

Contact position: Nevada City School District, Principal

Email: Brynn Bourke: bbourke@ncsd.k12.ca.us

Phone Number: (530) 265-1885

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

- **Basic/Priority 1:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d).
- **Implementation of State Standards/Priority 2:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
- **Course access/Priority 7:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.
- **Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)
- **Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

- **Pupil achievement/Priority 4:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.
- **Other pupil outcomes/Priority 8:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.

C. Engagement:

- **Parental involvement/Priority 3:** efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups.
- **Pupil engagement/Priority 5:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.
- **School climate/Priority 6:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority

of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How the information was made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process: 2015 – 2018 input	Impact on LCAP
<p>On September 14 and 28, the Leadership team met and discussed the goals of the LCAP. Leadership includes the principals of Seven Hills Middle School, Deer Creek Elementary, and Nevada City Charter, as well as the coordinator of student services, the business manager and the superintendent.</p>	<p>This communication was important as the Seven Hills principal, the business manager, and the superintendent were all new in their positions and were not involved in the previous year's process. Discussion regarding who was responsible to oversee progress toward each action item allowed us to review the LCAP document together.</p>
<p>On September 23, 2015, the Nevada City Charter School (NCCS) Charter Council met to discuss and make recommendations on various topics related to the LCAP goals and 8 state priorities. Topics discussed included:</p> <ul style="list-style-type: none"> • Election of new council members • 15/16 LCAP preliminary input • Staffing • Presentation of the 15/16 LCAP 	<p>Key comments were:</p> <ul style="list-style-type: none"> • Desire for more parent to parent communication • Project based learning • Student Leadership • Continued Field Trips • PBIS
<p>Superintendent tea/coffee gatherings were scheduled once per month (9/11, 10/9, 11/13, 12/11, 1/8, 2/19, 3/11) to provide an informal opportunity for parents and staff to meet with the superintendent. The location rotated between school sites and the district office. These meetings were not agendized, intending to allow a free flow of topics and concerns to be voiced.</p>	<p>Input from parents and staff during the first semester focused on the new math adoption. Conversations revealed the transition did not go well in the previous year, especially for the 7th and 8th grade students. Additionally, 5th and 6th grade teachers expressed the need for more support and training. This input led to two additional classes being added to the 7th and 8th grade math teachers schedule and a .3 FTE teacher was hired to support students in the 5th and 6th grades in math. This time was</p>

	<p>used to target instruction after assessing student needs.</p> <p>Other areas of concern/discussion that were identified were:</p> <ul style="list-style-type: none"> • More elective options needed at Seven Hills <p>Clearer courses of study outlined for electives</p>
<p>During the weeks of March 16-April 1, NCSD's certificated staff participated in taking the district's LCAP Survey for Certificated Staff. The survey focused on gathering input regarding the Eight State Priorities.</p>	<p>Key comments and concerns were:</p> <ul style="list-style-type: none"> • The need for a discipline system at Seven Hills • More assemblies offered during the school year • Additional academic intervention and support services needed at Seven Hills • More assistance in Special Education; district-wide • The need for counseling • Concerns about furniture being outdated • The need for professional development time to implement the newly adopted math and soon to be piloted ELA/ELD programs <p>Continued support for smaller class sizes</p>
<p>During the weeks of March 16-April 1, NCSD's parents were contacted via School Messenger (phone) to seek parent input by asking them to participate in taking the district's LCAP Parent Survey. Parents were provided with the opportunity to take the survey via a link on the district's website.</p>	<p>Key comments and concerns were:</p> <ul style="list-style-type: none"> • The need for air-conditioning in the lunchroom • Bullying and "mean kids" • Consider fencing in school property • The need for cyber safety curriculum • The need for more communication to parents • The need for a STEAM program; district-wide • The need for Spanish classes and instruction • The need for technology instruction; district-wide <p>The need for more elective options</p>
<p>During the weeks of March 16-April 1, NCSD's classified staff participated in taking the district's LCAP Survey for Certificated Staff. The survey focused on gathering input regarding the Eight State Priorities.</p>	<p>Key comments and concerns were:</p> <ul style="list-style-type: none"> • The need for professional development and training time for how to handle difficult situations, i.e. family problems, hunger, student conflicts, to bring help and support to students • The need for more communication <p>Conditions of school facilities</p>
<p>During the weeks of March 16-April 1, students in grades three through eight at Deer Creek Elementary and Seven Hills Middle School Participated in the online LCAP survey.</p>	<p>Key comments and concerns were:</p> <ul style="list-style-type: none"> • The new math program <p>The need for more time to eat lunch and play</p>
<p>In November 2015, the Curriculum Coordinating Council (CCC) was revived in the Nevada City School District. The CCC met 8 times (12/4, 2/17, 2/24, 3/16, 4/20/ 4/17, 5/18, 5/25) to discuss curriculum related agenda items related to improving instruction and student learning.</p>	<p>The following topics were addressed during the CCC meetings:</p> <ul style="list-style-type: none"> • 12/4 – ELA/ELD materials viewed at NCSOS and recommendations were made for sample ordering • 2/17 & 24– ELA/ELD materials were viewed by staff during January and

