

Local Control and Accountability Plan

Nevada County Office of Education

Nevada City School of the Arts

July 1, 2015 – June 30, 2018

Introduction:

LEA: Nevada City School of the Arts Contact: Holly Pettitt, Director, director@ncsota.org, (530) 273-7736 x208 LCAP Year: 2014-15

NCSA is a County Wide Benefit Charter, which currently serves 387 pupils in Transitional Kindergarten through Grade 8. 50% of our pupils are low-income and 20% are pupils with disabilities. The mission of the Nevada City School of the Arts is to nurture and inspire academic excellence through the arts in children in Transitional Kindergarten through 8th grade. Our goals are to encourage pupils to be self-motivated, competent, lifelong learners through self-directed learning opportunities initiated and pursued through collaboration between pupils, parents, and teachers; for pupils to perform and achieve as well as or better than pupils in traditional California public schools by the end of 8th grade; for pupils to demonstrate integrated learning across major subject areas; and to provide experiences and activities which develop the whole child academically, socially, emotionally, culturally and physically.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Nevada City School of the Arts (NCSA) provides educational opportunities for 350 pupils, grades K through 8, in Nevada County. Pupils are selected to attend NCSA via lottery. Stakeholder involvement in the development of our goals was sought and gathered in a variety of ways.</p> <ul style="list-style-type: none"> • Monthly Parent Advisory Group meetings were held, with representation from parents of pupils in both significant subgroups, to discuss strategies to build connection between pupils, teachers, and parents. • Bi-Weekly Staff Meetings were held to discuss LCAP goals and identify areas of need for teacher and pupil support. • Feedback from stakeholders has been essential in supporting improved outcomes for unduplicated pupils related to state/local priorities during weekly special education team meetings. The team created and refined a support structure for the RtI process, which includes pupils with disabilities. • Teachers/Staff Surveys, Parent Surveys, and Pupil Surveys were distributed to gain feedback on satisfaction with school support and suggestions for improvement. • Monthly Charter Governance Council board meetings were held to share, discuss, and receive feedback on local Strategic Plan objectives and LCAP goals. 	<p>Stakeholder input provided NCSA with several identified areas of focus to promote student success that also meet our local Strategic Plan goals. These needs were expressed across all stakeholder groups: pupils, including unduplicated pupils, teachers, staff, parents, and our Charter Governance Council board, which includes representatives for NCSA alumni and the county community.</p> <p>The following student priorities were described by stakeholders and have been incorporated into our plan:</p> <ul style="list-style-type: none"> • English Language Arts achievement • Mathematics achievement • Community connectedness and school safety • Technology for business, teaching, and learning <p>Results from stakeholder feedback reinforced needs and clarified goals. NCSA reevaluated actions and services provided to charter-wide and targeted pupil groups, which included revising measurable outcomes and the addition of several actions and services. Resulting expenditures were also reviewed.</p>

Annual Update:

In development of the annual update, stakeholders were involved and engaged in supporting implementation of the LCAP through Charter Governance Council board meetings, Parent Advisory Group Meetings, staff meetings, and surveys.

June 1, 2014 – An all staff meeting was held in which stakeholders were asked to identify their 2014-15 needs. Feedback was added to the 2015 annual update or implemented in the plan for future years as indicated in the actions and services for each goal:

- Goals 1 & 2: To have continuity and direction in all subjects, building upon each other with the same foundation; Collaboration time
- Goal 3: To cultivate, generate, and model generosity; To increase parent involvement, enthusiasm, and support for teachers and pupils; To create a stronger bridge and deeper connection between upper and lower campuses; To create a healthier workplace; To hire a theater director/drama teacher
- Goal 4: Better, more simple and effortless integration of technology in classrooms; Elmo projector for art rooms; New computers

August 30, 2014 – An all staff two-day retreat was held in which stakeholders came together to build community and were asked to set goals and plan for the 2014-15 school year:

- Goal 1: Best practices for pre- and post- writing assessments were discussed, including genre and writing rubric criteria to maintain consistency between grade-level.
- Goal 2: Best practices for pre- and post- math assessments were discussed and teachers created benchmark assessments based on essential skills for their grade-level.
- Goal 3: Teachers worked together to build a cohesive teacher community by discussing concerns and planning for the upcoming school year.

November 14, 2014 – A student survey was distributed to all pupils in first through eighth grade to gain feedback on teaching, engagement, safety, and other school norms.

Annual Update:

The NCSA community response to implementation of the LCAP was mostly positive. While there is often resistance to change and growth in a small, close-knit community setting, the initial year of LCAP implementation resulted in both significant accomplishments and important lessons.

The most significant accomplishments from our LCAP include establishing a Response to Intervention model. While refining this process is ongoing, pupils, teachers, parents, and special education staff have a process through which they can seek support and goals to achieve success can be set.

Another significant accomplishment was to provide counseling services to an extended population. NCSA's in-school counselor was initially hired in February of 2014, so the offer of services to unduplicated pupils was new. This support has been so successful that we are continuously working to extend services offered.

Stakeholder feedback from 2013-14 surveys showed a need for increased community connectedness. As a result, in addition to the originally planned actions and services, NCSA put forth many efforts to build community, which were very successful. With these efforts in place and continued actions and services planned, the hope is to continue to strengthen the overall community and focus on specific needs within this general goal. For example, in 2015-16 NCSA will focus specifically on improving facilities.

December 3, 2014 – A CGC Retreat was held to discuss NCSA’s current local Strategic Plan and review what has been accomplished, what still needs to be done, and what needs to be added. A conversation has been ongoing about how the state LCAP and the local Strategic plan documents should together to address both the business aspects of NCSA and support for pupils. Previously, all information in the LCAP had been covered through the Strategic Plan. While stakeholder feedback covered both aspects of business and student support, feedback that was relevant to the LCAP was transferred into actions and services.

- Feedback is to align salary schedule/compensation with local schools to become a competitive workplace and support teachers in professional development – LCAP Goals 1 & 2
- Feedback is to create an Advisory Committee to assist with the decision making process, supporting all school decisions and decisions affecting pupils, including unduplicated pupils. – Goal 3
- Feedback is to support community through improving facilities, which includes ensuring the learning environment is healthy and safe for all pupils, including unduplicated pupils. A healthy, safe, and community-focused learning environment also has positive effects on attendance. – Goal 3
- Feedback is to redefine curriculum goals, looking at our Measurable Outcomes along with Common Core. This includes ensuring that report cards are teacher-friendly and provide clear communication to parents about student progress. It is also important to create an online portal that parents can use to access grades. Progress on Benchmark Assessments for all pupils, especially unduplicated pupils, will be measured through our student information system. – Goals 1, 2, & 3
- Feedback is to identify a curriculum that supports NCSA’s teacher and pupil needs and to ensure that all pupils, including unduplicated pupils, are provided the support they need to stay on track. – Goal 2
- Feedback is to bring a Theater Artist in to staff to incorporate the theater arts into the curriculum and solidify the presentation piece. – Goals 1 & 2
- Feedback is to update our social curriculum, Passageworks, for new teachers/staff, provide anti-bullying education for parents, provide classroom management for electives teachers, and provide an emotional literacy class for kids that are entering NCSA. – Goal 3 & Strategic Plan
- Feedback is to ensure that keyboarding and technology instruction, including technology safety, are offered so that pupils can meet the demands of state testing and common core. NCSA teachers also need professional development on technology so they can support technology as part of the future for our kids.– Goal 4

One significant addition to NCSA’s LCAP is the updated emergency plan. This addition came not only from stakeholder feedback, but also from need due to remote forested location and state mandates. It was also the hope that ensuring a detailed emergency plan is in place, the NCSA community can feel more comfortable.

NCSA’s new technology plan was a significant accomplishment that came about as a result of the LCAP goal creation process. The Technology Plan was needed to apply for the e-rate program that will offset increased technology-related costs and includes increased internet speed, both of which are necessary to conduct school business as well as making it possible to access current technology standards so pupils at NCSA can take the state tests as required.

December 9, 2014 – A staff meeting was held in which stakeholders discussed the importance of creating an Advisory Committee, consisting of representatives from each team/department to facilitate the decision-making process, bridge communication between teachers/staff and administration, and increase satisfaction with the school community. Also during this meeting, efforts to update the school emergency plan and create an official reunification plan were discussed.

January 11, 2015 – A staff meeting was held in which stakeholders discussed propositions for expansion changes and classroom relocation. Input on best practices was sought in order to maintain teacher satisfaction while also building community, improving parent satisfaction, and allowing optimal collaboration between teachers.

February 10, 2015 – Stakeholders were asked to complete an all-staff survey that was revised from the 2013-14 survey to align with our local strategic plan. The purpose of this survey was to gain feedback about actions and services to support students, directly or indirectly, including unduplicated pupils.

February 17, 2015 – A staff meeting was held in which stakeholders discussed math instruction at NCSA. Feedback on the Go Math pilot was sought and alternatives were explored to best meet the needs of NCSA's population and philosophy, including options of bypassing a program to strengthen scope and sequence and overall instructional practices.

February 24, 2015 – A staff meeting was held in which stakeholders worked to align essential skills and essential vocabulary in math. Stakeholders also discussed the need for discussion about common instructional practices and the best practices of implementing a developmental math assessment model.

