**Introduction:**

**LEA:** Nevada City School of the Arts     **Contact (Name, Title, Email, Phone Number):** Holly Ann Pettitt, Director, director@ncsota.org, (530) 273-7736 ext. 208     **LCAP Year:** 2015-16

## Local Control and Accountability Plan and Annual Update Template

*Nevada City School of the Arts (NCSA) is a County-Wide Benefit Charter currently serving 409 pupils in Transitional Kindergarten through 8th Grade.  High school metrics will not be addressed.  In addition, API is not available for the state of California.  50% of NCSA's pupils are low-income and 20% are pupils with disabilities.  All pupils with disabilities participate in the general education program to the maximum extent possible.  Educational services in ELA and Math are provided according to IEP goals for each student and Extended School Year is provided as appropriate.*

*The mission of NCSA is to nurture and inspire academic excellence through the Arts.  The Charter 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 arorss major subject areas; and to provide experiences and activities which develop the whole child academically, socially, emotionally, culturally, and physically.*

*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 |
|---|---|
| Nevada City School of the Arts stakeholders are engaged and involved in the review and implementation of our LCAP goals in a variety of ways. | Stakeholder input provided NCSA with several identified areas of focus to promote student success. 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. |
| - Monthly Parent Advisory Group (PAG) meetings are held, with representation from parents of pupils in both significant subgroups. Stakeholders provided | The following student priorities were described by stakeholders and have been incorporated into our plan: |

feedback on ELA and Math planning. They also discuss strategies to maintain connection between pupils, teachers, and parents and to voice concerns about facilities needs.

- English Language Arts achievement, including the use of technology in instruction
- Mathematics achievement, including the use of technology in instruction
- Providing a learning environment that is engaging, safe, and conducive to learning

- Bi-Weekly Staff Meetings are held to discuss progress with LCAP goals and identify areas of need for teacher and pupil support.

Results from stakeholder feedback reinforced needs and clarified future goals. NCSA reevaluated actions and services provided to charter-wide and targeted pupil groups, which included revising and adding actions and services. Resulting expenditures were also reviewed.

- Feedback from stakeholders is essential in supporting improved outcomes for unduplicated pupils related to state/local priorities during weekly special education team meetings. The team continues to refine a support structure for the RtI process and pupils with disabilities. These meetings are fundamental in identifying ways to support teachers in providing explicit instruction to support students' needs.

-Monthly Team Meetings allow stakeholders the opportunity to express needs and concerns pertaining to instruction and assessment in ELA and Math, especially for unduplicated pupils.

- Twice-monthly Advisory Group meetings involve stakeholders in the school-wide decision-making process by allowing representatives to mediate staff concerns prior to final decisions about ELA, Math, and Learning Environment goals.

- Teachers/Staff Surveys, Parent Surveys, and Pupil Surveys are distributed to gain feedback on satisfaction with school support and suggestions for improvement.

- Monthly Charter Governance Council board meetings are held to share, discuss, and receive feedback on LCAP goals and actions/services.

May 16, 2016 - The LCAP draft was presented to Parent Advisory Group.

No written responses were required.

May 20, 2016 - The LCAP draft was brought to CGC for feedback, followed by a draft of the adopted budget.

No written responses were required.

June 6, 2016 - The LCAP was brought to CGC for approval, followed by review of the budget for approval.

No written responses were required.

| Annual Update: | Annual Update: |
|---|---|
| In development of the annual update, stakeholder involvement and engagement in supporting implementation of the LCAP was sought through monthly Charter Governance Council board meetings, monthly Parent Advisory Group meetings, bi-weekly Advisory Committee meetings, monthly staff meetings, weekly Special Education Team meetings, and surveys to parents, staff, and students.  At every Parent Advisory Group and CGC board meeting, updates on curriculum, student progress, and learning environment are given through the Director's Report. | The NCSA community response to updates on the LCAP was mostly positive.  Significant accomplishments were made between initial stakeholder requests and current stakeholder needs. |
| June 9, 2015 - A Grade-Specific survey was sent to all families in which stakeholders were asked to identify their level of satisfaction with all aspects of curriculum and instruction.  This survey was sent after 2014-15 LCAP approval and feedback was used to drive the 2016 Annual Update.  Parents responded for each of their children. (All goals) | A baseline was formed for the year-end survey.  Feedback helped to evaluate and plan actions and services:<br>• (Parent Requests) Goals 1 & 2: Increase expectations for student achievement, including enrichment opportunities; Increase support for struggling learners and related communication about student progress; Require reading homework in all grades; Increase writing opportunities; Create a cohesive longitudinal plan for math instruction<br>• (Parent Requests) Goal 3: Provide a sports field; Improve playground structures and safety<br>• (Parent Requests) Goal 4: Increase instruction of computer skills; Increase use of technology<br>Feedback was disseminated to teachers for professional reflection, added to the 2016 annual update, and added to the LCAP for future years as indicated in the actions and services for each goal. |
| August 30, 2015 - A three day workshop was held for all teachers in which stakeholders came together to build a cohesive community through The 5 Dimensions of Engaged Teaching.  This program provides a positive learning environment through implementation of social-emotional curriculum and strategies. (Goal 3) | 5 Dimensions training facilitated community between staff and students, as indicated in improved related survey results.  Based on stakeholder feedback, training will be extended to classified staff. |
| September 28, 2015 - A Parent Advisory Group meeting was held in which the LCAP process was presented and the goals were outlined.  In a follow-up meeting, the actions/services were explained to stakeholders for their feedback. (All Goals) | Stakeholders were in agreement with all actions and services. |
| September 29, 2015 - A staff meeting was held in which stakeholders aligned the Scope and Sequence of our adopted math program to best meet the needs of NCSA's population and philosophy. (Goal 2) | Stakeholder feedback showed a need for increased collaboration time between grade-level partners, purchase of math manipulatives, and increased training on the adopted math curriculum. |
| December 7, 2015 and February 26, 2016 - Meetings were held for parents and | Stakeholder feedback indicated a need for additional math training for both |

teachers to learn about adopted math curriculum.