	<p>February; staff input was reviewed</p> <ul style="list-style-type: none"> • 3/16 – Elective class recommendations, ELA/ELD input/data/pilot • 4/20 – Assessment programs recommended by the Assessment/Tech Committee • 4/27 – Math pathway data <p>5/18 & 25 – Pilot materials/training/process, elective classes</p>
<p>At the following governing board meetings, the leadership team reported on various topics related to the LCAP goals and the Eight State Priorities: 8/25/15, 9/8/15, 9/22/15, 10/27/15, 11/10/15, 1/12/15, 4/12/15</p>	<p>The communication to the board provided opportunities for the board and community to speak to topics and issues specific to the LCAP goals. Topics discussed were: LCAP process, PBIS, CAASPP, Student assessment and achievement delivery, school-wide information systems, ELA/ELD textbook adoption process, Curriculum Coordinating Committee (CCC), math adoption mid-year, hiring of teachers to assess and provide intervention to students</p>
<p>On May 23, 2016, a draft of the NCSL Local Control Accountability plan was presented to the LCAP Advisory Committee.</p>	<p>Comments from this meeting: No</p>
<p>The NCCS Charter Council met to discuss and recommended approval of the 2016/2017 NCCS LCAP on June 8th.</p>	<p>Comments from this meeting: No</p>
<p>The NCSL Board of Trustees met to discuss and approve the 2016/2017 NCSL LCAP on June 14 and 28.</p>	
<p>Annual Update - 2015/2016 school year:</p>	<p>Annual Update:</p>
<p>On September 14 and 28, the Leadership team met and discussed the goals of the LCAP. Leadership includes the principals of Seven Hills Middle School, Deer Creek Elementary, and Nevada City Charter, as well as the coordinator of student services, the business manager and the superintendent.</p>	<p>This communication was important as the Seven Hills principal, the business manager, and the superintendent were all new in their positions and were not involved in the previous year's process. Discussion regarding who was responsible to oversee progress toward each action item allowed us to review the LCAP document together.</p>
<p>On September 23, 2015, the Nevada City Charter School (NCCS) Charter Council met to discuss and make recommendations on various topics related to the LCAP goals and 8 state priorities. Topics discussed included:</p> <ul style="list-style-type: none"> • Election of new council members • 15/16 LCAP preliminary input • Staffing <p>Presentation of the 15/16 LCAP</p>	<p>Key comments were:</p> <ul style="list-style-type: none"> • Desire for more parent to parent communication • Project based learning • Student Leadership • Continued Field Trips • PBIS

<p>Superintendent tea/coffee gatherings were scheduled once per month (9/11, 10/9, 11/13, 12/11, 1/8, 2/19, 3/11) to provide an informal opportunity for parents and staff to meet with the superintendent. The location rotated between school sites and the district office. These meetings were not agendaized, intending to allow a free flow of topics and concerns to be voiced.</p>	<p>Input from parents, including parents of unduplicated and special needs students. and staff during the first semester focused on the new math adoption. Conversations revealed the transition did not go well in the previous year, especially for the 7th and 8th grade students. Additionally, 5th and 6th grade teachers expressed the need for more support and training. This input led to two additional classes being added to the 7th and 8th grade math teachers schedule and a .3 FTE teacher was hired to support students in the 5th and 6th grades in math. This time was used to target instruction after assessing student needs.</p> <p>Other areas of concern/discussion that were identified were:</p> <ul style="list-style-type: none"> • More elective options needed at Seven Hills • Clearer courses of study outlined for electives
<p>During the weeks of March 16-April 1, NCSD's certificated staff participated in taking the district's LCAP Survey for Certificated Staff. The survey focused on gathering input regarding the Eight State Priorities.</p>	<p>Key comments and concerns were:</p> <ul style="list-style-type: none"> • The need for a discipline system at Seven Hills • More assemblies offered during the school year • Additional academic intervention and support services needed at Seven Hills • More assistance in Special Education; district-wide • The need for counseling • Concerns about furniture being outdated • The need for professional development time to implement the newly adopted math and soon to be piloted ELA/ELD programs • Continued support for smaller class sizes
<p>During the weeks of March 16-April 1, NCSD's parents were contacted via School Messenger (phone) to seek parent input by asking them to participate in taking the district's LCAP Parent Survey. Parents were provided with the opportunity to take the survey via a link on the district's website.</p>	<p>Key comments and concerns were:</p> <ul style="list-style-type: none"> • The need for air-conditioning in the lunchroom • Bullying and "mean kids" • Consider fencing in school property • The need for cyber safety curriculum • The need for more communication to parents • The need for a STEAM program; district-wide • The need for Spanish classes and instruction • The need for technology instruction; district-wide • The need for more elective options
<p>During the weeks of March 16-April 1, NCSD's classified staff participated in taking the district's LCAP Survey for Certificated Staff. The survey focused on gathering input regarding the Eight State Priorities.</p>	<p>Key comments and concerns were:</p> <ul style="list-style-type: none"> • The need for professional development and training time for how to handle difficult situations, i.e. family problems, hunger, student conflicts, to bring help and support to students • The need for more communication

	<ul style="list-style-type: none"> • Conditions of school facilities
During the weeks of March 16-April 1, students in grades three through eight at Deer Creek Elementary and Seven Hills Middle School Participated in the online LCAP survey.	<p>Key comments and concerns were:</p> <ul style="list-style-type: none"> • The new math program • The need for more time to eat lunch and play
In November 2015, the Curriculum Coordinating Council (CCC) was revived in the Nevada City School District. The CCC met 8 times (12/4, 2/17, 2/24, 3/16, 4/20/ 4/17, 5/18, 5/25) to discuss curriculum related agenda items related to improving instruction and student learning.	<p>The following topics were addressed during the CCC meetings:</p> <ul style="list-style-type: none"> • 12/4 – ELA/ELD materials viewed at NCSOS and recommendations were made for sample ordering • 2/17 & 24– ELA/ELD materials were viewed by staff during January and February; staff input was reviewed • 3/16 – Elective class recommendations, ELA/ELD input/data/pilot • 4/20 – Assessment programs recommended by the Assessment/Tech Committee • 4/27 – Math pathway data • 5/18 & 25 – Pilot materials/training/process, elective classes
At the following governing board meetings, the leadership team reported on various topics related to the LCAP goals and the Eight State Priorities: 8/25/15, 9/8/15, 9/22/15, 10/27/15, 11/10/15, 1/12/15, 4/12/15	<p>The communication to the board provided opportunities for the board and community to speak to topics and issues specific to the LCAP goals. Topics discussed were: LCAP process, PBIS, CAASPP, Student assessment and achievement delivery, school-wide information systems, ELA/ELD textbook adoption process, Curriculum Coordinating Committee (CCC), math adoption mid-year, hiring of teachers to assess and provide intervention to students</p>

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

Instructions:

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal. Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

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

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

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

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

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

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

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

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

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

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.” For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil’s subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

