

# Nevada City School of the Arts

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Nevada City School of the Arts
<b>Street</b>	13032 Bitney Springs Rd.
<b>City, State, Zip</b>	Nevada City, CA 95959-9017
<b>Phone Number</b>	(530) 273-7736
<b>Principal</b>	Holly Ann Pettitt
<b>E-mail Address</b>	director@ncsota.org
<b>Web Site</b>	www.ncsota.org
<b>CDS Code</b>	29 10298 0114330

<b>District Contact Information</b>	
<b>District Name</b>	Nevada City School of the Arts
<b>Phone Number</b>	(530) 273-7736
<b>Superintendent</b>	Holly Ann Pettitt
<b>E-mail Address</b>	director@ncsota.org
<b>Web Site</b>	www.ncsota.org

### **School Description and Mission Statement (School Year 2016-17)**

Nevada City School of the Arts (NCSA), charter #869, is a public charter school serving students in Transitional Kindergarten through eighth grade. The school is located in a forested setting approximately ten miles from Grass Valley. NCSA was first sponsored by the Nevada City School district in 1994, then sponsored by Twin Ridges Elementary District from 1996 through 2005, and is currently sponsored by the Nevada County Superintendent of Schools. The Shared vision of NCSA is to provide a rigorous academic environment, using art as a lens to shape curriculum. The strong emphasis on learning through the arts means art, dance and music are woven into the curriculum to support and enhance studies. Nevada city School of the Arts has been four times honored: as a California Distinguished School, as a California Award Recipient, as the first charter school to be awarded the National Blue Ribbon School Award, and most recently voted as Best Charter School by readers of the Parent Resource Guide, a Sierra Foothills Magazine.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	53
<b>Grade 1</b>	41
<b>Grade 2</b>	40
<b>Grade 3</b>	40
<b>Grade 4</b>	39
<b>Grade 5</b>	41
<b>Grade 6</b>	51
<b>Grade 7</b>	52
<b>Grade 8</b>	50
<b>Total Enrollment</b>	407

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1
Asian	0.2
Filipino	0
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.2
White	80.3
Two or More Races	7.9
Socioeconomically Disadvantaged	50.4
English Learners	0.5
Students with Disabilities	11.1
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	18	19	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	.8%	.8%	0%
Total Teacher Misassignments *	3.3%	3.3%	0%
Vacant Teacher Positions	0%	0%	0%

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	81.0	19.1
All Schools in District	76.8	23.2
High-Poverty Schools in District	76.8	23.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Orten-Gillingham Spelling/phonics program - 2016. All other appropriate and sufficient materials are supplied	No	0%
Mathematics	Singapore Math – Math In Focus, 2015	Yes	0%
Science	Appropriate and sufficient materials are supplied	No	0%
History-Social Science	Appropriate and sufficient materials are supplied	No	0%
Health	Positive Prevention Cardea curriculum	Yes	0%
Visual and Performing Arts	Appropriate and sufficient materials are supplied	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Like most charter schools, our school facility is not provided by the state. We currently own our facility and the 316 acres of land on which it rests. We are continually looking for grants and additional funding from the state to renovate and upgrade our facilities when we can. We are upgrading our energy efficiency through the Clean Energy Proposition 39 funding to install energy efficient HVAC and lighting improvements. We are currently in the process of installing a natural playground area at our main building and starting the process of renovating all occupied buildings for accessibility for compliance with Americans with Disabilities Act (ADA). NCSA has a full time property manager, one full time and one part time custodian, and a full time facilities coordinator on staff who ensure our buildings are clean and who perform any needed maintenance that is required on site.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Renovation is needed to comply with Americans with Disabilities Act (ADA). We are in the process of starting construction plans to upgrade our bathrooms in occupied buildings.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		We are installing a natural playground in our main play area and working on creating a vision for the remainder of our school grounds as funding becomes available.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	49	52	42	44	44	48
<b>Mathematics</b>	30	29	26	29	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	39	35	89.7	60.0
	4	40	33	82.5	42.4
	5	41	38	92.7	42.1
	6	53	52	98.1	44.2
	7	51	49	96.1	69.4
	8	50	48	96.0	52.1
<b>Male</b>	3	20	19	95.0	52.6
	4	19	14	73.7	35.7
	5	23	23	100.0	47.8
	6	30	29	96.7	44.8
	7	25	24	96.0	66.7
	8	16	15	93.8	40.0
<b>Female</b>	3	19	16	84.2	68.8
	4	21	19	90.5	47.4
	5	18	15	83.3	33.3
	6	23	23	100.0	43.5
	7	26	25	96.2	72.0
	8	34	33	97.1	57.6
<b>American Indian or Alaska Native</b>	3	--	--	--	--
	6	--	--	--	--
<b>Asian</b>	4	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	7	--	--	--	--
<b>White</b>	3	34	31	91.2	58.1
	4	31	26	83.9	53.9
	5	38	35	92.1	37.1
	6	39	38	97.4	44.7
	7	39	37	94.9	73.0
	8	37	37	100.0	51.4
<b>Two or More Races</b>	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	18	17	94.4	52.9
	4	15	13	86.7	30.8
	5	23	22	95.7	45.5
	6	29	28	96.5	28.6
	7	25	23	92.0	56.5
	8	24	22	91.7	40.9
<b>English Learners</b>	4	--	--	--	--
<b>Students with Disabilities</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	39	35	89.7	34.3
	4	40	33	82.5	21.2
	5	41	38	92.7	18.4
	6	53	52	98.1	25.0
	7	51	49	96.1	36.7
	8	50	48	96.0	35.4
<b>Male</b>	3	20	19	95.0	31.6
	4	19	14	73.7	28.6
	5	23	23	100.0	21.7
	6	30	29	96.7	27.6
	7	25	24	96.0	37.5
	8	16	15	93.8	33.3
<b>Female</b>	3	19	16	84.2	37.5
	4	21	19	90.5	15.8
	5	18	15	83.3	13.3
	6	23	23	100.0	21.7
	7	26	25	96.2	36.0
	8	34	33	97.1	36.4
<b>American Indian or Alaska Native</b>	3	--	--	--	--
	6	--	--	--	--
<b>Asian</b>	4	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	7	--	--	--	--
<b>White</b>	3	34	31	91.2	35.5
	4	31	26	83.9	26.9
	5	38	35	92.1	17.1
	6	39	38	97.4	26.3
	7	39	37	94.9	40.5
	8	37	37	100.0	35.1
<b>Two or More Races</b>	3	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	18	17	94.4	29.4
	4	15	13	86.7	15.4
	5	23	22	95.7	9.1
	6	29	28	96.5	21.4
	7	25	23	92.0	13.0
	8	24	22	91.7	27.3
English Learners	4	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	67	61	66	50	48	58	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	91	85	93.4	65.9
Male	39	38	97.4	68.4
Female	52	47	90.4	63.8
White	75	71	94.7	66.2
Socioeconomically Disadvantaged	47	43	91.5	55.8
Students with Disabilities	13	11	84.6	36.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	65.9	12.2	12.2
7	34	24	18