February 25, 2015 - Stakeholders were asked to complete parent survey that was revised from the 2013-14 school year to align with our local strategic plan. The purpose of this survey was to gain feedback about satisfaction with actions and services currently in place to support students, including unduplicated pupils, as well as suggestions for improvement.

March 17, 2015 – A staff meeting was held in which stakeholders discussed the purpose of team meetings and how best to use the collaboration time to support students.

March 24, 2015 – A staff meeting was held to share feedback from the Staff Survey.

Areas of need are:

- Workload, which will continue to be addressed through support from aides and in 2015-16 with a new compensation package/salary schedule, Goals 1 & 2.
- Professional development, which will be addressed through Goals 1 & 2 and is also required for new teachers to increase pay on the new salary schedule.
- The best use of time during Team Meetings to support unduplicated pupils is an ongoing discussion and addressed in Goals 1 & 2.
- Criteria for Evaluations will be improved as planned in Goals 1 & 2 in the LCAP through the implementation of the TeachPoint

April 14, 2015 – A staff meeting was held in which stakeholders discussed a compensation package, which would include a professional development component to gain increased pay. Math program options were also discussed with possibilities to assist in research and decision-making.

April 21, 2015 – Stakeholders reviewed possible salary schedules and discussed how increased salaries would improve teacher satisfaction, ensure NCSA is a competitive workplace, and promote professional development.

May 5, 2015 – A staff meeting was held in which stakeholders discussed CAASPP testing and the challenges it presents for students and finalized a compensation package for teachers.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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

GOAL 1:	All pupils will improve their progress toward NCSA's Arts-integrated Measureable Outcomes in ELA through strategic academic interventions and differentiated instructional practices.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> Local: Strategic Plan Objectives 4, 8
Identified Need:	Need: To improve pupil achievement and performance toward ELA Measurable Outcomes. Metrics: Teacher misassignment ratio; Standards-aligned instructional materials; English Language Development (ELD) standards; Course Access; California Assessment of Pupil Performance and Progress (CAASPP); Annual Performance Index (API); English Learner (EL) reclassification rate; Local Assessments (Developmental Reading Assessment (DRA), Words Their Way Assessments, Writing Assessments; Lexia Reports); Pupil Survey; Parent Survey; Teacher Survey	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Rate of teacher misassignment – *Any misassigned teacher has been given a credential exception by the Charter Governance Council. The credential exception must be reviewed by CGC yearly.*
- Pupil access to standards-aligned instructional materials – *Increase alignment of Measurable Outcomes with CCSS*

Priority 2: Implementation of State Standards

- Implementation of CCSS for all pupils - *Increase alignment of Measurable Outcomes with CCSS*
- ELD Standards – *Increase implementation of ELD Standards, as applicable*

Priority 7: Course Access

- Pupil access and enrollment in all required areas of study – *NCSA serves pupils through Middle School and pupil access and enrollment in all required areas of study is met through their teachers*

Priority 4: Pupil Achievement

- Performance on Standardized tests (CAASPP) – *Improve overall scores from 2014-15 school year*
- Score on Academic Performance Index (API) – *Meet or exceed growth on API target, as applicable*
- Share of ELs that become English proficient – *ELs will improve on CELDT scores toward proficiency*
- EL reclassification rate – *Maintain or improve EL reclassification rate*

Priority 8: Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study – *90% of pupils not receiving support through RtI will score proficient on local assessments*

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - *90% of pupils not receiving support through RtI will score proficient on local assessments*

Objective 8: Technology – *Increase use of technology for pupils receiving support through RtI*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 1: 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Transition to a new salary schedule with increased base salary and requirements for continued education to advance so that NCSA may become a competitive workplace and recruit Highly Qualified teachers.</p> <p>Provide release time for teachers and artists align CCSS and Arts-integrated Measurable Outcomes, creating continuity and direction in ELA through a curriculum plan where each grade builds upon each other with a solid foundation.</p> <p>Provide collaboration time to plan instructional activities/materials toward Measurable Outcomes through Team Meetings.</p> <p>Continue discussions about best practices for pre- and post-writing assessments and rubric use through Staff Meetings.</p> <p>Administer local assessments to measure progress toward curricular goals.</p> <p>Provide BTSA training to new teachers.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	<p>\$95,000 – General Funds, Salary Increases</p> <p>\$ 3,300- General Funds, Release Time</p> <p>\$3,500 – General Funds, BTSA</p>

<p>Increase Reading Specialist hours to provide more intensive interventions to Tier 2 pupils.</p> <p>Provide Reading Specialist priority to unduplicated pupils.</p> <p>Provide teachers with workshops and trainings to increase their satisfaction with level of professional development, as applicable. ELA teachers will tie professional development to student improvement in Reading/Writing.</p> <p>Provide increased support for teachers in targeting specific pupil needs based on progress monitoring results and in</p>	<p>Targeted</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u>X</u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u>X</u> Foster Youth</p> <p><u>X</u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: Pupils with disabilities</p>	<p>\$36,000 - Supplemental and Concentration Funds, Reading Specialist</p> <p>\$10,000 – Supplemental and Concentration Funds, Professional Development</p> <p>\$8,600 – Supplemental and Concentration Funds, Lexia</p> <p>\$35,000 – Supplemental and</p>
--	------------------------	--	---

identifying and documenting intervention strategies.

Continue use of Lexia to assist RtI and unduplicated pupils with reading foundation and comprehension skills.

Purchase 80 additional licenses for Lexia to use as early intervention for all K/1 pupils.

Restructure Magic Forest / after school programs to increase educational opportunities, including programs to support unduplicated pupils. The restructure includes hiring a certified teacher to direct the program, a tutoring component and an Instructional Aide.

Provide Extended School Year, as appropriate.

All pupils with disabilities participate in the general education program to the maximum extent possible. Educational services in ELA are provided according to IEP goals for each student.

Concentration Funds, Magic Forest

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Rate of teacher misassignment – *Any misassigned teacher has been given a credential exception by the Charter Governance Council. The credential exception must be reviewed by CGC yearly.*
- Pupil access to standards-aligned instructional materials – *Increase alignment of Measurable Outcomes with CCSS*

Priority 2: Implementation of State Standards

- Implementation of CCSS for all pupils - *Increase alignment of Measurable Outcomes with CCSS*
- ELD Standards – *Increase implementation of ELD Standards as applicable*

Priority 7: Course Access

- Pupil access and enrollment in all required areas of study – *Pupil access and enrollment in all required areas of study is met through their teachers*

Priority 4: Pupil Achievement

- Performance on Standardized tests (CAASPP) – *Improve overall scores from 2015-16 school year*
- Score on Academic Performance Index (API) – *Meet or exceed growth on API target, as applicable*
- Share of ELs that become English proficient – *ELs will improve on CELDT scores toward proficiency*
- EL reclassification rate – *Maintain or improve EL reclassification rate*

Priority 8: Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study – *95% of pupils not receiving support through RtI will score proficient on local assessments*

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - *95% of pupils not receiving support through RtI will score proficient on local assessments*

Objective 8: Technology – *Increase use of technology for pupils receiving support through RtI*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 2: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide release time for teachers and artists to align CCSS and Arts-integrated Measurable Outcomes, thereby clarifying a curriculum plan in Writing.</p> <p>Provide collaboration time to plan instructional activities/materials toward Measurable Outcomes through Team Meetings.</p> <p>Administer local assessments to measure progress toward curricular goals.</p> <p>Provide BTSA training to new teachers.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>\$ 3,300- General Funds, Release Time</p> <p>\$3,500 – General Funds, BTSA</p>

<p>Continue to provide intensive interventions to Tier 2 pupils through the Reading Specialist with priority to unduplicated pupils.</p> <p>Provide teachers with workshops and trainings to increase their satisfaction with level of professional development, as applicable. ELA teachers will tie professional development to student improvement in Reading/Writing.</p> <p>Provide increased support for teachers in targeting specific pupil needs based on progress monitoring results and in identifying and documenting intervention strategies.</p> <p>Continue use of Lexia to assist RtI / unduplicated pupils with reading foundation and comprehension skills and as early intervention for all K/1 pupils.</p> <p>Continue after-school tutoring through Magic Forest.</p> <p>Provide Extended School Year, as appropriate.</p>	<p>Targeted</p>	<p><u>_</u> ALL</p> <hr/> <p>OR:</p> <p><u>X</u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u>X</u> Foster Youth</p> <p><u>X</u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: Pupils with disabilities</p>	<p>\$36,000 - Supplemental and Concentration Funds, Reading Specialist</p> <p>\$10,000 – Supplemental and Concentration Funds, Professional Development</p> <p>\$35,000 – Supplemental and Concentration Funds, Magic Forest</p>
---	------------------------	---	--

All pupils with disabilities participate in the general education program to the maximum extent possible. Educational services in ELA are provided according to IEP goals for each student.