12. How do these actions/services link to identified goals and expected measurable outcomes?
13. What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL: 1</p>	<p>Students will increase subject matter proficiency in mathematics and English Language Arts (ELA) through quality instruction and intervention support services.</p>	<p>Related State and/or Local Priorities: 1V 2V 3V 4V 5 6 7V 8V COE only: 9 10 Local : Specify _____</p>
<p>Identified Need :</p>	<p>Need: Nevada City Charter School (NCCS) needs to continue towards full implementation of the California Common State Standards (CSS) in the areas of language arts and math. The district lacks complete formative and summative student assessment data for all students and numerically significant subgroups. The district needs to gather achievement data based on results from the following measures: Academic Performance Indicator (API) (to be determined); California Assessment of Student Performance and Progress (CAASPP); district benchmark assessments (Star Reading, MDTP Middle School Readiness Assessment); subject matter and curriculum embedded assessments; California English Language Development Test (CELDT); EL Reclassification; highly qualified teacher rates .</p> <p>Metric(s): Student results on formative and summative assessments API (to be determined) Student results on CAASPP, district benchmark assessments, and subject matter/curriculum embedded assessments. Percentage of students proficient on CAASPP, district benchmark assessments, and subject matter/curriculum embedded assessments. Percentage of RFEP students. Highly Qualified Teachers Mis-assignment Audit</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>Goal 1 - LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • NCCS will maintain 100% fully credentialed (highly qualified) teachers in all TK-8 classrooms as measured by the Highly Qualified Teachers Data Sheet. • NCCS will maintain student proficiency rate of 85% or above on benchmark assessments (TC Reading Assessment, STAR) and the CST. The 2015/2016 performance levels on benchmark assessments and the CST were as follows: Teacher’s College Reading Assessment (88%), Reading (STAR) 88%, Science (CST) 86%. • 85% of students in grades 3-8 will demonstrate grade level proficiency on four writing samples as measured by teacher evaluation using the NCCS CSS Grade Level Writing Rubric. (Proficiency defined as a rating of At or Near Standard or Above Standard on rubric) • 75% of students in grades 3-8 will demonstrate grade level proficiency on three CAASPP Interim Assessment Blocks (IABs) for mathematics. (Proficiency defined as a reported claim level of At or Near Standard or Above Standard on IAB) • NCCS will increase the participation rate on all state assessments by 5%. The 2015/2016 participation rates were: CAASPP 75%, CST 70%. The 2014/2015 rate was 48%. • NCCS will establish baseline performance levels on the CAASPP using 2015/2016 CAASPP summative data. • English Learner (EL) students will be re-designated on the CELDT and RFEP reclassification rate will be established dependent on student enrollment demographics. 	

- All students, including unduplicated and special needs students, will have access to a broad range of classes through core curriculum, electives, and enrichment courses.
- All students who receive reading and math intervention will demonstrate growth on specific benchmark assessments related to the intervention services received as measured by pre and post-test scores. (Growth defined as follows: increased GLE on STAR, increased GLE on Teacher's College Reading Assessment, increased claim level on CAASPP IAB for math, increased rating on NCCS Writing Rubric)
- Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs – does not apply
- Students who have passed an advanced placement examination with a score of three (3) or higher - does not apply
- High school dropout rates – does not apply
- High school graduation rates – does not apply

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
NCCS will maintain 100% fully credentialed teachers in all TK-8 classrooms providing instruction in core subjects or home study.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	183K GF ob1100 34K GF ob3101 4K GF ob3331 45K GF ob3401 5K GF ob3601
Teachers and support staff will participate in professional development activities and training to support them in the implementation of adopted programs and materials.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	1.5K GF ob5200 2K ob5800 r6264
New teachers will participate in BTSA to receive support and teacher induction training.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Certificated staff will participate in staff collaboration meetings twice per month.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	

Students, including unduplicated and special needs students, will be provided with classroom and home instruction centered on the California State Standards.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	15K GF ob4300
Students, including unduplicated and special needs students, will use California State Standards (CSS) aligned materials for mathematics and ELA. Every pupil in the school district will have sufficient access to the standards aligned instructional materials as reported in the Williams Settlement Act.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	3K ob4140 r6300 10K ob4340 r1100
NCCS will gather achievement data based on results from the following measures: Academic Performance Indicator (API) (to be determined); California Assessment of Student Performance and Progress (CAASPP); district benchmark assessments: STAR Reading, Middle School Readiness Assessment (MDTP); subject matter and curriculum embedded assessments.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students who are at-risk of not achieving grade-level proficiency will receive reading and math intervention via: credentialed teacher provided support during the day; tutoring services; homework help day and a two-week math summer school program.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	15K GF ob1130 1K GF ob4300
The Curriculum Coordinating Committee (CCC) will complete a review of ELA/ELD CSS aligned curricular programs. NCCS will pilot and/or develop new ELA/ELD curriculum appropriate for home based study and the CSS. New ELA/ELD curriculum will be adopted for the 2017/2018 school years.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Teachers will be provided with technology equipment and will have access to professional development to increase knowledge and skills related to internet	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils	3K GF ob4400

safety, proctoring assessments that use technology, and hardware/software adopted by the NCSD.		<input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students, including unduplicated and special needs students, will be provided with equitable access to technology and will use technology to develop and apply skills in problem solving, critical thinking, collaboration and enrichment.	K-8	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	3K GF ob4400
English Learner students will receive English Language Development (ELD) instruction and intervention support.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will increase student access to intervention services by adding 4 hours per week of reading and math intervention classes.	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	8K GF ob1130
NCCS will provide parents with support and information related the CAASPP assessment system and how best to prepare their students for CSS aligned assessments at annual parent and monthly parent/teacher/student conferences.	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
All students, including unduplicated and special needs students, will have access to a broad range of classes through core curriculum, home based study, on site electives/enrichment courses and educational stipend vendors.	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	52K GF ob5800 10K GF ob1130 3K GF ob2900

Goal 1 - LCAP Year 2: 2017-2018

- Expected Annual Measurable Outcomes:
- The District will maintain 100% fully credentialed teachers in all TK-8 classrooms as measured by the Highly Qualified Teachers Data Sheet.
 - Teachers and support staff will participate in Professional Development (PD) activities and training to promote quality instruction and effective intervention support services as measured by PD participation rosters and conference attendance data.
 - Home/school support activities will be provided to promote parent involvement and communication.
 - Students will increase proficiency by 5% on curriculum embedded assessments, benchmark assessments, and CAASPP.
 - English Learner (EL) students will be re-designated on the CELDT and RFEP reclassification rate of 25% will be maintained.
 - All students will have access to a broad range of classes through core curriculum, electives, and enrichment courses.
 - Students will use CSS aligned materials in math and language arts.
 - Students in 5th and 6th grades will take the MDTP, CAASPP, and curriculum embedded tests to determine math placement in the 6th and 7th grades and determine eligibility for acceleration.
 - Students who are at risk of not achieving grade level proficiency in math will receive math intervention.
 - Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs – does not apply
 - Students who have passed an advanced placement examination with a score of three (3) or higher - does not apply
 - High school dropout rates – does not apply
 - High school graduation rates – does not apply

