Schools</u>  10.Nevada County Special Education: Special Education staff will create goals and objectives based on CAPA standards in each of the CAPA areas. The SE curriculum committee adopted specialized, evidence based, supplemental curriculum in the areas of English Language Arts (Language for Learning and Read Naturally), and Functional Independent Skills Handbook (FISH) that is tailored to address the learning needs of students with severe special needs. The Special Education Director conducts regular classroom walk-throughs to observe fidelity of implementation of the curriculum. This is followed by reflective coaching to support continuous improvement within the learning environment. The SE Curriculum Committee will be adopting supplemental Math curriculum for the upcoming school year.</p> <p><u>ASAM Schools-</u> Staff Development and targeted support in</p>	<p>10. Director of Special Education, Curriculum Committee, Program Consultant, SELPA Director</p>	<p>10.2008-2013</p>	<p>\$1212</p>	<p>10. SELPA funds, Dist. Bill-back, Title I set-aside</p>
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<p>the following areas</p> <ul style="list-style-type: none"> <li>El Training-Fresno COE</li> <li>Professional Learning Community Training</li> <li>Common Core Standards</li> <li>Spec. Ed. Collaboration and Case Management</li> </ul> <p>11.Earle Jamieson High 12.Nevada County Academy of Learning 13.Sugarloaf Mountain, Juvenile Hall Program-</p>	<p>11,12,13. Gen. Ed. Teacher, School Principal</p>	<p>11,12,13. 2011-2012</p>	<p>11,12,13. \$7000</p>	<p>11,12,13. Revenue Limit, Title I Part A &amp; D Basic allocation and set-aside</p>
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**4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
As a County office of Education sponsoring 13 independent schools there is limited opportunity for system wide initiatives that impact each school uniformly. For the past 2 years we have trained a significant number of 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> and Algebra teachers in conceptually based math instruction. Next year we will provide the same training for 1 <sup>st</sup> , 2 <sup>nd</sup> , 6 <sup>th</sup> and 7 <sup>th</sup> grade teachers. We have also rolled out	Reg. Ed. teacher & classified staff BTSA- Support Provider Teacher & Classified IT support person	Ongoing- 2011-2013	\$23,017,148	Revenue limit-BTSA Pgm & General Fund, Title I Part A & D, Title I Set-

the CA Common Core Standards to these groups as well. In the coming years we will be supporting each of the schools under our CDS code in the awareness, implementation and assessment of the CCCS. In addition our work in promoting the Explicit Direct Instruction model for K-12 instructors is likely to have a significant positive impact on student achievement. The Associate Superintendent has helped all the schools under this CDS code to conduct Academic Program Surveys to help assess their current situation as well on embarking on their own plans to increase student achievement. All students and staff will be provided access to technology.

Elementary Schools

- 1.NCSOS 3R Community Day School
- 2.Nevada City School of the Arts
- 3.Sierra Montessori Academy
- 4.Twin Ridges Home Study Charter
- 5.Yuba River Charter

High Schools

- 6.Bitney College Preparatory High
- 7.Forest Charter
- 8.Los Angeles Education Corps
- 9.Muir Charter

Small Schools

10.Nevada County Special Education: The Special Education program delivers instruction based on state adopted CAPA standards for students with severe disabilities. It will be targeting math instruction for the upcoming school year using the same process that has been used for ELA and functional skills. This includes these steps: adoption of supplemental evidence based curriculum in the area of math, staff development in the use of the curriculum, monitoring of the fidelity of implementation of the curriculum, continuous instructional

aside, Safe Schools and Healthy Students Federal Grant

<p>improvement using administrative walk-throughs and reflective coaching of teachers, measurement of student achievement in the area of math based on progress toward math goals and performance on the math section of the CAPA.</p> <p><u>ASAM Schools</u></p> <p>11.Earle Jamieson High School  12.Nevada County Academy of Learning  13.Sugarloaf Mountain, Juvenile Hall Program-</p>				
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**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