--

LCAP Year 3: 2017-18

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Rate of teacher misassignment – *Any misassigned teacher has been given a credential exception by the Charter Governance Council. The credential exception must be reviewed by CGC yearly.*
- Pupil access to standards-aligned instructional materials – *Increase alignment of Measurable Outcomes with CCSS*

Priority 2: Implementation of State Standards

- Implementation of CCSS for all pupils - *Increase alignment of Measurable Outcomes with CCSS*
- ELD Standards – *Increase implementation of ELD Standards as applicable*

Priority 7: Course Access

- Pupil access and enrollment in all required areas of study – *NCSA serves pupils through Middle School and pupil access and enrollment in all required areas of study is met through their teachers*

Priority 4: Pupil Achievement

- Performance on Standardized tests (CAASPP) – *Improve overall scores from 2016-17 school year*
- Score on Academic Performance Index (API) – *Meet or exceed growth on API target, as applicable*
- Share of ELs that become English proficient – *ELs will improve on CELDT scores toward proficiency*
- EL reclassification rate – *Maintain or improve EL reclassification rate*

Priority 8: Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study – *100% of pupils not receiving support through RtI will score proficient on local assessments*

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - *100% of pupils receiving support through RtI will score proficient on local assessments*

Objective 8: Technology – *Increase use of technology for pupils receiving support through RtI*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 3: 2017-18

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Communicate Curriculum Plan to parents.</p> <p>Provide collaboration time to plan instructional activities/materials toward Measurable Outcomes.</p> <p>Administer local assessments to measure progress toward curricular goals.</p> <p>Provide BTSA training to new teachers.</p> <p>Continue use of Lexia in K/1.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	<p>\$ 3,300 – General Funds, Release Time</p> <p>\$3,500 – General Funds, BTSA</p>

<p>Continue to provide intensive interventions to Tier 2 pupils through the Reading Specialist with priority to unduplicated pupils.</p> <p>Provide teachers with workshops and trainings to increase their satisfaction with level of professional development, as applicable. ELA teachers will tie professional development to student improvement in Reading/Writing.</p> <p>Provide increased support for teachers in targeting specific pupil needs based on progress monitoring results and in identifying and documenting intervention strategies.</p> <p>Renew Lexia licenses to assist RtI / unduplicated pupils with reading foundation and comprehension skills and as early intervention for all K/1 pupils.</p> <p>Apply for grant to continue after-school tutoring through Magic Forest.</p> <p>Provide Extended School Year, as appropriate.</p>	<p>Targeted</p>	<p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>X</u> Low Income pupils</p> <p><u>X</u> English Learners</p> <p><u>X</u> Foster Youth</p> <p><u>X</u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: Pupils with disabilities</p>	<p>\$36,000 - Supplemental and Concentration Funds, Reading Specialist</p> <p>\$10,000 – Supplemental and Concentration Funds, Professional Development</p> <p>\$11,500 – Supplemental and Concentration Funds, Lexia</p> <p>\$35,000 – Supplemental and Concentration Funds, Magic Forest</p>
---	------------------------	---	--

All pupils with disabilities participate in the general education program to the maximum extent possible. Educational services in ELA are provided according to IEP goals for each student.

--

GOAL 2:	All pupils will improve their progress toward NCSA's Arts-integrated Measurable Outcomes in Math through strategic academic interventions and differentiated instructional practices.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local: Strategic Plan Objective 4
Identified Need:	To improve pupil achievement and performance toward Arts-integrated Measurable Outcomes. Metrics: Teacher misassignment ratio; Standards-aligned instructional materials; Course Access; California Assessment of Pupil Performance and Progress (CAASPP); Annual Performance Index (API); Local Assessments (Math Benchmark Assessment); Pupil Survey; Parent Survey; Teacher Survey	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Rate of teacher misassignment – *Any misassigned teacher has been given a credential exception by the Charter Governance Council. The credential exception must be reviewed by CGC yearly.*
- Pupil access to standards-aligned instructional materials – *Increase alignment of Measurable Outcomes with CCSS*

Priority 2: Implementation of State Standards

- Implementation of CCSS for all pupils - *Increase alignment of Measurable Outcomes with CCSS*

Priority 7: Course Access

- Pupil access and enrollment in all required areas of study – *NCSA serves pupils through Middle School and pupil access and enrollment in all required areas of study is met through their teachers*

Priority 4: Pupil Achievement

- Performance on Standardized tests (CAASPP) – *Improve overall scores from 2014-15 school year*
- Score on Academic Performance Index (API) – *Meet or exceed growth on API target, as applicable*

Priority 8: Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study – *90% will improve on local assessments*

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - *90% will improve on local assessments*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 1: 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide release time in which teachers communicate to align CCSS and Measurable Outcomes, thereby clarifying a curriculum plan in Math.</p> <p>Create Developmental Math Assessments to measure progress toward Measurable Outcomes.</p> <p>Provide teachers with workshops and trainings to increase their satisfaction with level of professional development, as applicable. ELA teachers will tie professional development to student improvement in Reading/Writing.</p> <p>Provide BTSA training to new teachers.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: _____</p>	<p>Release Time & Professional Development Expenditures included in ELA Goal</p>

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Rate of teacher misassignment – *Any misassigned teacher has been given a credential exception by the Charter Governance Council. The credential exception must be reviewed by CGC yearly.*
- Pupil access to standards-aligned instructional materials – *Increase alignment of Measurable Outcomes with CCSS*

Priority 2: Implementation of State Standards

- Implementation of CCSS for all pupils - *Increase alignment of Measurable Outcomes with CCSS*
- ELD Standards – *Increase implementation of ELD Standards as applicable*

Priority 7: Course Access

- Pupil access and enrollment in all required areas of study – *NCSA serves pupils through Middle School and pupil access and enrollment in all required areas of study is met through their teachers*

Priority 4: Pupil Achievement

- Performance on Standardized tests (CAASPP) – *Improve overall scores from 2014-15 school year*
- Score on Academic Performance Index (API) – *Meet or exceed growth on API target as applicable*
- Share of ELs that become English proficient – *ELs will improve on CELDT scores toward proficiency*
- EL reclassification rate – *Maintain EL reclassification rate*

Priority 8: Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study – *90% will improve on local assessments*

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - *90% will improve on local assessments*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 2: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Adopt a K-8 math program to increase consistency across grade-levels and academic achievement.</p> <p>Provide professional development on adopted math program.</p> <p>Communicate Math Curriculum Plan to parents.</p> <p>Use local assessments to measure pupil progress toward Measurable Outcomes.</p> <p>Provide teachers with workshops and trainings to increase their satisfaction with level of professional development, as applicable. Math teachers will tie professional development to student improvement.</p> <p>Provide BTSA training to new teachers.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: _____</p>	<p>\$ 60,000 – Common Core Funding, Math Program</p> <p>\$500 – General Funds, CCSS Parent Communication</p>

LCAP Year 3: 2017-18

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Rate of teacher misassignment – *Any misassigned teacher has been given a credential exception by the Charter Governance Council. The credential exception must be reviewed by CGC yearly.*
- Pupil access to standards-aligned instructional materials – *Increase alignment of Measurable Outcomes with CCSS*

Priority 2: Implementation of State Standards

- Implementation of CCSS for all pupils - *Increase alignment of Measurable Outcomes with CCSS*
- ELD Standards – *Increase implementation of ELD Standards as applicable*

Priority 7: Course Access

- Pupil access and enrollment in all required areas of study – *NCSA serves pupils through Middle School and pupil access and enrollment in all required areas of study is met through their teachers*

Priority 4: Pupil Achievement

- Performance on Standardized tests (CAASPP) – *Improve overall scores from 2014-15 school year*
- Score on Academic Performance Index (API) – *Meet or exceed growth on API target as applicable*
- Share of ELs that become English proficient – *ELs will improve on CELDT scores toward proficiency*
- EL reclassification rate – *Maintain EL reclassification rate*

Priority 8: Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study – *90% will improve on local assessments*

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - *90% will improve on local assessments*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 3: 2017-18

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Administer local assessments to measure pupil progress toward Measurable Outcomes.</p> <p>Provide teachers with workshops and trainings to increase their satisfaction with level of professional development, as applicable. Math teachers will tie professional development to student improvement.</p> <p>Provide BTSA training to new teachers.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: _____</p>	<p>Professional Development Expenditures included in ELA Goal</p>

GOAL 3:	Efforts to improve overall satisfaction with community and facilities will be increased.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Strategic Plan Objectives 1, 3, 6, 7
Identified Need:	Need: To improve sense of community between parents, staff, and pupils. Metrics: Facility reports; Volunteer rates; Parent Advisory Group (PAG) participation rates; School attendance rates; Middle School dropout rates; Pupil suspension rates; Discipline records; Pupil Survey; Parent Survey; Teacher Survey	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Facilities in good repair – *Increase parent satisfaction with school facilities from 66%*

Priority 3: Parent Involvement

- Efforts to seek parent input – *Increase participation on Parent Survey from 60%*
- Promotion of parental participation in programs for unduplicated pupils and special needs subgroups – *Maintain parent participation in our special needs and significant subgroups population through conferencing, surveys, and intake procedures*

Priority 5: Pupil Engagement

- School attendance rates – *Increase attendance rate to 95%*
- Chronic absenteeism rates – *Reduce chronic absenteeism rate from 5%*
- Middle school dropout rates – *Reduce middle school dropout rate to 0%*