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
NCCS will maintain 100% fully credentialed teachers in all TK-8 classrooms providing instruction in core subjects or home study.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	183K GF ob1100 34K GF ob3101 4K GF ob3331 45K GF ob3401 5K GF ob3601
Teachers and support staff will participate in professional development activities and training to support them in the implementation of adopted programs and materials.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	1.5K GF ob5200 2.2K ob5800 r6264
New teachers will participate in BTSA to receive support and teacher induction training.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Certificated staff will participate in staff collaboration meetings twice per month.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students, including unduplicated and special needs students, will be provided with classroom and home instruction centered on the California State Standards.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	15K GF ob4300
Students, including unduplicated and special needs students, will use California State Standards (CSS) aligned materials for mathematics and ELA. Every pupil in the school district will have sufficient access to the standards aligned instructional materials as reported in the Williams Settlement Act.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	3K ob4140 r6300 10K ob4340 r1100
NCCS will gather achievement data based on results from the following measures: Academic Performance Indicator (API) (to be determined); California Assessment of Student Performance and Progress (CAASPP); district benchmark assessments: Star Reading, Middle School Readiness Assessment (MDTP); subject matter and curriculum embedded assessments.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students who are at-risk of not achieving grade-level proficiency will receive math intervention via: credentialed teacher provided support during the day; tutoring services; homework help day and a two-week math summer school program.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	15K GF ob1130 1K GF ob4300
The Curriculum Coordinating Committee (CCC) will	K-8	<input checked="" type="checkbox"/> ALL	

begin the Next Generation Science Standards review. NCCS will implement new ELA/ELD curriculum		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Teachers will be provided with technology equipment and will have access to professional development to increase knowledge and skills related to internet safety, proctoring assessments that use technology, and hardware/software adopted by the NCCS.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	3K GF ob4400
Students, including unduplicated and special needs students, will be provided with equitable access to technology and will use technology to develop and apply skills in problem solving, critical thinking, collaboration and enrichment.	K-8	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	3K GF ob4400
English Learner students will receive English Language Development (ELD) instruction and intervention support.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will maintain student access to intervention services by providing an additional 4 hours per week of reading and math intervention classes.	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	8K GF ob1130
NCCS will provide parents with support and information related the CAASPP assessment system and how best to prepare their students for CSS aligned assessments at annual parent and monthly parent/teacher/student conferences.	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
<p>All students, including unduplicated and special needs students, will have access to a broad range of classes through core curriculum, home based study, on site electives/enrichment courses and educational stipend vendors.</p>	<p>TK-8</p>	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	<p>52K GF ob5800</p>

Goal 1 - LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The District will maintain 100% fully credentialed teachers in all TK-8 classrooms as measured by the Highly Qualified Teachers Data Sheet. • Teachers and support staff will participate in Professional Development (PD) activities and training to promote quality instruction and effective intervention support services as measured by PD participation rosters and conference attendance data. • Home/school support activities will be provided to promote parent involvement and communication. • NCCS will increase the participation rate on all state assessments by 5%. • Students will increase proficiency by 5% on curriculum embedded assessments, benchmark assessments, and CAASPP. • English Learner (EL) students will be re-designated on the CELDT and RFEP reclassification rate of 25% will be maintained. • All students will have access to a broad range of classes through core curriculum, electives, and enrichment courses. • Students will use CSS aligned materials in math and language arts. • Students who are at risk of not achieving grade level proficiency in math will receive math intervention. • Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs – does not apply • Students who have passed an advanced placement examination with a score of three (3) or higher - does not apply • High school dropout rates – does not apply • High school graduation rates – does not apply
---	---

<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>NCCS will maintain 100% fully credentialed teachers in all TK-8 classrooms providing instruction in core subjects or home study.</p>	<p>K-8</p>	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	<p>183K GF ob1100 34K GF ob3101 4K GF ob3331 45K GF ob3401 5K GF ob3601</p>
<p>Teachers and support staff will participate in professional development activities and training to support them in the implementation of adopted</p>	<p>K-8</p>	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils	<p>1.5K GF ob5200 2.2K ob5800 r6264</p>

programs and materials.		<input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
New teachers will participate in BTSA to receive support and teacher induction training.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Certificated staff will participate in staff collaboration meetings twice per month.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students, including unduplicated and special needs students, will be provided with classroom and home instruction centered on the California State Standards.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	15K GF ob4300
Students, including unduplicated and special needs students, will use California State Standards (CSS) aligned materials for mathematics and ELA. Every pupil in the school district will have sufficient access to the standards aligned instructional materials as reported in the Williams Settlement Act.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	3K ob4140 r6300 10K ob4340 r1100
NCCS will gather achievement data based on results from the following measures: Academic Performance Indicator (API) (to be determined); California Assessment of Student Performance and Progress (CAASPP); district benchmark assessments: Star Reading, Middle School Readiness Assessment (MDTP); subject matter and curriculum embedded	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	

assessments.			
Students who are at-risk of not achieving grade-level proficiency will receive math intervention via: credentialed teacher provided support during the day; tutoring services; homework help day and a two-week math summer school program.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	15K GF ob1130 1K GF ob4300
The CCC will begin the Next Generation Science Standards (NGSS) textbook review and adoption process.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Teachers will be provided with technology equipment and will have access to professional development to increase knowledge and skills related to internet safety, proctoring assessments that use technology, and hardware/software adopted by the NCSD.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	3K GF ob4400
Students, including unduplicated and special needs students, will be provided with equitable access to technology and will use technology to develop and apply skills in problem solving, critical thinking, collaboration and enrichment.	K-8	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	3K GF ob4400
English Learner students will receive English Language Development (ELD) instruction and intervention support.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will maintain student access to intervention services by providing an additional 4 hours per week of reading and math intervention classes.	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils	8K GF ob1130