January 4, 2016 - A reading instruction survey was sent to K-5 teachers to gather feedback on instructional practices and areas of support that are needed, followed by an ELA professional development session. (Goal 1)

January, 2016 - Stakeholders were asked to complete a parent survey that was revised from the 2014-15 school year to accommodate suggestions from the School Board, staff, and the Parent Advisory Group.  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.  Results of this survey were compared to the prior year to measure progress. (All goals)

February, 2016 - Stakeholders were asked to complete staff surveys.  Two surveys were created, one for certificated staff and one for classified staff, in order to include specific stakeholder feedback about employment.  These surveys also provided feedback about actions and services to support students, directly or indirectly, including unduplicated pupils.  Results of this survey were compared to the prior year to measure progress, and analyzed for modifications and additions to actions and services.

March 31, April 1, April 4, 2016 - An initial draft of the LCAP was presented to the Parent Advisory Group, CGC, and Advisory Committee, all for the purpose of gaining stakeholder feedback on actions and services.

April 6, 2016 - Instructional support for and assessment of pupils with disabilities was discussed with stakeholders.  The purpose was to ensure that measurable outcomes were appropriate and to ensure that actions and services provided are meeting the needs of RTI students and pupils with

parents and students.  As a result, more training will be provided in August.

The professional development session allowed for increased instructional discourse, support, and sharing of best practice strategies.  Stakeholders requested additional training in reading instruction, as well as additional instructional materials.

Stakeholder feedback from the parent survey prompted updates to the LCAP.
- (Parent Requests) Goals 1 & 2:  Increase reading and writing instructional time/focus; Provide a library; Increase math enrichment opportunities; Offer advanced 8th grade math options
- (Parent Requests) Goal 3: Increase satisfaction with playground equipment/safety; Vary school lunch offerings including healthier options; Purchase the facility; Create a field; Increase usage of the gym
- (Parent Requests) Goal 4: Offer coding classes; Increase keyboarding instruction; Increase availability of student devices

Results from the parent survey were shared at February meetings with Charter Governance Council, Parent Advisory Group, and Advisory Committee.

Stakeholder feedback from the staff surveys prompted updates to the LCAP.
- (Staff Requests) Goals 1 & 2: Implement a library; Provide DRA training; Provide support with reading instruction; Offer training to parents on how to help their child at home; Increase instructional collaboration time
- (Staff Requests) Goal 3: Improve safety of playground structures; Build adult bathrooms; Repair hillside sidewalk; Increase consequences for disruptive students
- (Staff Requests) Goal 4: Ensure all certificated staff have laptops; Increase technology infrastructure and integration; Implement technology curriculum

Results from the staff surveys were shared at March meetings with Charter Governance Council, Parent Advisory Group, and Advisory Committee.

LCAP measurable outcomes were adjusted to reflect NCSA's developmental model as expressed in our Charter.

disabilities.

April 13, 2016 - A public meeting was held to review the 2016 LCAP Update.

Stakeholder feedback from the public meeting prompted updates to the LCAP.
Goal 1: No comments
Goal 2: Offer parent training beginning in first grade; Increase promotion of online component
Goal 3: Provide breakfast for low-income students; subsidize school lunch costs with local funding; Offer transportation by bus; Hire an aide for movement; Encourage physical exercise/mindfulness training between classes

There were two significant accomplishments from our 2015-16 implantation of the LCAP.
- One significant accomplishment was to purchase a general education in-depth reading screener, which the Reading Specialist was trained to administer as needed. Administration of this focused assessment allowed increased focus of instruction and provided more information about students' specific needs. We further aligned our RtI program with our regular education program to double the students served. Services provided decreased the number of special education assessment plans signed while also helping to identify students in need of individualized education plans at a younger age.
- We purchased a new math program and instructional manipulatives. Alongside this purchase, K-5 math teachers received professional development on the program, including implementation training and demo lessons. A parent information night also engaged the parent community in understanding the methodology and instructional approaches of the program.

Stakeholder feedback from 2014-15 surveys show a need for facilities improvements. As a result, in addition to the originally planned actions and services specific to community, NCSA put forth many efforts to improve facilities, including purchase of the property. With these efforts in place and the continued actions and services planned, the hope is to continue to increase the overall safety of and satisfaction with the facility and learning environment.