Priority 6: School Climate

- Pupil suspension rates – *Maintain < 5% pupil suspension rate; Decrease suspension for unduplicated pupils from 65%*
- Pupil expulsion rates – *Maintain expulsion rate of 0%*
- Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness – *Maintain efforts to survey pupils, parents, and teachers, including opportunities to respond to safety and school connectedness*

NCSA Strategic Plan

Objective 1: Funding – *Increase attendance rate to 95%*

Objective 3: Facility – *Increase parent satisfaction with school facilities from 66%*

Objective 6: Social Curriculum – *Maintain efforts to survey pupils, parents, and teachers, including opportunities to respond to safety and school connectedness*

Objective 7: Community – *Increase volunteer rates from 64%*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 1: 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Apply for incentives grant for remodel/repair of school facility, up to \$400,000.</p> <p>Relocate and remodel classrooms to accommodate track changes was added to increase parent satisfaction and sense of community. Remodel will include renovation of a Kindergarten classroom and purchase of new furniture.</p> <p>Develop a facilities plan.</p> <ul style="list-style-type: none"> - Continue upkeep and repair of the facility and grounds. - Set up Campus Beautification Days to improve pupil participation and volunteerism. - Establish a Facility Improvement Team of parent volunteers. <p>Upgrade of playground equipment was added as expressed through the parent survey to increase overall sense of safety.</p> <p>Continue Attendance Awareness Program to improve pupil attendance, increase in-school learning time, and build classroom community/morale.</p> <ul style="list-style-type: none"> - Inform parents about attendance rates. - Enforce SARB policy consistently. <p>Provide teachers and staff with Passageworks Social Curriculum training to enhance school curriculum so pupils are more engaged.</p> <p>Require new parents attend an information meeting prior to applying to NCSA.</p> <p>Provide Parent Meetings to support classroom concerns.</p> <p>Continue to provide aide support to assist pupils in classrooms.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____ 	<p>\$14,500 – General Funds, Expansion Remodel</p> <p>\$18,900 - Concentration and Supplemental Funds, Maintenance Worker</p> <p>\$25,000 – General Funds, Facilities Coordinator</p> <p>\$5,200 – Unrestricted Lottery Funds, Playground Equipment</p> <p>\$500 - Concentration and Supplemental Funds, Attendance Awareness Program</p> <p>\$7,600 – General Funds, Passageworks</p> <p>\$149,000 – Concentration and Supplemental Funds, Aides</p> <p>\$1,500 –General Funds, Emergency Backpacks</p>

<p>Redefine / restructure Movement classes to increase pupil success and physical fitness.</p> <p>Purchase emergency backpacks with specific supplies and equipment for each classroom per School Safety Plan.</p>			
--	--	--	--

<p>Increase availability of counseling services for unduplicated pupils, as needed.</p> <p>Offer Team 3 counseling to unduplicated pupils, as needed. Compare pre- and post- counseling assessment data to identify impact on accessibility to academics.</p> <p>Compare pre- post- counseling discipline records to identify impact on in school behaviors.</p> <p>Elicit support from the County Behaviorist to provide training and support to staff in understanding and working with difficult behaviors, as needed.</p>	<p>Targeted</p>	<p><u>_</u>ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: Pupils with disabilities</p>	<p>\$27,000 – Mental Health Funds, Counseling</p> <p>\$1,500 – Concentration and Supplemental Funds, Team 3</p>
---	------------------------	---	---

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Facilities in good repair – *Increase parent satisfaction with school facilities from 2015-16 school year*

Priority 3: Parent Involvement

- Efforts to seek parent input – *Increase participation on Parent Survey from 2015-16 school year*
- Parental participation in programs for unduplicated pupils and special needs subgroups – *Maintain parent participation in our special needs and significant subgroups population through conferencing, surveys, and intake procedures*

Priority 5: Pupil Engagement

- School attendance rates – *Increase attendance rate to 95.5%*
- Chronic absenteeism rates – *Decrease chronic absenteeism rates from 2015-16 school year*
- Middle school dropout rates – *Maintain middle school dropout rate of 0%*

Priority 6: School Climate

- Pupil suspension rates – *Decrease suspension rates from the 2015-16 school year*
- Pupil expulsion rates – *Maintain expulsion rate of 0%*
- Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness – *Maintain efforts to survey pupils, parents, and teachers, including opportunities to respond to safety and school connectedness*

NCSA Strategic Plan

Objective 1: Funding – *Increase attendance rate to 95.5%*

Objective 3: Facility – *Increase parent satisfaction with school facilities from 2015-16 school year*

Objective 6: Social Curriculum – *Maintain efforts to survey pupils, parents, and teachers, including opportunities to respond to safety and school connectedness*

Objective 7: Community – *Increase volunteer rates from 2014-15 school year*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 2: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue development of a facilities plan.</p> <ul style="list-style-type: none"> - Continue upkeep and repair of the facility and grounds. - Continue Campus Beautification Days to improve pupil participation and volunteerism. - Continue eliciting volunteers for Facility Improvement Team. <p>Continue Attendance Awareness Program to improve pupil attendance, increase in-school learning time, and build classroom community/morale.</p> <ul style="list-style-type: none"> - Inform parents about attendance rates. - Enforce SARB policy consistently. <p>Continue to educate pupils about technical aspects of theater Arts.</p> <p>Require new parents attend an information meeting prior to applying to NCSA.</p> <p>Provide Parent Meetings to support classroom concerns.</p> <p>Continue to provide aide support to assist pupils in classrooms.</p> <p>Redefine / restructure Movement classes to increase pupil success and physical fitness.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____ 	<p>\$18,900 - Concentration and Supplemental Funds, Maintenance Worker</p> <p>\$25,000 – General Funds, Facilities Coordinator</p> <p>\$500 - Concentration and Supplemental Funds, Attendance</p> <p>\$7,600 – General Funds, Passageworks</p> <p>\$149,000 – Concentration and Supplemental Funds, Aides</p>
<p>Continue counseling for unduplicated pupils, as needed.</p> <p>Compare pre- and post- counseling assessment data to identify impact on accessibility to academics.</p> <p>Compare pre- post- counseling discipline records to identify impact on in school behaviors.</p>	<p>Targeted</p>	<p><u> </u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: Pupils with disabilities 	<p>\$27,000 – Mental Health, Counseling</p> <p>\$1,500 – Concentration and Supplemental Funds, Team 3</p>

Elicit support from the County Behaviorist to provide training and support to staff in understanding and working with difficult behaviors, as needed.

--

LCAP Year 3: 2017-18

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Facilities in good repair – *Reduce facilities cost through grants.*

Priority 3: Parent Involvement

- Efforts to seek parent input – *Increase participation on Parent Survey from 2016-17 school year*
- Promotion of parental participation in programs for unduplicated pupils and special needs subgroups – *Maintain parent participation in our special needs and significant subgroups population through conferencing, surveys, and intake procedures*

Priority 5: Pupil Engagement

- School attendance rates – *Increase attendance rate to 96%*
- Chronic absenteeism rates – *Decrease chronic absenteeism rates from 2016-17 school year*
- Middle school dropout rates – *Maintain middle school dropout rate of 0%*

Priority 6: School Climate

- Pupil suspension rates – *Decrease suspension rates from the 2016-17 school year*
- Pupil expulsion rates – *Maintain expulsion rate of 0%*
- Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness – *Maintain efforts to survey pupils, parents, and teachers, including opportunities to respond to safety and school connectedness; Decrease discipline referrals for unduplicated pupils*

NCSA Strategic Plan

Objective 1: Funding – *Increase attendance rate to 96%*

Objective 3: Facility – *Increase parent satisfaction with school facilities from 2016-17 school year*

Objective 6: Social Curriculum – *Maintain efforts to survey pupils, parents, and teachers, including opportunities to respond to safety and school connectedness*

Objective 7: Community – *Increase volunteer rates from 2016-17 school year*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 3: 2017-18

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Update facilities to become current ADA compliant.</p> <p>Ensure proper permitting for all buildings.</p> <p>Continue focus on attendance awareness.</p> <p>Continue to educate pupils about technical aspects of theater Arts.</p> <p>Require new parents attend an information meeting prior to applying to NCSA.</p> <p>Provide Parent Meetings to support classroom concerns.</p> <p>Continue to provide aide support to assist pupils in classrooms.</p> <p>Redefine / restructure Movement classes to increase pupil success and physical fitness.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p>_Low Income pupils</p> <p>_English Learners</p> <p>_Foster Youth</p> <p>_Redesignated fluent English proficient</p> <p>_Other Subgroups: _____</p>	<p>\$18,900 - Concentration and Supplemental Funds, Maintenance Worker</p> <p>\$25,000 – Concentration and Supplemental Funds, Facilities Coordinator</p> <p>\$1,000 – Concentration and Supplemental Funds, ADA</p> <p>\$1,000 – Concentration and Supplemental Funds, Permitting</p> <p>\$500 - Concentration and Supplemental Funds, Attendance</p> <p>\$1,500 – General Funds, Theater Technician</p> <p>\$149,000 – Concentration and Supplemental Funds, Aides</p>