		<input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will provide parents with support and information related the CAASPP assessment system and how best to prepare their students for CSS aligned assessments at annual parent and monthly parent/teacher/student conferences.	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
All students, including unduplicated and special needs students, will have access to a broad range of classes through core curriculum, home based study, on site electives/enrichment courses and educational stipend vendors.	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	52K GF ob5800 10K GF ob1130 3K GF ob2900

<p>GOAL: 2</p>	<p>Support an environment that ensures children and staff are healthy, safe, engaged, supported and challenged.</p>	<p>Related State and/or Local Priorities: 1V 2 3V 4 5V 6 v 7 8 COE only: 9 10 Local: Specify _____</p>
<p>Identified Need:</p>	<p>Through the processes of stakeholder engagement and input gathering, review of CHKS and LCAP survey results, review of SWIS referral data and input gathered from school site collaboration meetings, the following needs were identified: The district, including NCCS, needs to continue Positive behavior intervention support (PBIS) to ensure safe and healthy learning environments. The district, including NCCS, needs to increase parental involvement and school/home communication. The district, including NCCS, needs well-maintained schools that are safe for all persons. Staff need continued training to address all safety related scenarios: intruder; fire; earthquakes</p> <p>Metric(s): Annual California Healthy Kids Survey (CHKS): Compare participation and perception results between school years District LCAP Survey Results School-wide Information System (SWIS) data: discipline referral, suspension and expulsion rates P2 Average Daily Attendance (ADA) rates School Attendance Review Board (SARB) referrals Middle school drop out rates Frequency of use of school communicators; electronic notifications; School Messenger; district, school site, and teacher websites</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	
<p align="center">Goal 2 - LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Schools will continue to be maintained in good repair as measured by the Williams Settlement Case criteria and reports. • Decrease pupil suspension rates by 1%. • Maintain 0% expulsion rates. • Student feelings of safety at school will increase by 2% as measured by comparison of current and prior student responses on the California Healthy Kids Survey Report. • Maintain high attendance rates of 94.7% or above as measured on P2 Attendance Report. • Establish a baseline to address chronic absenteeism. Decrease chronic absenteeism rates by .5% as measured by attendance tracking data. • Maintain 0% middle school dropout rate. • Decrease the number of Office Discipline Referrals for major offenses by 2% as measured by the School-wide Information System (SWIS). • High school dropout rates – does not apply • High school graduation rates – does not apply 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schools will be maintained in good repair.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	8K GF ob2222 200 GF ob2237
Students will receive behavior support through the continued implementation of PBIS district wide/each school site. Staff will participate in professional development for PBIS. NCCS will begin Tier II training for PBIS to develop skills and processes to support at risk students.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Middle School Students will take the annual California Healthy Kids Survey. Staff will compare annual CHKS responses to the year before to determine if we increased the feelings of student safety.	5-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students will receive additional behavior support through the continued implementation of 1, 2, 3 Magic.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	1K ob5800 r6264 750 GF ob4200
Principals will meet with parents/families to address chronic absenteeism and will use Education Codes to strengthen school/district position of students being at school. Students will be referred to the School Attendance Review Board and County SMART Team if chronic absenteeism persists.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students will be acknowledged for good attendance.	K-8	<input checked="" type="checkbox"/> ALL OR:	

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will maintain access to district educational psychologist and Special Education programs.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will maintain Coordinator of Student Services and principal.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	50K GF ob1340 13K GF ob1360
NCCS will maintain access to the .50 Student Assistance Program Coordinator to provide counseling and other services to students.	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will maintain student access to after school programs, childcare, sports, enrichment, and academic coaches.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will purchase additional shade structures.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth	3K GF ob4400 10K GF ob1130 3K GF ob2900

Other Subgroups:(Specify) Special Education

Goal 2 - LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- Schools will continue to be maintained in good repair as measured by the Williams Settlement Case criteria and reports.
- Decrease pupil suspension rates by 1%.
- Maintain 0% expulsion rates.
- Student feelings of safety at school will increase by 2% as measured by comparison of current and prior student responses on the California Healthy Kids Survey Report.
- Maintain high attendance rates of 94.7% or above as measured on P2 Attendance Report.
- Establish a baseline to address chronic absenteeism. Decrease chronic absenteeism rates by .5% as measured by attendance tracking data.
- Maintain 0% middle school dropout rate.
- Decrease the number of Office Discipline Referrals for major offenses by 2.5% as measured by the School-wide Information System (SWIS).
- High school dropout rates – does not apply
- High school graduation rates – does not apply

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schools will be maintained in good repair.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	8K GF ob2222 200 GF ob2237
Students will receive behavior support through the continued implementation of PBIS district wide/each school site. Staff will participate in professional development for PBIS. NCCS will begin Tier II training for PBIS to develop skills and processes to support at risk students.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	

Middle School Students will take the annual California Healthy Kids Survey. Staff will compare annual CHKS responses to the year before to determine if we increased the feelings of student safety.	5-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students will receive additional behavior support through the continued implementation of 1, 2, 3 Magic.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	1K ob5800 r6264 750 GF ob4200
Principals will meet with parents/families to address chronic absenteeism and will use Education Codes to strengthen school/district position of students being at school. Students will be referred to the School Attendance Review Board and County SMART Team if chronic absenteeism persists.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students will be acknowledged for good attendance.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will maintain access to district educational psychologist and Special Education programs.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	

<p>NCCS will maintain Coordinator of Student Services.</p>	<p>K-8</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>50K GF ob1340 13K GF ob1360</p>
<p>The district will add one (.50 FTE) Student Assistance Program Coordinator to provide counseling and other services to students.</p>	<p>TK-8</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	
<p>NCCS will maintain student access to after school programs, childcare, sports, enrichment, and academic coaches.</p>	<p>K-8</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	
<p>NCCS will purchase additional shade structures.</p>	<p>K-8</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated Fluent English proficient <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>3K GF ob4400</p>