**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).

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

Scope of Service**:** Describe the scope of each action/service by identifying the 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?

| | | Related State and/or Local Priorities: |
|---|---|---|
| **GOAL 1:** | All pupils will improve their progress toward English Language Arts proficiency through strategic academic interventions and differentiated instructional practices. | 1 X  2 X  3 _  4 X  5 _  6 _  7 X  8 X<br><br>COE only:  9 _  10 _<br><br>Local : Specify |

| | |
|---|---|
| **Identified Need :** | Need:  CAASPP test scores and Local Assessments scores show a need for improved pupil achievement and performance toward ELA Standards.<br><br>Metrics: Teacher credential ratio; Standards-aligned instructional materials; Implementation of CCSS; English Language Development (ELD) standards; Course access and enrollment; California Assessment of Pupil Performance and Progress (CAASPP); English Learner (EL) CELDT scores; EL reclassification rate; Local Assessments (Developmental Reading Assessment (DRA), Words Their Way Assessments, Writing Prompts; Lexia Reports; Reading Plus Reports; Pupil Survey; Parent Survey; Teacher Survey |

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

**LCAP Year 1:** 2016-2017

| | |
|---|---|
| **Expected Annual Measurable Outcomes:** | A.  95% of pupils in grades 3-5, not receiving support through Response to Intervention (RtI), will score proficient on the Developmental Reading Assessment (DRA)<br>B.  95% of pupils in grades K-2, not receiving support through Response to Intervention (RtI), will show growth on the Developmental Reading Assessment (DRA)<br>C.  90% of students receiving RtI support will show growth on the DRA<br>D.  75% of students will show growth on writing assessments<br>E.  100% of pupils will receive full course access to arts integrated instruction in ELA, including unduplicated pupils and pupils with disabilities<br>F.  100% of pupils will have access to standards-aligned instructional materials, including ELA and ELD standards<br>F.  50% of teachers will receive standards-aligned professional development, as documented by credits earned<br>G.  5% school wide improvement on ELA CAASPP scores from 2014-15 school year<br>H.  100% of ELs will improve on CELDT<br>I.  Improve EL reclassification rate to 50%<br>J.  100% of ELA teachers will be fully credentialed and will attend one or more Professional Development training in ELA |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1)  Provide substitute time for teachers, including:<br>• Collaboration meetings to plan differentiated instructional activities/materials<br>• Peer observations and reflections | Charter-wide | X All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners | Collaboration Team Meetings (sub time provided) 1000-1999: Certificated Personnel Salaries Supplemental $5400 |

| | | | |
|---|---|---|---|
| • Administration of local assessments to measure progress toward proficiency | | _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2) Provide teachers with ELA workshops and training, including supporting needs of unduplicated pupils:<br>• BTSA for new teachers<br>• Purchase Explicit Instruction: Effective and Efficient Teaching for every teacher<br>• Purchase The Book Whisperer for every ELA teacher | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | ELA Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,500<br>BTSA program (Educator Effectiveness - 6264) 5000-5999: Services And Other Operating Expenditures Other $7,500<br>Book Whisperer Copies 4000-4999: Books And Supplies Supplemental and Concentration $200 |
| 3) Hold monthly RtI meetings to support teachers, including:<br>• Developmental Reading Assessment training<br>• Progress monitoring training<br>• Identifying specific pupil needs based on assessment results<br>• Identifying and documenting intervention strategies | K-5 | _ All<br>_ _ _ _ _ _ _ _ _ _<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilities</u> | RTI Meetings (Expenditures included in Reading Specialist salary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $0 |
| 4) Provide full course access to all students, including unduplicated pupils and pupils with disabilities:<br>• Increase Reading Specialist hours to full time to provide increased student and teacher support<br>• Provide educational services to all pupils with disabilities according to their IEP goals<br>• Give Lexia access to RtI pupils and pupils with disabilities to assist with reading foundation and comprehension skills as appropriate, with priority to unduplicated pupils<br>• Purchase 30 licenses of Reading Plus to build fluency for students in 5th through 8th grades | Targeted | _ All<br>_ _ _ _ _ _ _ _ _ _<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilities</u> | Reading Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $39,000<br>Statutory Expenses for Reading Specialist 3000-3999: Employee Benefits Supplemental and Concentration $5,400<br>Lexia (Expenditure found in 2015 update, 3-year agreement doesn't expire until 2018) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0 |
| 5) Offer after school reading tutoring to all pupils, including unduplicated pupils, through Magic Forest:<br>• Purchase 5 tablets for Lexia use | Targeted | _ All<br>_ _ _ _ _ _ _ _ _ _<br>OR:<br>X Low Income pupils<br>X English Learners | Magic Forest Reading Tutoring split between two credentialed teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $24,000 |

| | | | |
|---|---|---|---|
| | | X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | 5 Additional Tablets for Magic Forest tutoring 4000-4999: Books And Supplies Supplemental and Concentration $1,500 |
| 6)  Promote art teacher to Lead Artist in Residence to create an arts-integrated ELA curricular plan | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Lead Artist in Residence - shift classes to part time art teacher to allow for extra planning time 2000-2999: Classified Personnel Salaries General Fund $6,000 |
| 7)  Provide 5 tablets per class for all K through 2nd grade classrooms, including:<br>•  Use as a listening center to build reading skills<br>•  Lexia use for unduplicated pupils | Targeted | _ All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | K through 2nd Grade Tablets (included in 2015-16 expenses with the purchase of 30 tablets)   $0 |
| 8) Purchase 30 licenses of Reading Plus to build fluency and vocabulary for unduplicated pupils | 6-8 | _ All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Reading Plus provided to 30 students in Middle School 5000-5999: Services And Other Operating Expenditures Supplemental $2000 |
| 9) Facilitate parental participation in building literacy skills, including unduplicated pupils:<br>•  Promote at-home reading in place of homework for students in grades K-5, with the exception of longer projects directly related to classroom studies<br>•  Provide parent trainings in literacy games and strategies | | _ All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>_ Redesignated fluent English proficient | Parent Literacy Support training with outside consultants 5000-5999: Services And Other Operating Expenditures Supplemental $2,000 |