<p>Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>.)</i></p>	<p>Person(s) Responsible</p>	<p>Specific Timeline</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
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<p>In general the Professional Development needs of all 13 school vary significantly. As partners with each school the Associate Superintendent for Educational Services collaborates with the leadership of each school to support and assist with Staff Development needs of these schools. Math and ELA are the major targets for each school. There is a greater need in the area of Math. All the schools are involved in a variety of trainings and staff development activities for their individual target areas and general instructional strategies as well. Common Core training will be invaluable to the growth in student achievement.</p>				
<p><u>1.NCSOS 3R Community Day School</u>- PD in Olweus Anti-bullying Program, Journal Program, Classroom Management, Instructional Strategies,</p>	<p>1.Principal, BTSA Support Provider, SSHS Grant-Curr. Coordinator</p>	<p>1.Ongoing</p>	<p>1.\$1000</p>	<p>1.BTSA, SS/HS, General Fund</p>
<p>ELA and Math Coaching in the classroom.(Differentiating Instruction)</p>	<p>Principal &amp; BTSA Support Provider</p>	<p>Ongoing</p>		<p>General Fund, Title I, &amp; BTSA</p>
<p>2.Nevada City School of the Arts 3.Sierra Montessori Academy 4.Twin Ridges Home Study Charter 5.Yuba River Charter <u>High Schools</u> 6.Bitney College Preparatory High 7.Forest Charter 8.Los Angeles Education Corps 9.Muir Charter <u>Small Schools</u></p>			<p>2,3,4,5,6,7, \$24,000</p>	<p>General fund, Title I set-aside</p>
<p>10.Nevada County Special Education: Over the last three school years, the SE staff has participated in sequential program improvement staff development. The staff has</p>	<p>10. Special Education Director</p>	<p>10.ongoing</p>	<p>10.\$3000</p>	<p>10.Title 1 funds, State and Federal</p>

<p>met to identify program goals and then update them three times per year. A consultant has done walks-throughs in the classrooms to identify areas of need and has recommended evidence based strategies to target areas of need. Follow up walk-throughs have measured implementation. This included implementing visual supports such as visual schedules, instructions using icons in learning areas, work stations and physical boundaries within the classroom to identify the function of spaces. Additionally, specific instructional areas have been targeted including evidence based instructional strategies for children with autism, development of functional living skills, and functional and academic reading skills. By attending IEP meetings, a need for staff development was identified in the area of writing standards based (CAPA) goals. This was provided in the 11-12 school year. For the upcoming 2012-13 school year, program improvement in math is an area of focus.</p> <p><u>ASAM Schools</u>  Program-There will be ongoing coaching and mentoring in ELD and Mathematics  Training in the use of Data to inform instruction. PD in standards-based assessment design and implementation, Training in the new Common Core standards. Training in instituting a multi-level classroom management systems  11.Earle Jamieson High  12.Nevada County Academy of Learning  13.Sugarloaf Mountain, Juvenile Hall  .</p>	<p>11,12,13. Principal,  BTSA Coaches,</p>	<p>11,12,13.  2011-2012</p>	<p>11,12,13,  \$7000</p>	<p>SE funds,  SELPA  Staff developme  nt grant</p> <p>11,12,13.  Title I Part  A allocation  &amp; set-aside,  Revenue  Limit,  ARRA</p>
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**6. English Learners**

**a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:**

- If Title I only: Complete 6b
- If Title III Year 1: Complete 6b
- If Title III Year 2 or 3: Title III Year 2 Plan in CAIS
- If Title III Year 4 or 4+: Title III Year 4 Plan in CAIS

**b. Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).**

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>b. This area is NA because English Learners are not a statistically significant sub-group. English Learners did not contribute to this LEA's PI status as per Data-Quest</p> <p><u>All students in all NCSOS Programs will be assessed using the CELDT assessment in accordance with State Regulations when they are enrolled at that School.</u>            100% of the Eng. Learners will be assessed using the appropriate lang. assessment and placed in the appropriate level of ELD instruction.</p> <p>Reclassification of English Language Learners is done in accordance with state guidelines using information from the CELDT and input from the IEP team</p>	<p>ELD- assessment personnel</p>	<p>Ongoing</p>	<p>0</p>	<p>General Fund</p>



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**7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The NCSOS, LEA has no Federally or State funded before or after school programs. All the K-8 school under this CDS code utilize some after school informal academic intervention.</p> <p><u>Elementary Schools</u>            1.NCSOS 3R Community Day School-NA            2.Nevada City School of the Arts-NA            3.Sierra Montessori Academy-NA            4.Twin Ridges Home Study Charter-NA            5.Yuba River Charter-NA  <u>High Schools</u>            6.Bitney College Preparatory High-NA            7.Forest Charter-NA            8.Los Angeles Education Corps-NA            9.Muir Charter-NA  <u>Small Schools</u>            10.Nevada County Special Education: Students attending the special education program for students with severe disabilities receive extended school year as determined by the IEP team. Typically this includes 20 days of academic, functional, social and recreational instruction and activities. Each of the NCSE classes is operated on a school campus and the students have access to before and after school activities, field trips,</p>	<p>Teacher, Classified Staff and Principal</p> <p>10. SE Staff</p>	<p>Ongoing</p> <p>10. 2011-12 Ongoing</p>	<p>10.\$154,300</p>	<p>General Fund, revenue Limit, Title I Part A &amp; D, Spec. Ed _ SS/HS Fed. Grant</p> <p>10. Extended Year Funds from SELPA Pool &amp; Private Contributions</p>

lunch and recess when determined appropriate by their IEP team. <u>ASAM Schools</u> 11.Earle Jamieson High-NA 12.Nevada County Academy of Learning-NA 13.Sugarloaf Mountain, Juvenile Hall Program-NA				