Goal 2 - LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Schools will continue to be maintained in good repair as measured by the Williams Settlement Case criteria and reports. • Decrease pupil suspension rates by 1%. • Maintain 0% expulsion rates. • Student feelings of safety at school will increase by 2% as measured by comparison of current and prior student responses on the California Healthy Kids Survey Report. • Maintain high attendance rates of 94.7% or above as measured on P2 Attendance Report. • Establish a baseline to address chronic absenteeism. Decrease chronic absenteeism rates by .5% as measured by attendance tracking data. • Maintain 0% middle school dropout rate.
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<ul style="list-style-type: none"> • Decrease the number of Office Discipline Referrals for major offenses by 2.5% as measured by the School-wide Information System (SWIS). • High school dropout rates – does not apply High school graduation rates – does not apply 	
Schools will be maintained in good repair.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups (Specify) <u>Special Education</u>	8K GF ob2222 200 GF ob2237
Students will receive behavior support through the continued implementation of PBIS district wide/each school site. Staff will participate in professional development for PBIS.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Middle School Students will take the annual California Healthy Kids Survey. Staff will compare annual CHKS responses to the year before to determine if we increased the feelings of student safety.	5-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students will be acknowledged for good attendance.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	1K ob5800 750 GF ob4200

Principals will meet with parents/families to address chronic absenteeism and will use Education Codes to strengthen school/district position of students being at school. Students will be referred to the School Attendance Review Board and County SMART Team if chronic absenteeism persists.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
Students will receive academic support through Discovery Workshop during the school day at Seven Hills and homework support and tutoring support after school.	5-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will maintain access to district educational psychologist and Special Education programs.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
NCCS will maintain the Coordinator of Student Services position.	K-8	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated Fluent English proficient <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	50K GF ob1340 13K GF ob1360
NCCS will maintain student access to after school programs, childcare, sports, enrichment, and academic coaches.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
The district will maintain one (.50 FTE) Student Assistance Program Coordinator to provide counseling and other services to	TK-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils	

students.

- | |
|---|
| <input type="checkbox"/> English Learners |
| <input type="checkbox"/> Redesignated Fluent English proficient |
| <input type="checkbox"/> Foster Youth |
| <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u> |

Annual Update

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

Guiding Questions:

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

2014/15 GOAL LCAP: 1	To develop systems to support improved student instruction and learning.		Related State and/or Local Priorities: 1v 2v 3v 4v 5 6 7v 8v COE only: 9 10 Local : Specify _____
Identified Need :	Need: Full implementation of the California State Standards (CSS) district-wide. Metrics: Formative and summative assessments: API (to be determined); CAASPP; CELDT; Star Reading; NWEA Map, grades 5 and 6; EL Reclassification; highly qualified teachers;		
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups:
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Fully credentialed teachers in all TK-8 classrooms 2. Teachers and support staff will participant in professional development activities, training 3. Early release day one day per month for instructional articulation/ collaboration time for certificated staff 4. BTSA support including for new teachers 5. Annual review of curriculum to promote and implement classroom instruction centered on CSS 6. Maintain sufficiency in standards aligned instructional materials/students will use CSS aligned materials 7. Home/school support activities designed to improve skills and increase depth of knowledge 8. Student level of achievement of 80% of students demonstrating proficiency 9. Math committee will recommend math materials for pilot and full 2015/16 implementation 10. Provide math intervention for students who are at-risk of not achieving grade-level proficiency 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Charter maintained 100% fully credentialed teachers. 2. All staff participated in professional development. 3. Staff participated in Early Release days one day per month for instructional articulation/ Collaboration. 4. All new teachers to the teaching profession participated in BTSA. 5. Classroom instruction was based on CSS. 6. Students used CSS aligned materials for mathematics (Go Math! in grades K-5, Big Ideas in grades 6-8). 7. Home/school connection was supported during Parent Math Nights and Parenting classes . 8. Students took benchmark assessments for math and language arts in grades Kindergarten through eighth and data was used to monitor subject matter proficiency. The 2015/2016 district benchmark performance levels for all State assessments were as follows: ELA (CAASPP) 81%; Math (CAASPP) 70%; Science (CST) 80%. 9. Math intervention was provided via: credentialed teacher provided math support during the day at Deer Creek School; Math pull out intervention for fifth and sixth graders; Discovery Workshop (45 minute period everyday) for seventh and eighth grade students not meeting math proficiency; After school tutoring at both Deer Creek and Seven Hills Middle School and a two-week math summer school program for students who will be in sixth, seventh and eighth grades during the 2016/17 school year

Goal 1 - LCAP Year 1: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Annual Expenditures
1. 100% full credentialed teachers in all TK-8 classrooms a. Fully credentialed teachers	\$201K ob1100	The Charter maintained 100% full credentialed teachers in all TK-8 classrooms.	201K GF ob1100
2. Teachers and support staff will participate in professional development activities and training a. Staff professional development	\$6K ob5200	Teachers and support staff participated in professional development activities and training. List: <ul style="list-style-type: none"> • August 18 – District In-service • Public school works • September 21 – County Staff Development • CSDC Conference • CCIS Conference 	3K GF ob5200
3. BTSA support including for new teachers a. New teachers participate in BTSA		The charter had no new teachers on staff.	
4. Collaboration time for certificated staff a. Collaboration time for certificated staff twice per month		Staff participated in collaboration during staff collaboration meetings twice per month.	
5. Classroom instruction centered on CSS a. Classroom instruction foundation using CSS		Students were provided with homeschool and classroom instruction centered on CSS.	
6. Students will use CSS aligned materials a. Students use CSS aligned materials for mathematics	\$8K ob4100	Students used CSS aligned materials for mathematics (Standards Plus, Kahn Academy, Go Math! in K-5, Big Ideas in 6-8).	25K ob4100
7. Home/school support activities designed to improve skills and increase depth of knowledge a. Home/school support via Parent Math Nights and Parenting classes	\$600 ob5871	Home/school support activities were provided via monthly teacher/parent/student conferences; monthly community field trips; Parent Math Nights; Subject Matter Specific Nights; and district provided Parenting classes. <ul style="list-style-type: none"> • 3 - Math Nights • 1 - Science Night • Monthly Field trips 	345 ob5871 350 r0905 ob4300
8. Student level of achievement of 80% of students demonstrating proficiency a. Benchmark assessments administered grades Kindergarten through eighth to	\$2K ob4300	Benchmark assessments were administered grades Kindergarten through eighth to monitor proficiency of students. State assessments were administered in grades 3-8. A statistically relevant sample size was not established on	2K ob4300