<p>Continue counseling for unduplicated pupils, as needed.</p> <p>Compare pre- and post- counseling assessment data to identify impact on accessibility to academics.</p> <p>Compare pre- post- counseling discipline records to identify impact on in school behaviors.</p> <p>Elicit support from the County Behaviorist to provide training and support to staff in understanding and working with difficult behaviors, as needed.</p>	<p>Targeted</p>	<p>_ALL</p>	<p>\$27,000 – Mental Health, Counseling</p> <p>\$1,500 – Mental Health, Team 3</p>
---	------------------------	-------------	--

OR:

Low Income pupils

English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups:

(Specify) _____

GOAL 4:	A technology plan will be implemented to increase technology funding and overall access to and safety of technology.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local: Strategic Plan Objectives 4, 6, 7, 8
Identified Need:	Need: To enhance technology access, reliability, speed, and funding in order to access pupil assessment data as a means of identifying pupil progress, strengths and needs and provide interventions accordingly. Metrics: Standards-aligned instructional materials; Course access; California Assessment of Pupil Performance and Progress (CAASPP); Access to Local Assessment Data; Pupil Surveys; Parent Surveys; Teacher Surveys	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Pupil access to standards-aligned instructional materials – *Increase use of technology in instruction for pupils in Rtl process, unduplicated pupils, and pupils in grades 3-5*

Priority 2: Implementation of State Standards

- Implementation of CCSS for all pupils – *Increase use of technology as applicable to CCSS and to Measurable Outcomes*
- ELD Standards – *Increase use of technology to support ELs, as applicable*

Priority 4: Pupil Achievement

- Performance on Standardized tests (CAASPP) – *Increase Internet access and technology availability to facilitate CAASPP testing*
- Score on Academic Performance Index (API) – *Upgrade and increase use of technology to improve overall academic performance*
- Share of ELs that become English proficient – *Increase technology use to support ELs, as necessary*
- EL reclassification rate – *Increase technology use to support ELs, as necessary*

Priority 8: Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study – *80% of pupils will make or maintain growth toward proficient status on local assessments, excluding pupils with disabilities who will make growth toward their IEP goals*

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - *80% of pupils will make or maintain growth toward proficient status on local assessments, excluding pupils with disabilities who will make growth toward their IEP goals*

Objective 8: Technology – *Increase satisfaction with and access to technology for planning, instruction, student-use, and data access*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

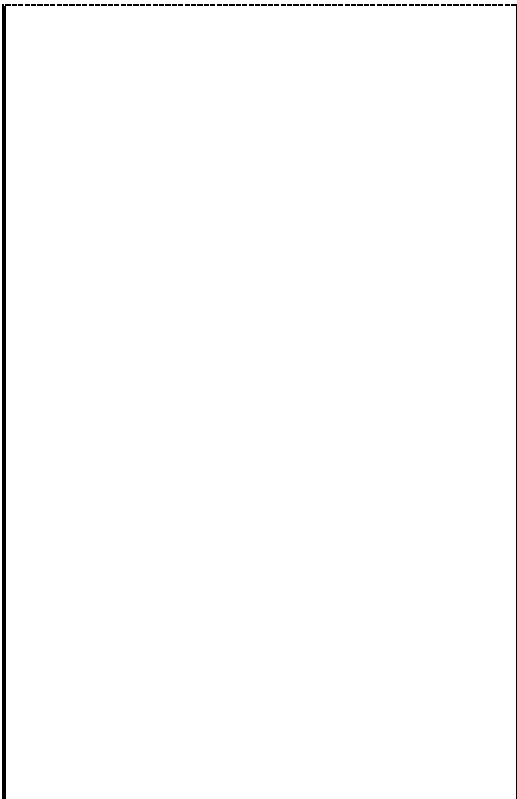
LCAP Year 1: 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Form a Technology Vision Committee.</p> <p>Revise technology plan to align with NCSA technology vision.</p> <p>Provide professional development and redefine job description for Technology Coordinator.</p> <p>Use iBoss Internet filtering system, as required to apply for e-Rate.</p> <p>Update internal infrastructure with e-Rate funding:</p> <ul style="list-style-type: none"> - Update wireless access to include better security and accountability features. - Purchase wireless access ports. - Reduced cost for Internet access and increase speed. - Provides a portion of funding to provide stronger internal infrastructure for access to technology <p>Purchase devices for teachers.</p> <p>Purchase 10 tablets for use with RtI and special education pupils to increase access to Lexia in supporting IEP reading goals and student interventions.</p> <p>Provide social media / Internet training for parents and pupils with mandated netiquette.</p> <p>Purchase keyboarding program for 4th-8th grade to build competence and assist with computerized state testing.</p> <p>Continue use of TeachPoint evaluation program to assist administration in conducting teacher/staff evaluations and provide teachers/staff with clear evaluation criteria so they</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	<p>\$500 – General Funds, Tech Coordinator PD</p> <p>\$10,000 – General Funds, iBoss</p> <p>\$12,000 – E-Rate Voucher</p> <p>\$5,000 – General Funds, Pupil and Teacher Devices</p> <p>\$600 – General Funds, CyberStrong</p> <p>\$450 – General Funds, Keyboarding</p> <p>\$450 – General Funds, TeachPoint</p>

may set goals for future growth.

Provide professional development on increased use of technology in the classroom.

Use School Pathways to analyze local assessment results.



LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Pupil access to standards-aligned instructional materials – *Increase use of technology in instruction for pupils in RtI process, unduplicated pupils, and pupils in grades 3-5*

Priority 2: Implementation of State Standards

- Implementation of CCSS for all pupils – *Increase use of technology as applicable to CCSS and to support Measurable Outcomes*
- ELD Standards – *Increase use of technology to support ELD pupils, as applicable*

Priority 4: Pupil Achievement

- Performance on Standardized tests (CAASPP) – *Increase technology availability to facilitate CAASPP testing*
- Score on Academic Performance Index (API) – *Upgrade and increase use of technology to improve overall academic performance*
- Share of ELs that become English proficient – *Increase technology use to support ELs, as necessary*
- EL reclassification rate – *Increase technology use to support ELs, as necessary*

Priority 8: Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study – *85% of pupils will make or maintain growth toward proficient status on local assessments, excluding pupils with disabilities who will make growth toward their IEP goals*

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - *85% of pupils will make or maintain growth toward proficient status on local assessments, excluding pupils with disabilities who will make growth toward their IEP goals*

Objective 8: Technology – *Increase satisfaction with and access to technology for planning, instruction, student-use, and data access*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 2: 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Move to a new Student Information System in order to provide support for teachers, staff, and provide parents with a portal. The new program will replace Blackboard, add a lottery component, and save data entry.</p> <p>Require professional development to access Rediker.</p> <p>Purchase computers/devices for teachers and pupils.</p> <p>Provided social media / Internet training for parents and pupils.</p> <p>Continue use of TeachPoint evaluation program to assist administration in conducting aide evaluations and provide aides with clear evaluation criteria so they may set goals for future growth.</p> <p>Provide professional development on increased use of technology in the classroom.</p> <p>Use new Student Information System to analyze local assessment results.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p>_Low Income pupils</p> <p>_English Learners</p> <p>_Foster Youth</p> <p>_Redesignated fluent English proficient</p> <p>_Other Subgroups: _____</p>	<p>\$10,000 – General Funds, SIS</p> <p>\$5,000 – General Funds, Pupil and Teacher Devices</p> <p>\$600 – General Funds, CyberStrong</p> <p>\$450 – General Funds, TeachPoint</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

State Priority Areas

Priority 1: Basic Services (Williams)

- Pupil access to standards-aligned instructional materials – *Increase use of technology in instruction for pupils in RtI process, unduplicated pupils, and pupils in grades 3-5*

Priority 2: Implementation of State Standards

- Implementation of CCSS for all pupils – *Increase use of technology as applicable to CCSS and to support Measurable Outcomes*
- ELD Standards – *Increase use of technology to support ELs, as applicable*

Priority 4: Pupil Achievement

- Performance on Standardized tests (CAASPP) – *Increase technology availability to facilitate CAASPP testing*
- Score on Academic Performance Index (API) – *Upgrade and increase use of technology to improve overall academic performance*
- Share of ELs that become English proficient – *Increase technology use to support ELs, as necessary*
- EL reclassification rate – *Increase technology use to support ELs, as necessary*

Priority 8: Other Pupil Outcomes

- Other indicators of pupil performance in required areas of study – *90% of pupils will make or maintain growth toward proficient status on local assessments, excluding pupils with disabilities who will make growth toward their IEP goals*

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - *90% of pupils will make or maintain growth toward proficient status on local assessments, excluding pupils with disabilities who will make growth toward their IEP goals*

Objective 8: Technology – *Increase satisfaction with and access to technology for planning, instruction, student-use, and data access*

NCSA services pupils in grades TK-8th grade. Share of pupils that are college and career ready, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduations rates are not applicable metrics.