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

Parent volunteers are the core of NCSA, from classroom volunteering and driving on Field Studies to serving on the Charter Governing Council as well as assisting with the two annual fundraisers that NCSA uses to support the arts program. Parents are also welcome to attend our Parent Advisory Group (PAG) meetings, held once a month, when our School Director listens to community concerns, asks for input, and updates parents on new happenings at the school. The Advisory Committee also provides a mentor contact for families new to NCSA. Additional support to new families is provided through enrollment meetings, at which point families learn about all that NCSA has to offer and gain more information about their critical support and how it helps us. NCSA appreciates any and all help received from parents.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	3.3	3.3	2.4	0.6	0.7	0.7	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Nevada City School of the Arts has developed a comprehensive school-wide safety and reunification plan that identifies major safety concerns as well as specific prevention and action strategies involving community and local law enforcement agencies. Working with school goals and priorities, our school maintains a safe and secure campus by fostering a positive learning environment that uses prevention strategies and emphasizes high expectations for student conduct. Members of our staff and students are also trained as part of the Federal Emergency Response Agency's (FEMA) Community Emergency Response Team (CERT) to provide critical support in an emergency.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	33.3

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	17	3			18	1	2		18	3		
<b>1</b>	20	1			20	2			20	2		
<b>2</b>	20	1			20	1			20	2		
<b>3</b>	20	2			20	2			20	2		
<b>4</b>	27		1		27		1		27		2	
<b>5</b>	27		2		27		2		27		2	
<b>6</b>	41		2	4	35		2	1	26		2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	41			2	26		4		26		4			
Mathematics	28		3		25	1	3		26		4			
Science	42			2	26		4		26		4			
Social Science	41			2	26		4		26		4			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		0
Counselor (Social/Behavioral or Career Development)	.32	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	1.8	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,016	\$1,728	\$8,288	\$49,884
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	46.0	

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2015-16)

Funding provides for all educational services, including instructional materials, professional development, salaries, facility costs, maintenance, health services and other expenses. Funds are provided through the Local Control Funding Formula, Lottery, local, state and federally funded programs and grants.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

The area of primary focus is implementation of the Common Core State Standards testing and curriculum. This includes training on our new math program, Math In Focus, as well as providing high quality explicit instruction to growing readers (Orten Gillingham), and shifting instruction in science to incorporate the Next Generation Science Standards. We include in our budget professional development money that can be spent on workshops and training geared toward Common Core. We have on-site training and allow for travel to conferences and workshops as necessary. Our teachers are supported by completing a reflective video-taping and goal-setting process that encourages internal reflection and growth, a formative process, rather than a focus on external evaluation. Resources, collaboration sessions, training, and workshops are recommended or provided based on these goals.