monitor proficiency of students			statewide assessments.	
9. Provide math and reading intervention for students who are at risk of not achieving grade-level proficiency. Math and reading intervention provided by credentialed teacher.	See goal #3		Math and reading intervention provided by credentialed teacher.	See goal #3
10. ELA review, pilot, and adoption			The NCS D CCC conducted a full ELA/ELD review and developed a complete plan for pilot, and adoption. NCCS principal chaired the CCC and provided resources to NCS D teachers/admin/staff/governing bodies.	
11. Technology equipment for teachers	\$4K ob4400		Technology equipment was purchased and updated for teachers. - 1 Teacher Computer - Classroom Cameras - 1 school video camera	2K ob4400
12. Technology training for Students			Technology training for Students was provided via weekly technology classes provided by a credentialed teacher.	
13. Increase student access to technology	\$4K ob4400		Increased student access to technology: 1 to 1 student to technology device ratio Purchased video and static cameras for student use	2K r0905 ob4300
Scope of service: Local Education Agency (LEA) – all	√ALL/LEA	Scope of service: Local Education Agency(LEA)- all		
<input 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: <ul style="list-style-type: none"> • Low Income pupils English Learners • Redesignated fluent English proficient • Foster Youth • Other Subgroups:(Specify)Special Education 		
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X 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)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

After reviewing this goal it was determined that we needed to rewrite it to make it clearer. We also decided to incorporate Goal 3 into Goal 1, as they were both academic goals that could be appropriately placed under our overarching academic goal. All stakeholders continue to be supportive of our monthly early release days and many ongoing projects specific to curriculum are completed in this time. Our teachers are credentialed and are correctly assigned, which allows our students access to high quality instruction. The county wide professional development day in September was the main opportunity for professional development this year and was well regarded by certificated staff.

The Curriculum Coordinating Council was revived and restructured this year with representation from every grade level as well as special education. The principal of NCCS chaired this committee and was able to represent the needs of the charter school within the district planning process. This group was active and made the decision to move forward with the ELA/ELD adoption process the 2016/2017 school years with unanimous consensus. NCCS will adopt the McGraw-Hill – StudySync curriculum for grades 6-8 in line with the NCSD 6-8 grades and will continue to pilot curricular programs for the 2016/2017 school year to find a curricular program that is right for the home school atmosphere for grades K-5.

NCCS plans to continue the implementation of new math adoption grades Kindergarten – eighth grade. We will continue to plan professional development and collaboration time for certificated staff to access to standards aligned materials and provide parents with clear direction and support for teaching the CSS aligned mathematics curriculum in the home study environment.

2014/15 GOAL LCAP: 2	To support an environment which ensures children and staff are healthy, safe, engaged, supported and challenged in a sustainable way.		Related State and/or Local Priorities: 1v 2 3 4 5v 6 v 7 8 COE only: 9 10 Local : Specify _____	
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All; Low Income pupils; English Learners; Redesignated fluent English proficient; Foster Youth; and SpEd	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Schools are maintained in good repair 2. Maintain pupil suspension rates of less than 1% 3. Maintain 0% expulsion rate 4. Annual California Healthy Kids Survey 5. High attendance rates 6. Address chronic absenteeism 7. Middle school dropout rate 8. High school dropout rates 9. High school graduation rates 10. LCFF Parent Survey 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Reviewed Williams Settlement Case criteria and reports quarterly 2. Maintained pupil suspension rates of less than 1% (0%) 3. Maintained 0% expulsion rate 4. Annual California Healthy Kids Survey 5. High attendance rates 6. Address chronic absenteeism 7. Middle school dropout rate 8. Does not apply 9. Does not apply 10. LCAP Parent Survey was administered March 2016
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. Schools are maintained in good repair <ol style="list-style-type: none"> a. Williams Settlement Case criteria and reports 		\$8K ob2222	Schools are maintained in good repair as measured by Williams Settlement Case criteria and reports.	10K ob2222
<ol style="list-style-type: none"> 11. Maintain 0% expulsion rate 			Maintained suspension rate of less than 1%. 2014/2015 suspension rate was 0%. Goal is to maintain suspension of less than 1%. Pathways to achieve this action were to implement PBIS; provide professional development for staff; and increase intervention services for students.	
<ol style="list-style-type: none"> 2. Expulsion rates <ol style="list-style-type: none"> a. Maintain our 0% expulsion rate - Pathways to achieve this action will be to implement PBIS district wide/each school site; professional development for staff; increased mental health services for student groups 			Maintained 0% expulsion rate. Pathways to achieve this action included implementation of PBIS; professional development for staff; increased mental health services for student groups.	

<p>3. Annual California Healthy Kids Survey</p> <ul style="list-style-type: none"> a. Administer to middle school students. b. Compare annual California Healthy Kids Survey to the year before to determine if we increased the feelings of student safety 		<p>Annual California Healthy Kids Survey was administered to middle school students. A statistically relevant sample size was not gathered so comparison to prior year was not possible.</p>	
<p>4. High attendance rates</p> <ul style="list-style-type: none"> a. Maintain or increase the 2014/15 district attendance rate of 94.7% in future years b. Reward good attendance with verbal and written praise; positive attendance assemblies 		<p>High attendance rates were maintained or increased. The 2014/15 charter attendance rate of 94.7% the current attendance rate is 95.4%.</p>	
<p>5. Address chronic absenteeism</p> <ul style="list-style-type: none"> a. Address chronic absenteeism by principals meeting with parents/families; using Education Codes to strengthen school/district position of students being at school; School Attendance Review Board; and County SMART Team 		<p>A chronic absenteeism baseline of % was established. Chronic absenteeism was addressed by principals: meeting with parents/families; using Education Codes to strengthen school/district position of students being at school; School Attendance Review Board; and County SMART Team.</p>	
<p>6. Maintain middle school dropout rate of less than 1%</p>		<p>Maintained middle school dropout rate of 0%.</p>	
<p>7. Implement PBIS at both school sites (district wide including our Charter School)</p> <ul style="list-style-type: none"> a. Continue professional development b. Provide students with positive feedback 	<p>\$1K ob4300</p>	<p>Implemented PBIS at all school sites (district wide including our Charter School).</p> <ul style="list-style-type: none"> c. Continued staff level professional development d. Provided students with positive feedback 	<p>\$1K ob4300</p>
<p>8. Expand Coordinator of Student Services Position.</p>	<p>\$47K ob1340 \$12K ob1360</p>	<p>Expanded Coordinator of Student Services/Principal Position.</p>	<p>\$47K ob1340 \$12K ob1360</p>
<p>9. Expand enrichment course offerings.</p>	<p>\$25K ob1130</p>	<p>Maintain after school programs: Childcare, Sports, Enrichment, Academic coaches</p>	<p>\$25K ob1130 \$34K ob5800</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p>	