| | | _ Other Subgroups: (Specify) | |
|---|---|---|---|

| **LCAP Year 2:** 2017-18 | | | |
|---|---|---|---|

| Expected Annual Measurable Outcomes: | A. 95% of pupils in grades 3-5, not receiving support through Response to Intervention (RtI), will score proficient on the Developmental Reading Assessment (DRA) <br> B. 95% of pupils in grades K-2, not receiving support through Response to Intervention (RtI), will show growth on the Developmental Reading Assessment (DRA) <br> C. 90% of students receiving RtI support will show growth on the DRA <br> D. 75% of students will show growth on writing assessments <br> E. 100% of pupils will receive full course access to arts integrated instruction in ELA, including unduplicated pupils and pupils with disabilities <br> F. 100% of pupils will have access to standards-aligned instructional materials, including ELA and ELD standards <br> F. 50% of teachers will receive standards-aligned professional development, as documented by credits earned <br> G. 5% school wide improvement on ELA CAASPP scores <br> H. 100% of ELs will improve on CELDT <br> I. Maintain or improve EL reclassification rate of 50% <br> J. 100% of ELA teachers will be fully credentialed and will attend one or more Professional Development training in ELA | | |
|---|---|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1) Communicate Curriculum Plan to parents. | Charter-wide | X All _ _ _ _ _ _ _ _ _ _ _ <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | Lead Artist in Residence - included in budgeted salaries 2000-2999: Classified Personnel Salaries General Fund |
| 2) Provide substitute time for teachers, including: <br> • Collaboration meetings to plan differentiated instructional activities/materials <br> • Peer observations and reflections <br> • Administration of local assessments to measure progress toward proficiency | Charter-wide | X All _ _ _ _ _ _ _ _ _ _ _ <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | Collaboration Time - included in budgeted substitute salaries 2000-2999: Classified Personnel Salaries General Fund $3,300 |
| 3) Provide teachers with ELA workshops and training, | Charter- | X All _ _ _ _ _ _ _ _ _ _ _ | BTSA 5000-5999: Services And Other Operating |

| | | | |
|---|---|---|---|
| including:<br>• BTSA for new teachers<br>• Writer's workshop (or other writing program) training for all ELA teachers | wide | OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Expenditures General Fund $7,500<br><br>Professional Development 5000-5999: Services And Other Operating Expenditures General Fund $7,000<br><br>Writer's Workshop (or other writing training) |
| 4) Provide full course access to all students, including unduplicated pupils and pupils with disabilities:<br>• Developmental Reading Assessment training<br>• Progress monitoring training<br>• Identifying specific pupil needs based on student assessment results<br>• Identifying and documenting intervention strategies and enrichment strategies | K-5 | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | RTI Meetings (Expenditures included in Reading Specialist salary) 2000-2999: Classified Personnel Salaries Supplemental |
| 5) Provide full course access to all students, including unduplicated pupils:<br>• Renew Lexia licenses to assist RTI and pupils with disabilities in building reading skills<br>• Use Lexia in 1st and 2nd grade classes as early intervention and enrichment<br>• Intensive interventions to Tier 2 pupils through the Reading Specialist with priority to unduplicated pupils | K-5 | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Lexia (80 licenses paid for until August 2018) |
| 6) Provide instructional support through the Reading Specialist, including:<br>• Constructive feedback observations<br>• Increased multidisciplinary opportunities for writing<br>• Parent nights on supporting their children with literacy at home<br>• Professional development to aides on intervention strategies. | Targeted | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Reading Specialist - budgeted salary 2000-2999: Classified Personnel Salaries Supplemental $43,168 |
| 7) Facilitate parent participation in building literacy skills, including unduplicated pupils:<br>• Provide parent trainings on supporting their children with literacy at home | Targeted | _ All<br>OR:<br>X Low Income pupils<br>X English Learners | Parent Trainings - included in budgeted salaries for teachers 1000-1999: Certificated Personnel Salaries Supplemental $1,000 |

| | | | |
|---|---|---|---|
| • Promote at home reading | | X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | At Home Literacy (more classroom readers) 4000-4999: Books And Supplies Supplemental $5,000 |
| 8) Provide after-school ELA tutoring through Magic Forest. | Targeted | _ All<br>- - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Magic Forest Literacy Tutoring - included in budgeted salaries 2000-2999: Classified Personnel Salaries Supplemental $71,233 |
| 9) Increase technology availability for pupils receiving support through RtI and pupils with disabilities. | Targeted | _ All<br>- - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | RTI Tablets -  4000-4999: Books And Supplies Supplemental $5,500 |
| | | _ All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| LCAP Year 3: 2018-19 |
|---|

| Expected Annual Measurable Outcomes: | A. 95% of pupils in grades 3-5, not receiving support through Response to Intervention (RtI), will score proficient on the Developmental Reading Assessment (DRA)<br>B. 95% of pupils in grades K-2, not receiving support through Response to Intervention (RtI), will show growth on the Developmental Reading Assessment (DRA)<br>C. 90% of students receiving RtI support will show growth on the DRA<br>D. 75% of students will show growth on writing assessments<br>E. 100% of pupils will receive full course access to arts integrated instruction in ELA, including unduplicated pupils and pupils with disabilities<br>F. 100% of pupils will have access to standards-aligned instructional materials, including ELA and ELD standards<br>F. 50% of teachers will receive standards-aligned professional development, as documented by credits earned<br>G. 5% school wide improvement on ELA CAASPP scores<br>H. 100% of ELs will improve on CELDT<br>I. Maintain or improve EL reclassification rate of 50%<br>J. 100% of ELA teachers will be fully credentialed and will attend one or more Professional Development training in ELA |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1) Provide substitute time for teachers, including:<br>• Collaboration meetings to plan differentiated instructional activities/materials<br>• Peer observations and reflections<br>• Administration of local assessments to measure progress toward proficiency | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Collaboration Meetings - included in budgeted certificated salaries<br><br>1000-1999: Certificated Personnel Salaries General Fund<br>Local Assessments - included in certificated substitutes budget |
| 2) Create after-school literacy club as a book club, to publish student writing, and to publish school newspaper. | 6-8 | X All<br>_ _ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Literacy Club |
| 3) Provide teachers with ELA workshops and training, including:<br>• BTSA for new teachers | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners | BTSA 5000-5999: Services And Other Operating Expenditures General Fund $10,000<br>Professional Development 5000-5999: Services And Other Operating Expenditures General Fund $7,000 |