LCAP Year 3: 2017-18

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase pupil and teacher devices.</p> <p>Provided social media / Internet training for parents and pupils.</p> <p>Use Student Information System to analyze local assessment results.</p> <p>Provide professional development on increased use of technology in the classroom.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: _____</p>	<p>\$5,000 – General Funds, Pupil and Teacher Devices</p> <p>\$600 – General Funds, CyberStrong</p>

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	1) All pupils will improve their progress toward NCSA's Arts-integrated Measurable Outcomes in ELA through strategic academic interventions and differentiated instructional practices.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local: Strategic Plan Objectives 4, 8
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	<p><i>Metrics: Formative Assessments: API, CAASPP, Star Reading, DRA Assessments, Words Their Way Assessments, Writing Assessments; Staff and Parent Surveys; Parent Teacher Meetings; Highly Qualified Teachers; Standards Aligned Instructional Materials</i></p> <p>Teachers and the Reading Specialist will develop a clearly defined Arts-integrated curriculum plan linking Common Core to NCSA's Measurable Outcomes in Reading Foundational Skills (K-3), Reading Literature, and Reading Informational Text.</p> <p>Teachers will administer Benchmark Assessments in September and May. Using year-end data, NCSA will establish a baseline for growth and set goals for yearly pupil progress.</p> <p>Teachers will attend workshops and training to increase their satisfaction with levels of professional development.</p> <p>Teachers, the Reading Specialist, and the Special Education team will establish a strong RtI model. The Special Education team will facilitate professional development of regular education teachers and classroom aides in incorporating accommodations into their instruction.</p> <p>The Reading Specialist and the Special Education team will implement a computer-based Reading program for Tier 2 and</p>		<p>Meet or exceed all metrics:</p> <p>API</p> <ul style="list-style-type: none"> Not applicable, current API scores not available <p>CAASPP</p> <ul style="list-style-type: none"> Not applicable, 2013-14 CAASPP scores were practice only <p>Star Reading</p> <ul style="list-style-type: none"> Not applicable, 2013-14 STAR Reading assessment was replaced with CAASPP assessment <p>Increase satisfaction with ELA instruction / support according to pupil, staff, and parent surveys</p> <ul style="list-style-type: none"> Baseline of 95% satisfaction established <p>Parent Teacher Meetings</p> <ul style="list-style-type: none"> Moved to Goal 3 <p>Reduce Teacher Misassignment Rate (Increase Highly Qualified Teachers)</p> <ul style="list-style-type: none"> Misassigned teachers were given credential exceptions by the Charter Governance Council and must be reviewed yearly <p>CCSS and Arts-Integrated Curriculum Plan</p> <ul style="list-style-type: none"> Moved to 2015-16 school year; Beginning to implement CCSS standards aligned instructional materials in classrooms <p>Local (Benchmark) Assessments</p> <ul style="list-style-type: none"> Baseline to measure future growth established or in decision-making process, assessment dependent <p>Professional Development</p> <ul style="list-style-type: none"> Baseline of 66% satisfaction established

	Tier 3 pupils.		<p>Rtl Model</p> <ul style="list-style-type: none">• Established with ongoing improvements <p>Computer-Based Reading Program</p> <ul style="list-style-type: none">• 100% of pupils with disabilities in reading and 80% of pupils receiving Rtl support have access to Lexia <p>Measurable Outcomes Added in 2014-15:</p> <p>Standards Aligned Instructional Materials</p> <ul style="list-style-type: none">• All pupils have access to appropriate instructional materials, per NCSA Charter <p>ELD Standards</p> <ul style="list-style-type: none">• ELD Standards are implemented, as appropriate <p>Pupil access and enrollment in all required areas of study</p> <ul style="list-style-type: none">• All NCSA enrolled pupils received access through their teachers <p>CELDT Scores</p> <ul style="list-style-type: none">• 100% of ELs improved CELDT scores toward proficiency <p>EL Reclassification Rate</p> <ul style="list-style-type: none">• EL Reclassification rate is 50% <p>Other indicators of pupil performance in required areas of study</p> <ul style="list-style-type: none">• Pupils maintained or improved performance in required areas of study
--	----------------	--	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Hold Team Meetings in which teachers communicate to align CCSS and Measurable Outcomes, thereby clarifying a curriculum plan.</p> <p>Develop, collect, and administer Benchmark Assessments to measure pupil progress toward curricular goals.</p>	\$0	<p>Develop a clearly defined arts-integrated curriculum plan linking Common Core to Measurable Outcomes in Reading. – Moved to 2015-16</p> <p>Input local assessment results in School Pathways to measure progress toward Measurable Outcomes is ongoing.</p> <p>Baseline to measure future growth established or in decision-making process, assessment dependent.</p>	\$0
<p>Scope of service: Charter-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>Scope of service: Charter-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Redefine RtI model: Hire a reading specialist to provide interventions to Tier 2 pupils; refocus efforts from special education team on supporting Tier 3 pupils and assessing pupils with identified needs.</p> <p>Purchase an online reading program to assist RtI and Special Education pupils with reading foundation and comprehension skills.</p>	<p>\$21,962 - Supplemental and Concentration Funds, Reading Specialist</p> <p>\$3,500 - General Funds, Reading Program</p>	<p>Redefined RtI process:</p> <ul style="list-style-type: none"> - Hired Reading Specialist to provide Tier 2 interventions. - Refocused efforts from Special Education team on supporting Tier 3 pupils and assessing pupils with identified needs. <p>Purchased Lexia to assist RtI/Special Education pupils with reading.</p> <p>All pupils with disabilities participate in the general education program and are provided extra services as required by their IEP.</p>	<p>\$22,123 - Supplemental and Concentration Funds, Reading Specialist</p> <p>\$3,500 - General Funds, Reading Program</p>
<p>Scope of service: Targeted</p>		<p>Scope of service: Targeted</p>	

<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" 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 checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Pupils with disabilities	

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

The following 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.

Changes to goal:

The ELA goal was refined to more accurately reflect needed changes/improvements: All pupils will improve their progress toward NCSA's Arts-integrated Measurable Outcomes in ELA through strategic academic interventions and differentiated instructional practices.

Changes to actions and services:

- Teachers, the Reading Specialist, and Administration delayed the development of a clearly defined arts-integrated curriculum plan linking Common Core to Measurable Outcomes in Reading Foundational Skills, Reading Literature, and Reading Informational Text. Through discussion about selection of a math program, a visionary process of aligning K-8 common vocabulary, essential skills, and instructional practices is being created in math. The same process will be used for ELA during the 2015-16 school year.
- Improvements to the local assessment process are ongoing and include:
 - Created a K-8 assessment calendar.
 - Held meetings to ensure that common assessment practices are in place, including correct administration and scoring of each assessment.
 - An ongoing discussion about writing assessments and rubric use is in progress. This topic requires further research on best practices for pre-and post assessments, formative and summative evaluation, and ensuring teacher consensus on a rubric.
- Improvements to the RtI model are ongoing. Actions taken to improve the model include:
 - Created an RtI flowchart delineating the process of supporting and referring pupils through RtI.
 - Clarified guidelines for local ELA assessments.
 - Created Progress Monitoring binders for each teacher and explained guidelines explained during Team Meetings.
 - Administered Word Analysis assessments with Tier 2 pupils and shared instructional needs and strategies with classroom teachers.
 - Created a Reading Intervention binder to facilitate discussion of pupil support based on progress monitoring results.
 - Reformatted Special Education meetings with an organized agenda and a tiered list of pupils support needs
 - The special education team will support teachers by providing a professional development on strategies to support struggling learners in 2015-16. Currently, the team is pupils with needs identified through the RtI process.

The following actions and services were added to address the needs of all pupils:

- Professional Development provided:
 - BTSA training to new teachers (\$3,400 – General & Title 1)

- 3rd through 5th grade teachers are now creating 3-Year Writing Journals connecting Common Core Writing to art, nature, and science by writing observations, mapping, and sketching through a study of the Watershed. As expressed in NCSA's Charter, this project connects art to kids to the natural world.

The following actions and services were added to address the needs of unduplicated pupils:

- Professional Development provided:
 - LiPS training to Reading Specialist (\$1,100 - Title 1)
 - Reading Foundations training to TK-3rd grade teachers (\$500 - Common Core Funding)
 - Sounds and Syllables trainings to K-2/3-5

Although we are using this year to establish baseline on several of the metrics outlined for this goal, current and added actions/services have been effective in providing for successful student outcomes. While the number of pupils referred for special education testing increased from 2013-14, the RtI model has been strengthened. Personnel in charge of the RtI process are now better aware of which pupils are in need of support. Those pupils are either in the process of receiving classroom interventions or currently receiving support from the Reading Specialist.

The difference between budgeted expenditures of \$25,462 and estimated actual annual expenditures of \$30,623 is \$5,161 due in part to an increase in actual expenditures to hire a Reading Specialist, the addition of training for the Reading Specialist, the addition of training for new teachers, and the addition of professional development for K-3 teachers.