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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are blessed with beautiful grounds and facilities. However, NCCS and our stakeholders have identified the need to increase shade coverage for the 2016/2017 school year. NCCS found great success with the current actions implemented to provide positive experiences for all students. Teams of certificated, classified, and management staff participated in PBIS training at NCSOS and NCCS completed a full Tier I implementation of PBIS this school year. We had great success with the implementation of PBIS and were able to meet the needs of 98% of our students using Tier I strategies. Next year we will begin Tier II training to learn interventions and supports to meet the needs of the 2% of our students who need additional support.</p> <p>NCCS used the services of Public School Works to provide online training for: Student Behavior, Intervention, and Support; Student Safety, Wellness, and Social Responsibility; Bullying – Beat Bullying; Disruptive and Noncompliant Behaviors – The Acting Out Cycle; Playground and Supervision; Student Use of Technology – Ensuring Safety; Teaching Children with ADHD – Behavioral Interventions.</p> <p>Through our process of gathering input from our stakeholders (classified, teachers, parents, students, administrators, board members) it was determined that more social/emotional support for students was needed, so the district is adding a .50 FTE Student Assistance Program Coordinator who will establish relationships with county services such as Behavioral Health and Domestic Violence/Sexual Assault Coalition to bring direct services to our students who need support.</p> <p>We rewrote this goal to further clarify the expected objectives.</p>
---	--

2014/15 GOAL LCAP: 3	All students will make grade level math proficiency as measured by CAASPP; grade-level and or subject matter assessments		Related State and/or Local Priorities: 1V 2 V 3 V 4 V 5 6 7 8 COE only: 9 10 Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All; Low Income pupils; English Learners; Redesignated fluent English proficient; Foster Youth; and SpEd	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Students will use CCSS aligned materials 2. Home/school support activities designed to improve skills and increase depth of knowledge 3. Student level of achievement of 80% of students demonstrating proficiency 4. Provide math and reading intervention for students who are at-risk of not achieving grade-level proficiency 5. Professional development for staff 6. Math intervention 7. Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Students will use CCSS aligned materials 2. Home/school support activities designed to improve skills and increase depth of knowledge 3. Student level of achievement of 80% of students demonstrating proficiency 4. Provide math and reading intervention for students who are at-risk of not achieving grade-level proficiency 5. Professional development for staff 6. Math intervention 7. Pupils that satisfy the requirements for entrance to the UC/CSU or career technical education programs
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Students will use CCSS aligned materials.	See goal 1	Students used CSS aligned materials for mathematics (Standards Plus, Kahn Academy, Go Math! in K-5, Big Ideas in 6-8).	See goal 1	

<p>2. Home/school support activities designed to improve skills and increase depth of knowledge</p> <p>a. Home/school support via Parent Math Nights and Parenting classes</p>	<p>See goal 1</p>	<p>Home/school support activities were provided via monthly teacher/parent/student conferences; monthly community field trips; Parent Math Nights; Subject Matter Specific Nights; and district provided Parenting classes.</p> <ul style="list-style-type: none"> • 3 - Math Nights • 1 - Science Night <p>Monthly Field trips</p>	<p>See goal 1</p>			
<p>3. Student level of achievement of 80% of students demonstrating proficiency: CAASPP, grade level/subject matter assessments</p>		<p>Benchmark assessments were administered grades Kindergarten through eighth to monitor proficiency of students. State assessments were administered in grades 3-8. A statistically relevant sample size was not established on statewide assessments.</p>				
<p>4. Provide math and reading intervention to students who are at-risk of not achieving grade-level proficiency.</p>	<p>\$10K ob1130 \$1K ob5800</p>	<p>Math and reading intervention provided by credentialed teacher during the school day, extended day program, contracted tutors and homework help/tutoring 1day per week.</p>	<p>\$10K ob1130 \$1K ob5800</p>			
<p>Scope of service:</p>	<p>Local Education Agency (LEA)- all</p>	<p>√ALL/LEA</p>	<p>Scope of service:</p>	<p>Local Education Agency (LEA)- all</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>			
<p>Scope of service:</p>			<p>Scope of service:</p>			
<p><input type="checkbox"/> XALL</p>			<p><input type="checkbox"/> X 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>			
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • We determined that this goal, specific to math, was redundant and have decided to embed this goal into Goal 1. 					

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 charter wide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>39,816</u>
<p>The Nevada City Charter School has no significant sub groups, so it is in the best interest of all students to use supplemental funds school wide. However, supplies and services that are supported by supplemental funding are mainly directed towards the unduplicated population of students in order to target and support individual needs. To ensure that each student receives the individualized support needed to meet Nevada City Charter School’s goals of helping all students to demonstrate proficiency in CSS Mathematics and English Language Arts, priority for assistance is first our unduplicated students; with remaining spots open for any student in need of help.</p> <p>Nevada City Charter has spent Supplemental funding on instructional aide services, PBIS/support services, math and ELA support materials, tutoring services, supplemental reading programs, increasing early intervention services for K-2 students by adding a 1.5 hr extended day program, technology based intervention software, technology based assessment programs, increased access to technology for students, and provided technology training for students. These services have been provided schoolwide for all students, especially those who are struggling academically.</p> <p>Due to the small size and non-classroom based, independent study nature of Nevada City Charter School, the most effective use of funds and staff is to provide increased and improved services to all students in order to serve all students who are struggling academically. All materials purchased to support unduplicated students are located in the public curriculum stacks and library at NCCS and are available for all homeschooling families to use. Services are effective in directly meeting the needs of our unduplicated pupils as well as any other student who is struggling.</p>	

- 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.

5.75	%	NCCS increased services for all students in 15/16 through adding additional student technology, providing additional technology training to students, increasing early intervention services for K-2 students by adding a 1.5 hr extended day program, increasing student aide time, starting PBIS, curriculum and intervention material purchases, addition of assessment programs, and individual student budgets. Supplemental math and English programs are reviewed and evaluated each year by teachers and administration to ensure quality and effectiveness. With these additions and improvements NCCS has demonstrated it has met the proportionality requirements.
------	---	---

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).