| | | | |
|---|---|---|---|
| | | _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 4)  Provide intensive interventions to Tier 2 pupils through the Reading Specialist with priority to unduplicated pupils. | Targeted | _ All<br>– – – – – – – – – – –<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Reading Specialist 1000-1999: Certificated Personnel Salaries Supplemental $46,459 |
| 5) Hold monthly RTI meetings to support teachers, including:<br>• Developmental Reading Assessment training<br>• Progress monitoring training<br>• Identifying specific pupil needs based on student assessment results<br>• Identifying and documenting intervention strategies and enrichment strategies | Targeted | _ All<br>– – – – – – – – – – –<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | RTI Meetings (Expenditures included in Reading Specialist salary) 1000-1999: Certificated Personnel Salaries Supplemental |
| 6) Use Lexia to assist RtI  pupils with reading foundation and comprehension skills and as early intervention for all 1st and 2nd grade pupils. | Targeted | _ All<br>– – – – – – – – – – –<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Lexia (Renew 80 licenses) 5000-5999: Services And Other Operating Expenditures Supplemental $8,000 |
| 7) Provide instructional support through the Reading Specialist, including:<br>• Constructive feedback observations<br>• Increased multidisciplinary opportunities for writing<br>• Parent nights on supporting their children with literacy at home<br>• Professional development to aides on intervention | Targeted | _ All<br>– – – – – – – – – – –<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient | Reading Specialist (Expenditures included in Reading Specialist Salary above) 1000-1999: Certificated Personnel Salaries Supplemental |

| | | | |
|---|---|---|---|
| strategies.<br>• Use of Lexia for RTI, pupils with disabilities, and 1st/2nd grade students | | X Other Subgroups:<br>(Specify)<br>Pupils with disabilities | |
| 8) Provide after-school tutoring through Magic Forest. | Targeted | _ All<br>- - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups:<br>(Specify)<br>Pupils with disabilities | Magic Forest Tutoring (budgeted wages for personnel) 2000-2999: Classified Personnel Salaries Supplemental $73,370 |
| 9) Provide more books for classroom libraries | Charter-wide | _ All<br>- - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups:<br>(Specify)<br>Pupils with disabilities | Classroom Libraries 4000-4999: Books And Supplies Supplemental $5,000 |
| 10) Implement Writer's Workshop in all 1st-5th classrooms. | 1-5 | X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Writer's Workshop |

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

| GOAL 2: | All pupils will improve their progress toward proficiency in Math through strategic academic interventions and differentiated instructional practices. | Related State and/or Local Priorities:<br>1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---|---|---|

| Identified Need : | CAASPP test scores and Local Assessments scores show a need for improved pupil achievement and performance toward Math Standards.<br><br>Metrics: Teacher misassignment ratio; Standards-aligned instructional materials; Implementation of CCSS; Course access and enrollment; California Assessment of Pupil Performance and Progress (CAASPP); Local Assessments (Math Benchmark Assessments); Pupil Survey; Parent Survey; Teacher Survey |
|---|---|

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

**LCAP Year 1: 2016-2017**

| Expected Annual Measurable Outcomes: | A. 75% of pupils will show improvement on local assessments<br>B. 100% of K-5 Teachers will receive continued training and support in the Math In Focus curriculum adopted in 15-16<br>C. 100% of Middle School math teachers will receive standards-aligned professional development<br>D. 5% school-wide improvement on Math CAASPP scores from 2015-16 school year<br>E. 100% of students will have access to standards-aligned instructional materials<br>F. 100% of pupils will receive full course access to arts integrated instruction in Math, including unduplicated pupils and pupils with disabilities<br>G. 100% of math teachers will be fully credentialed |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1) Increase understanding and instructional effectiveness of adopted curriculum, including:<br>• Provide professional development on Math in Focus and Think Central for teachers and Instructional Assistants<br>• Provide BTSA training to new teachers<br>• Use local assessments to establish a baseline and measure progress toward proficiency | K-6 | X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | MIF Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental $4,800<br><br>BTSA (Expenditures Included in ELA Goal)   $0<br><br>Local Assessments   $0 |
| 2) Promote parental understanding and participation in | Targeted | _ All<br>- - - - - - - - - - | Parent Math Nights (included in Math in Focus training listed |