Original GOAL from prior year LCAP:	2) All pupils will improve their Math proficiency through strategic academic interventions and differentiated instructional practices, and Arts-integrated Measurable Outcomes.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local: Strategic Plan Objectives 4
-------------------------------------	---	--

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

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: California Assessment of Pupil Performance and Progress (CAASPP) results; Annual Performance Index (API); Star Math; Local Benchmark Assessments; Parent Survey; Staff Survey</p> <p>Teachers will implement full adoption of the new math program.</p> <p>The School Director will continue to provide time and funding for professional development on the adopted math program, as needed.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Meet or exceed all metrics:</p> <p>CAASPP</p> <ul style="list-style-type: none"> Not applicable; 2013-14 CAASPP scores were to create a State Baseline <p>API</p> <ul style="list-style-type: none"> Not applicable; current API scores not available <p>Star Math</p> <ul style="list-style-type: none"> Not applicable; 2013-14 STAR Math was replaced with CAASPP assessment <p>Benchmark (Local) Assessments</p> <ul style="list-style-type: none"> Assessment process and baseline to measure future growth currently in process <p>Increase satisfaction with math instruction / support according to pupil, staff, and parent surveys</p> <ul style="list-style-type: none"> Baseline of 87% satisfaction established <p>Increase satisfaction with professional development</p> <ul style="list-style-type: none"> Baseline of 66% satisfaction established <p>Measurable Outcomes Added in 2014-15:</p> <p>Reduce teacher misassignment rate (Increase Highly Qualified teachers)</p> <ul style="list-style-type: none"> Misassigned teachers were given credential exceptions by the Charter Governance Council and must be reviewed yearly <p>Standards aligned instructional materials</p> <ul style="list-style-type: none"> All pupils have access to appropriate instructional materials, per NCSA Charter <p>Implementation of CCSS for all pupils</p> <ul style="list-style-type: none"> Increase alignment of Measurable Outcomes with CCSS
---	---	---	--

			<p>Pupil access and enrollment in all required areas of study</p> <ul style="list-style-type: none">• All NCSA enrolled pupils received access through their teachers <p>Other indicators of pupil performance in required areas of study</p> <ul style="list-style-type: none">• Pupils maintained or improved performance in required areas of study
--	--	--	--

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Adopt a math program for K-8 to increase consistency across grade-levels and academic achievement. Teachers will require professional development to learn the components of the new math program.</p> <p>Use math Benchmark Assessments to measure pupil progress toward Charter-Wide curricular goals.</p>	<p>\$32,000 – Common Core Funding, Math Program; Note: Funding found in 2013-14 Budget.</p> <p>\$5,000 - Title I Professional Development, Math Curriculum Common Core Funding; Note: Funding found in 2013-14 Budget.</p>	<p>Adoption of math program moved to 2016-17.</p> <p>Pilot in 1st, 6th, and 7th of Go Math program.</p>	<p>\$2,800 - Pilot for Go Math</p>
<p>Scope of service: Charter-wide</p>		<p>Scope of service: Charter-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> 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?

The following 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.

Changes to goal:

The Math goal was refined to more accurately reflect needed changes/improvements: All pupils will improve their progress toward NCSA's Arts-integrated Measurable Outcomes in Math through strategic academic interventions and differentiated instructional practices.

Changes to actions and services:

- LCAP stakeholders were not able to reach a cohesive decision on adoption of a math program for the 2014-2015 school year. Adoption of a math program is in discussion and time / funding for professional development will be provided as needed.

The following actions and services were added to address the needs of all pupils:

- During stakeholders meetings, consensus was reached on a plan to:
 - Update the Math Essential Skills document that identifies top skills to be mastered in each grade-level
 - Identify Essential Vocabulary
 - Determine common instructional practices
 - Create a Developmental Math Assessment. Results will be charted in a K-8 folder that would show pupils' progress through the grades and assist in identifying instructional areas of need. This process will allow K-8 teachers to create continuity and direction in their instruction and to create an assessment process that will allow easy identification of pupil needs.

The \$37,000 need for adoption of and professional development on a K-8 math program were found in the 2013-14 budget, so estimated actual annual expenditures are \$2,800. The reason for these differences involved the decision to save long-term money by first piloting Go Math to ensure satisfaction with the program. Attention is being focused instead on math curriculum alignment and local assessments.

Original GOAL from prior year LCAP:	3) Efforts to improve community between parents, staff, and pupils will be increased.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Strategic Plan Objectives 1, 3, 7
-------------------------------------	---	---

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

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: School Attendance Rates; Chronic Absenteeism Rates; Pupil Suspension Rates; Parent Survey; Staff Survey</p> <p>NCSA will implement an Attendance Awareness Program.</p> <p>NCSA will hire an Assistant Director.</p> <p>NCSA will hire a part-time Maintenance Worker.</p> <p>NCSA will offer counseling as needed to nonduplicated pupils. With support from teachers and using an assessment data plan, the counselor will collect pre- and post- counseling assessment data for comparison purposes.</p> <p>NCSA will designate specific offices for special education staff to have a confidential space in which they can meet with small groups of pupils, meet with parents, and administer assessments.</p> <p>NCSA will complete Phase I Plans for a new Theater and continue to explore further fund-raising options.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Meet or exceed all metrics:</p> <p>School attendance rate</p> <ul style="list-style-type: none"> Decreased from 95% in 2013-14 to 94.5% (Budgeted 93%) in 2014-15 due in part to change in Independent Studies program <p>Chronic absenteeism rate</p> <ul style="list-style-type: none"> Chronic absenteeism baseline was established at 5% <p>Pupil suspension rate</p> <ul style="list-style-type: none"> Decreased from 6% in 2013-14 to 4% in 2014-15 <p>Parent survey</p> <ul style="list-style-type: none"> Increased from 55% participation in 2013-14 to 60% in 2014-15 <p>Pupil survey</p> <ul style="list-style-type: none"> Pupil survey was given to establish baselines <p>Staff survey</p> <ul style="list-style-type: none"> Staff survey was restructured to increase alignment with LCAP & Strategic Plan; Baselines to be established <p>School facilities</p> <ul style="list-style-type: none"> Overall satisfaction with school/campus increase from 85% in 2013-14 to 90% in 2014-15; facilities-specific baseline of 66% satisfaction established in 2014-15 <p>Counseling</p> <ul style="list-style-type: none"> Pupils receiving counseling services showed as much as 77% increase in attendance and 69% decrease in tardies; 41% of pupils currently receiving counseling are new to NCSA since 2012-13
--	---	--	---

			<p>Measurable Outcomes added in 2014-15:</p> <p>Significant subgroup parent participation:</p> <ul style="list-style-type: none">• Improve parent satisfaction with pupil support <p>Middle school dropout rate</p> <ul style="list-style-type: none">• MS dropout rate is < .01% <p>Pupil suspension rate</p> <ul style="list-style-type: none">• Pupil suspension rate is 0% <p>Sense of safety and school connectedness</p> <ul style="list-style-type: none">• 2013-14 stakeholder feedback showed 93% satisfaction with sense of safety; sense of school connectedness increased from 86% in 2013-14 to 93% in 2014-15
--	--	--	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Increase upkeep and repair of the facility and grounds by hiring a part-time maintenance worker. Establish a Facility Improvement Team of parent volunteers. Set Campus Beautification Days to improve pupil participation and volunteerism.</p> <p>Implement an Attendance Awareness Program to improve pupil attendance, increase in-school learning time, and build classroom community/morale.</p> <p>Renovate current facility space in order to create a place for arts performances, meetings, and other community gatherings.</p> <p>Hire an Assistant Director to assist the School Director to continually develop and support programs that promote increased educational development and well being of each pupil, to facilitate community building, and to assist in managing discipline.</p> <p>Provide communication and education to parents on NCSA's expected academic skills so they are informed and can provide more support to their children.</p>	<p>\$18,900 - Concentration and Supplemental Funds, Maintenance Worker</p> <p>\$500 - Concentration and Supplemental Funds, Attendance Awareness Program</p> <p>\$25,000 - Donations, Theater; Note: Funding found in 2013-14 budget</p> <p>\$65,200 - General Funds Assistant Director</p> <p>\$500 - General Funding: Supplies, CCSS Parent</p>	<p>NCSA hired a part-time Maintenance Worker, which allowed increased attention to campus and facilities upkeep creating a more positive community. These efforts also were also to increase school cleanliness, improving pupil health attendance.</p> <p>NCSA began an Attendance Awareness Program, which consisted of several different efforts to improve pupil attendance, increase in-school learning time, and build classroom community/morale.</p> <ul style="list-style-type: none"> - The first effort was to modify the Independent Studies (IS) program. - Sent a pre-SARB letter in October to 40+ families who had poor attendance in the 2013-14 school year in an effort to increase awareness. The attendance coordinator modified policy to send courtesy emails to parents for four or more absences. - Announcements including research on the importance of school attendance and attendance percentages to date have been added to the weekly school newsletter. - On the revised Parent Survey, sent out to gain updated stakeholder input, a question was added about the impact of attendance with a pop-up explanation for any negative responses. <p>NCSA completed a new theater, including specific supplies and equipment. Teacher training and pupil training will be held and NCSA hired Theater Technician assistance. To connect with the county community, use of the theater was extended to Summer Jazz Camp.</p>	<p>\$17,000 - Concentration and Supplemental Funds, Maintenance Worker</p> <p>\$500 - Concentration and Supplemental Funds, Attendance Promotion</p> <p>\$7,000 - General Funds, Theater</p> <p>\$65,626 - Supplemental and Concentration Funds & General Funds, Assistant Director</p>

	Communication	NCSA hired an Assistant Director to implement RtI program and work collaboratively with Director on projects to support curriculum, teachers, and pupils	
Scope of service: Charter-wide		Scope of service: Charter-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
Offer counseling as needed to unduplicated pupils. By offering these services, we create a positive atmosphere and ensure a safe and healthy learning environment where pupils want to attend school and learn and we increase access to and engagement in arts-based and academic content.	\$20,000 - Concentration and Supplemental Funds, Counseling	Offered counseling to nonduplicated pupils, as needed.	\$18,000 - Mental Health, Counseling
Scope of service: Targeted		Scope of service: Targeted	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupil <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficiency <input type="checkbox"/> Other Subgroups: (Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Pupils with disabilities	

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

The following changes to goals, actions, services, and expenditures will be made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services.