**8. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<u>Elementary Schools</u> 1.NCSOS 3R Community Day School-All parents will participate in student intake procedures and are notified of student progress procedures, reporting periods, IEP and probation meetings.  Triple P (Positive Parenting Program) training is offered through the Family Resource Centers	Principal, teacher, probation officer, District personnel   Triple P Facilitator	Ongoing		2.3.4.5.6.7. 8.9. CDC Small Dist. Waiver, Revenue Limit, SS/HS Grant

<p><u>Local Charter Schools</u>- All the local charter schools authorized by NCSOS are founded on the premise of significant parental involvement. These schools are governed by a parents, community and staff Charter Council. They collaboratively make decisions regarding, educational programs, budget, policy and staff evaluation.</p> <p>2.Nevada City School of the Arts  3.Sierra Montessori Academy  4.Twin Ridges Home Study Charter  5.Yuba River Charter</p> <p><u>High Schools</u>  6.Bitney College Preparatory High  7.Forest Charter  8.Los Angeles Education Corps- Many of these students are adults or emancipated. The major involvement of parents in this program centers around the enrollment and intake interviews. With the 9-12 students there are progress reports both formal and informal and graduation or GED attainment.  9.Muir Charter</p> <p><u>Small Schools</u>  10.Nevada County Special Education: Parents participate in conferences and open houses on the same schedule as students in general education. Each parent participates in an annual IEP meeting and often parents are included in progress meetings throughout the year. The NCSE program has a Parent Advisory Committee (PAC) that meets monthly and informs policy and provides parent input to the program. The PAC identifies one parent to serve as a representative on the SELPA's Community Advisory Council, or Special Education Parent Advisory Committee, as it is known locally.</p>	<p>10.Special Education Director, SELPA Director, SE Staff</p>	<p>10. Ongoing 2011-2012</p>	<p>NA</p>	<p>10.SELPA, Dist. Bill-backs</p>
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<p><u>ASAM Schools</u></p> <p>11.Earle Jamieson High- parents will participate in student intake procedures and are notified of student progress procedures, reporting periods, IEP and probation meetings.</p> <p>12.Nevada County Academy of Learning- parents will participate in student intake procedures and are notified of student progress procedures, reporting periods, IEP and probation meetings.</p> <p>13.Sugarloaf Mountain, Juvenile Hall Program- parents will participate in student intake procedures and are notified of student progress procedures, reporting periods, IEP and probation meetings.</p>	<p>11. Parents, Principal, Teachers, Support Staff</p> <p>12.Parents, Teachers, Principal, Support Staff</p> <p>13. Teachers, Parents, Principal, Probation,</p>	<p>11. ongoing</p> <p>12. Ongoing</p>	<p>0</p> <p>0</p> <p>0Program- There will be ongoing coaching and mentoring in ELD and Mathematics Training in the use of Data to inform instruction. PD in standards-based assessment design and implementation, Training in the new</p>	<p>11.. Title I Part A allocation, &amp; set-aside</p> <p>12. Title I Part A allocation, &amp; set-aside</p> <p>13. Title I Part A allocation, &amp; set-aside</p>
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			Common Core standards. Training in instituting a multi-level classroom management system	
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA:** Nevada County Superintendent of Schools

**County District Code:**29-10298

**Date of Local Governing Board Approval:** April, 18 2012

**District Superintendent:** Holly Hermansen

**Address:** 112 Nevada City Highway

**City:** Nevada City

**Zip Code:** 95959-3440

**Phone:** 530 478-6400

**FAX:** 530 478-6410

**E-mail:**smiller@nevco.k12.ca.us

**Signatures:**

**On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:**

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Signature of Superintendent	Printed Name of Superintendent	Date
	<b>James Voss</b>	<b>April 11, 2012</b>

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Signature of Board President	Printed Name of Board President	Date

**NA**

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Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date

*Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.*

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

**Certification:** *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.*