| math curriculum:<br>• Provide parent math nights<br>• Communicate math curriculum plan to parents<br>• Purchase additional math workbooks and manipulatives | | OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | above)<br>Curriculum Plan - additional workbooks & manipulatives 4000-4999: Books And Supplies Supplemental $5,500 |
|---|---|---|---|
| 3) Implement a computer-based intervention program, including unduplicated pupils | Targeted | _ All<br>– – – – – – – – – – –<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | ST Math user licenses (or other intervention program) 5000-5999: Services And Other Operating Expenditures Supplemental $33,000 |
| 4) Purchase Feifer Assessment of Math Screening kits in order to identify specific instructional needs for struggling learners | Targeted | _ All<br>– – – – – – – – – – –<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | FAM Math Screening kits (books & manuals) 4000-4999: Books And Supplies Supplemental $250 |
| 5) Provide after school math tutoring during Magic Forest, including:<br>• Use of tablets for intervention program practice | Targeted | _ All<br>– – – – – – – – – – –<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Magic Forest Math Tutoring (included in teacher salaries listed in ELA goal for afterschool program)<br>Magic Forest Tablets (included in ELA purchase of additional 5 tablets) |

| LCAP Year 2: 2017-18 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | A. 80% of pupils will show improvement on local assessments<br>B. 100% of K-5 Teachers will receive continued training and support in the Math In Focus curriculum adopted in 15-16<br>C. 100% of Middle School math teachers will receive standards-aligned professional development<br>D. 5% school-wide improvement on Math CAASPP scores from 2016-17 school year<br>E. 100% of students will have access to standards-aligned instructional materials<br>F. 100% of pupils will receive full course access to arts integrated instruction in Math, including unduplicated pupils and pupils with disabilities<br>G. 100% of math teachers will be fully credentialed | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1) Increase understanding and instructional effectiveness of adopted curriculum, including:<br>• Provide professional development on Math in Focus and Think Central for teachers and Instructional Assistants<br>• Provide BTSA training to new teachers<br>• Use local assessments to establish a baseline and measure progress toward proficiency<br>• Increase enrichment opportunities through problem-solving | Charter-wide | X All<br>- - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilities</u> | Local Assessments $0<br>BTSA Expenditures Included in ELA Goal<br>Professional Development Expenditures Included in ELA Goal |
| 2) Promote parental understanding and participation in math curriculum:<br>• Provide parent math nights | Targeted | _ All<br>- - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilities</u> | Parent Math Nights - On campus training 5000-5999: Services And Other Operating Expenditures Supplemental $3,000 |
| 3) Support struggling learners, including unduplicated pupils:<br>• Use of a computer-based intervention program<br>• Use FAR math screener to identify students' specific needs and provide appropriate supports | Targeted | _ All<br>- - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify) | ST Math (or other intervention program) 5000-5999: Services And Other Operating Expenditures Supplemental $30,000 |

| | | Pupils with disabilities | |
|---|---|---|---|
| 4)  Provide after school math tutoring during Magic Forest, including:<br>• Use of tablets for ST Math practice | Targeted | _ All<br>- - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Magic Forest Math Tutoring (Included in ELA Goal) |

**LCAP Year 3:** 2018-19

| Expected Annual Measurable Outcomes: | A. 85% of pupils will show improvement on local assessments<br>B. 100% of K-5 Teachers will receive continued training and support in the Math In Focus curriculum adopted in 15-16<br>C. 100% of Middle School math teachers will receive standards-aligned professional development<br>D. 5% school-wide improvement on Math CAASPP scores fro 2017-18 school year<br>E. 100% of students will have access to standards-aligned instructional materials<br>F. 100% of pupils will receive full course access to arts integrated instruction in Math, including unduplicated pupils and pupils with disabilities<br>G. 100% of math teachers will be fully credentialed |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1)  Increase understanding and instructional effectiveness of adopted curriculum, including:<br>• Provide professional development on Math in Focus and Think Central for teachers and Instructional Assistants<br>• Provide BTSA training to new teachers<br>• Use local assessments to establish a baseline and measure progress toward proficiency<br>• Increase enrichment opportunities through problem solving | Charter-wide | X All<br>- - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Local Assessments   $0<br><br>BTSA Expenditures Included in ELA Goal   $0<br><br>Professional Development Expenditures Included in ELA Goal |
| 2) Promote parental understanding and participation in math curriculum:<br>• Provide parent math nights | Targeted | _ All<br>- - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: | Parent Math Nights - continued on-campus training 5000-5999: Services And Other Operating Expenditures Supplemental $3,000 |

| | | (Specify)<br>Pupils with disabilities | |
|---|---|---|---|
| 3) Support learners' individual needs, including unduplicated pupils:<br>• Use FAR math screener to identify students' specific needs<br>• Extend math intervention program access to all students to provide practice and enrichment | Targeted | _ All<br>‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | ST Math (or other intervention program continued annual license renewal) 5000-5999: Services And Other Operating Expenditures Supplemental $3,500 |

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

| GOAL 3: | Efforts will be increased to provide a learning environment that is engaging, safe, and conducive to learning. | Related State and/or Local Priorities:<br>1 X 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---|---|---|

| Identified Need : | Need: Results from two years of Parent Advisory Group meetings and parent, staff, and student surveys have indicated a need for improvement of overall school climate.<br><br>Metrics: FIT review; Volunteer rates; Parent Advisory Group (PAG) participation rates; School attendance rates; Middle School dropout rates; Pupil suspension rates; Discipline records; California Healthy Kids Survey (CHKS); Parent Surveys; Pupil Survey; Teacher Surveys |
|---|---|