Changes to goal:

Results from stakeholder input through the Community Survey showed an increase in overall sense of connectedness. Need expressed through teacher and parent surveys shifted from connectedness to facility improvements. The Community goal was refined to more accurately reflect needed changes/improvements: Efforts to improve overall satisfaction with community and facilities will be increased.

Changes to actions and services:

- Provide communication and education to parents on NCSA's expected academic skills so they are informed and can provide more support to their children. – Moved to 2015-16
- Establishment of a Facility Improvement Team of parent volunteers was moved to 2015-16. Set up of Campus Beautification Days to improve pupil participation and volunteerism was moved to 2015-16. Hiring a Facilities Coordinator was added to organize facilities repairs and increase satisfaction with overall health and safety of the learning environment. Campus upgrades and beautification included increasing signage, creating an Upper Campus Gallery (\$11,000 – General Funds), forming a landscape committee, and painting the interior of the Lower Campus (\$500 – General Funds). Renovations to create a gym were added to improve community through team sports (\$2,800 – General Funds).
- The theater was completed ahead of schedule. Hire of a Theater Technician was added (\$1,500 – General Funds).
- Increasing parent communication and education about expected academic skills was moved to 2015-16.

The following actions and services were added to address the needs of all pupils:

- NCSA hired a Facilities Coordinator to manage facilities projects, repairs, and improvements (\$14,300 – Concentration and Supplemental Funds).
- NCSA remodeled the dance room for use during electives and after school programs practice (\$11,000 – Fundraising).
- NCSA increased after school sports programs for Middle School was added to increase motivation / opportunities for pupils and parent satisfaction. Sports programs (\$6,950 – General Funds) include Mountain Bike Club, Boys Volleyball, Girls Volleyball, Girls Basketball, Track and Field, and Cross Country.
- NCSA changed intake procedures to implement required pre-enrollment meetings for new parents. The purpose of these meetings is to increase understanding of NCSA's mission, increase the retention rate of pupils, and provide open communication with perspective families.
- NCSA changed survey procedures to align with Strategic Plan.
- NCSA updated the Emergency Action Plan because of NCSA's remote location and the desire to ensure that parents and pupils feel safe and comfortable at school.

- Both staff and pupils were CERT Trained on site (\$300 – General Funds), which provided in-depth safety/emergency training and strengthened the community between staff and pupils.
- Emergency binders (\$500 – General Funds) were upgraded to meet State requirements.
- A Reunification Plan was implemented with training from the County emergency specialist.
- Information about efforts to increase safety was communicated through Community Safety Meetings to increase overall sense of pupil safety.

- An Advisory Committee was formed of representatives from each teacher/artist team to facilitate the decision making process and clarify communication/resolve issues between administration and teams.

The following actions and services were added to address the needs of unduplicated pupils:

- Changed conference dates to a formative approach, allowing time for academic growth prior to report cards.
- Implementation of a Parent Advisory Group (PAG) was added to provide mentors to new families in each grade-level and to increase stakeholder feedback. The PAG includes representation of significant pupil subgroups.
- Counseling services were extended to pupils receiving special education services and groups were started to offer services to more pupils.
- Improvements in attendance for pupils receiving counseling were evaluated.

Planned actions/services addressed have been effective in providing for successful student outcomes as related to this goal. Our plan moving forward is to focus on facilities upgrades and to continue to redefine programs and services offered to increase overall sense of safety and connectedness.

The difference between budgeted expenditures of \$105,100 and estimated actual annual expenditures of \$138,976 is \$23,876. Through the process of creating the LCAP and continued feedback from stakeholders, NCSA was able to identify areas of need and provide actions/services over and above those that were initially planned. Funds to support these additional actions and services were available from the indicated funding sources in the budget.

Original GOAL from prior year LCAP:	4) A technology plan will be implemented to include increased funding, increased Internet speed, and increased computer/device access. An Assessment data management system will be implemented to organize and readily access pupil assessment data.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local: Strategic Plan Objectives 4, 6, 7, 8
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	<p>Metrics: California Assessment of Pupil Performance and Progress (CAASPP); NCSA Benchmark Assessments; Parent Survey; Staff Survey</p> <p>Apply for eRate to reduce Internet cost.</p> <p>Purchase a second pupil mobile device lab.</p> <p>Utilize results from prior year Benchmark Assessments to identify academic strengths and weaknesses.</p>
			<p>Actual Annual Measurable Outcomes:</p> <p>Meet or exceed all metrics:</p> <p>CAASPP:</p> <ul style="list-style-type: none"> Not applicable, 2013-14 CAASPP scores were practice only <p>Benchmark (Local) Assessments</p> <ul style="list-style-type: none"> Access to measures pupil progress has improved with input of scores. Reports to best access pupil scores are still being identified. <p>Parent Survey</p> <ul style="list-style-type: none"> 58% of parents surveyed want more technology in grades 4-8; this is being implemented <p>Staff Survey</p> <ul style="list-style-type: none"> Purchase of devices for teachers and pupils is in progress <p>Measurable Outcomes added in 2014-15:</p> <p>Pupil access to standards-aligned instructional materials</p> <ul style="list-style-type: none"> Access to instructional technology has increased <p>Implementation of CCSS for all pupils</p> <ul style="list-style-type: none"> Access to instructional technology has increased <p>Performance on Standardized tests (CAASPP)</p> <ul style="list-style-type: none"> Not applicable; 2013-14 CAASPP scores were to create a State Baseline <p>Other indicators of pupil performance in required areas of study</p> <p>Baseline established</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Purchase pupil and teacher devices and provide professional development on increased use of technology in the classroom.</p> <p>Increase Internet speed from 1MB/second to 10 MB/second in order to improve pupil and teacher access to online research, programs, and state testing.</p> <p>Implement a Data Management Program to organize pupil assessment results and information in a variety of latitudinal and longitudinal ways. Communicate progress clearly to parents.</p>	<p>\$5,000 - Common Core Funding, Pupil and Teacher Devices</p> <p>\$15,000 - General Funds, Expanded High Speed Internet; Note: Funding found in 2013-14 Budget</p> <p>\$3,000 - Concentration and Supplemental Funds, Data Management Program and Training</p>	<p>Purchased tablets for pupil use.</p> <p>Purchased teacher computers.</p> <p>4th and 5th grade teachers attended the CUE conference on use of technology in the classroom.</p> <p>Increased Internet speed.</p> <p>NCSA is using School Pathways data management program to analyze local Assessment results.</p>	<p>\$4,400 – Common Core Funding, iPads</p> <p>\$9,200 – General Funding, Teacher Computers</p> <p>\$800 – General Funding, CUE conference</p>
<p>Scope of service: Charter-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>Scope of service: Charter-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	

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

The following 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.

Changes to goal:

The Technology goal was refined to more accurately reflect needed changes/improvements: A technology plan will be implemented to increase technology funding and overall access to and safety of technology.

Changes to actions and services:

- Purchase of a Data Management Program was removed. NCSA's current Pupil Information System, School Pathways, includes a data component that is now being used at no additional cost.

The following actions and services were added to address the needs of all pupils:

- Purchase of Help Desk and Tracking software was added to record issues with and keep track of technology, musical instruments, and facility repairs (\$900 – General Funds).
- Upgrade of the school server was added to update technology (\$5,200 – EdTech Reimbursement Voucher).
- Upgrade of the Computer Lab was added to be compatible with CAASPP testing (\$6,300 – Common Core Funding).
- Purchase TeachPoint evaluation program to assist administration in conducting teacher evaluations and provide teachers with clear evaluation criteria (\$1,500 – General Funds).
- Provide CyberStrong social media and Internet safety training for parents and pupils was added (\$600 – General Funding).

The following actions and services were added to address the needs of unduplicated pupils:

- Upgraded one set of classroom computers and resource room computers was added using computers that were replaced in the computer lab. This allowed CAASPP testing to meet IEP accommodations for pupils with disabilities.

The difference between budgeted expenditures of \$8,000 and estimated actual annual expenditures of \$22,200 is \$14,200. Through the process of creating the LCAP and continued feedback from stakeholders, NCSA was able to identify areas of need and provide actions/services over and above those that were initially planned. Funds to support these additional actions and services were available from the indicated funding sources in the budget.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$80,367
With our nonduplicated pupils making up 50% of our population, our charter-wide goals benefit their needs as well. Additionally, specific actions and services have been determined to target nonduplicated pupils and increase their educational access, allowing them to achieve their full potential.	

- 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.

3.36	%	Based on the LCAP goals, the actions and services offered for nonduplicated pupils for 2014 - 2015 provide for increases and improvements that exceed the increase in Supplemental Funds.
------	---	---

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).