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

| **LCAP Year 1:** 2016-2017 |
|---|

| Expected Annual Measurable Outcomes: | A. Establish baseline for discipline referrals<br>B. Decrease overall facilities costs by 3%<br>C. Increase parent satisfaction with playground from 63% to 80%<br>D. Maintain 100% facilities in good repair according to FIT review<br>E. Increase access to technology for all students in grades 3-8 by 25%, from 150 devices to 200<br>F. Increase participation on Parent Survey and CHKS by 5%, including parents of unduplicated pupils and special needs pupils<br>G. Increase attendance rate to 95%<br>H. Decrease chronic absenteeism rates by 2%<br>I. Maintain middle school dropout rate of 0%<br>J. Maintain suspension rate of <2%<br>K. Maintain expulsion rate of 0% |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1) Implement Classified Staff engagement program, including:<br>• Increase training to aides in ELA and math curriculum and strategies<br>• Train Classified Staff on The 5 Dimensions of Engaged Teaching<br>• Implement new Classified Staff salary and benefits schedule | Charter-wide | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | 5 Dimensions Training (Expenditures Listed Below)<br>Credentialed teacher to provide training to classified staff<br>1000-1999: Certificated Personnel Salaries Supplemental $1,000 |

| | | | |
|---|---|---|---|
| 2) Increase social-emotional support to all students, including unduplicated pupils and pupils with disabilities:<br>• Offer Team 3 counseling support as needed<br>• Expand counseling to include full class workshops<br>• Purchase Fill Your Bucket book for every K/1 parent<br>• Train Special Education and Classified staff in The 5 Dimensions of Engaged Teaching curriculum | Targeted | _ All<br>––––––––––<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilities</u> | Continue Counseling services to students 2000-2999: Classified Personnel Salaries Supplemental $30,000<br><br>Fill Your Bucket Books 4000-4999: Books And Supplies Supplemental $1,000<br><br>5 Dimensions Training - Classified and Sped (note: pay Cathy for 2 days listed above) |
| 3) Maintain repair of facilities based on FIT review, including:<br>• Create an ongoing and comprehensive Facilities plan which utilizes all 316 acres in keeping with the school's overall mission | Charter-wide | X All<br>––––––––––<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Continue increasing Maintenance Worker hours to support needed repairs & janitorial 2000-2999: Classified Personnel Salaries Supplemental and Concentration $25,000<br><br>Continue with maintaining a Facilities Coordinator for increased changes to facilities 2000-2999: Classified Personnel Salaries General Fund $25,000 |
| 4) Upgrade and remodel play areas to increase play space and safety | Charter-wide | X All<br>––––––––––<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Playground Areas to be researched and upgraded after the purchase of the property   $0 |
| 5) Upgrade the Bitney Springs Facility to be ADA and Fire Code compliant | Charter-wide | X All<br>––––––––––<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | ADA Compliance construction & renovation costs 5000-5999: Services And Other Operating Expenditures Other $600,000 |
| 6) Purchase more computers for students to increase | Targeted | _ All<br>–––––––––– | Chromebooks for all middle school students (150 |

| access to and knowledge of technology curriculum. | | OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | chromebooks are being researched and will be implemented if determined to be sufficient technology) 4000-4999: Books And Supplies Common Core Standards Implementation Funds $22,500 |
|---|---|---|---|
| 7)  Create an Attendance Awareness Program to improve pupil attendance, increase in-school learning time, and build classroom community/morale:<br>• Inform parents about attendance rates<br>• Enforce SARB policy consistently | Targeted | _ All<br>- - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Attendance Awareness supplies and printing (note: budget increased per Mrs. Pettitt) 4000-4999: Books And Supplies Supplemental and Concentration  $1,000 |
| 8)  Implement new classified salary schedules which include pay raises for all staff bringing salaries to a comparable level within the county | Charter-wide | X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Revised Certificated Salary Schedule 1000-1999: Certificated Personnel Salaries General Fund $60,000<br><br>Classified Salary Schedule (including Art/Movement/Music teacher salary schedule creation) 2000-2999: Classified Personnel Salaries General Fund $50,000 |
| 9)  Diversify school lunch options, including organic and gluten-free options | Targeted | _ All<br>- - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | School Lunch - we are researching subsidizing lunches for unduplicated pupils (cost to be determined) |
| 10) Promote parent involvement, including unduplicated pupils:<br>• Require CyberStrong Kids Internet safety course, which requires parent-child discussions | 3-8 | X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners | CyberStrong technology safety training 5000-5999: Services And Other Operating Expenditures General Fund $600<br><br>Positive Discipline Workshops (bring in outside consultant for |

| | | | |
|---|---|---|---|
| • Provide parenting/Positive Discipline workshops to parents | | _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | additional training) 5000-5999: Services And Other Operating Expenditures Supplemental $4,000 |
| 11) Redefine/restructure Movement classes to increase pupil success and physical fitness | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Continue to provide professional development to all teachers (Movement teacher to enroll in PD when available) 5000-5999: Services And Other Operating Expenditures General Fund $7,000 |
| 12) Continue to educate pupils about the technical aspects of Theater Arts | 6-8 | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Theater Technician salary 2000-2999: Classified Personnel Salaries General Fund $6,500 |

## LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | A. Decrease disciplinary referrals by 5% according to discipline records<br>B. Decrease overall facilities costs by 3%<br>C. Increase parent satisfaction with playground from 85%<br>D. Maintain 100% facilities in good repair according to FIT review<br>E. Increase access to technology for all students in grades 3-8 by 25%, from 250 to 300<br>F. Increase participation on Parent Survey and CHKS by 5%, including parents of unduplicated pupils and special needs pupils<br>G. Increase attendance rate to 96%<br>H. Decrease chronic absenteeism rates by 2%<br>I. Maintain middle school dropout rate of 0%<br>J. Maintain suspension rate of <2%<br>K. Maintain expulsion rate of 0% |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1) Maintain repair of facilities based on FIT review -<br>• implement comprehensive Facilities plan which utilizes all 316 acres in keeping with the school's overall mission | Charter-wide | X All<br>– – – – – – – – – –<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Maintenance Worker 2000-2999: Classified Personnel Salaries Supplemental $48,000<br><br>Facilities Coordinator 2000-2999: Classified Personnel Salaries General Fund $30,000<br><br>ADA 5000-5999: Services And Other Operating Expenditures General Fund $1,000 |
| 2) Ensure proper permitting for all buildings. | Charter-wide | X All<br>– – – – – – – – – –<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Building Permitting (including all costs in loan from USDA) |
| 3) Continue focus on attendance awareness. | Targeted | _ All<br>– – – – – – – – – –<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent | Attendance 4000-4999: Books And Supplies Supplemental $500 |

| | | English proficient<br>X Other Subgroups:<br>(Specify)<br>Pupils with disabilities | |
|---|---|---|---|
| 4)  Continue to educate pupils about technical aspects of theater Arts. | 6-8 | X All<br>_ _ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Theater Technician 2000-2999: Classified Personnel Salaries General Fund $10,000 |
| 5)  Promote parental participation, including:<br>•   Require new parents attend an information meeting prior to applying to NCSA<br>•   Provide parent meetings to support classroom concerns | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Parent Participation |
| 6)  Continue to provide aide support to assist pupils in classrooms. | Targeted | _ All<br>_ _ _ _ _ _ _ _ _ _ _ _<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups:<br>(Specify)<br>Pupils with disabilities | Classroom Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental $219,000 |
| 7)  Redefine / restructure Movement classes to increase pupil success and physical fitness. | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Movement (budgeted salaries) 2000-2999: Classified Personnel Salaries General Fund $48,000 |

| | | | |
|---|---|---|---|
| 8) Support students emotional needs, including:<br>• Offer Team 3 counseling as needed<br>• Provide whole-class counseling presentations<br>• Purchase Fill Your Bucket book for every Kindergarten parent | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Team 3 5000-5999: Services And Other Operating Expenditures Supplemental $1,500<br><br>Counseling (included in budgeted salaries) 2000-2999: Classified Personnel Salaries Supplemental $31,000<br><br>Fill Your Bucket Books 4000-4999: Books And Supplies Supplemental $1,000 |
| 9) Continue upgrade and remodel play areas to increase play space and safety | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Play Areas 5000-5999: Services And Other Operating Expenditures Other $5,000 |
| 10) Purchase more computer for students to increase access to technology curriculum. | 6-8 | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Student Devices 4000-4999: Books And Supplies General Fund $10,000 |
| 11) Require CyberStrong Kids Internet safety course. | 3-8 | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | CyberStrong 5000-5999: Services And Other Operating Expenditures General Fund $600 |

| **LCAP Year 3:** 2018-19 |
|---|

| Expected Annual Measurable Outcomes: | A. Maintain or decrease disciplinary referrals according to discipline records<br>B. Decrease overall facilities costs by 3%<br>C. Increase parent satisfaction with playground from 90%<br>D. Maintain 100% facilities in good repair according to FIT review<br>E. Increase access to technology for all students in grades 3-8 by 25%<br>F. Increase participation on Parent Survey and CHKS by 5%, including parents of unduplicated pupils and special needs pupils<br>G. Maintain attendance rate of 96%<br>H. Decrease chronic absenteeism rate by 2%<br>I. Maintain middle school dropout rate of 0%<br>J. Maintain suspension rate of <2%<br>K. Maintain expulsion rate of 0% |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1) Support students emotional needs, including:<br>• Offer Team 3 counseling as needed<br>• Provide whole-class counseling presentations<br>• Purchase Fill Your Bucket books for every Kindergarten Parent | Charter-wide | X All<br>‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | Team 3 5000-5999: Services And Other Operating Expenditures Supplemental $1,500<br><br>Counseling 2000-2999: Classified Personnel Salaries Supplemental $33,000<br><br>Fill Your Bucket Books 4000-4999: Books And Supplies Supplemental $1,000 |
| 2) Create a level sports field. | Charter-wide | X All<br>‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Sports Field 5000-5999: Services And Other Operating Expenditures Other $10,000 |
| 3) Increase access to the school gym for all pupils, including unduplicated pupils. | Targeted | _ All<br>‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent | Gym (reconstruction/renovation from SB740 reimbursement) 5000-5999: Services And Other Operating Expenditures Supplemental $10,000 |

| | | English proficient<br>X Other Subgroups:<br>(Specify)<br>Pupils with disabilities | |
|---|---|---|---|
| 4) Maintain repair of facilities based on FIT review -<br>• Implement comprehensive Facilities plan which utilizes all 316 acres in keeping with the school's overall mission | Charter-wide | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Maintenance Worker 2000-2999: Classified Personnel Salaries General Fund $50,000<br>Facilities Coordinator 2000-2999: Classified Personnel Salaries General Fund $30,000 |
| 5) Purchase more devices for students to ensure 1:1 ratio in grades 6-8. | 6-8 | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Student Devices 4000-4999: Books And Supplies General Fund $5,000 |
| 6) Continue focus on attendance awareness. | Targeted | _ All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups:<br>(Specify)<br>Pupils with disabilities | |
| 7) Require CyberStrong Kids Internet safety course. | 3-8 | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | CyberStrong 5000-5999: Services And Other Operating Expenditures General Fund $600 |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |

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

# 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 1 from prior year LCAP: | All pupils will improve their progress toward NCSA's Measureable Outcomes in ELA through strategic academic interventions and differentiated instructional practices. | Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X<br><br>COE only: 9 _ 10 _<br><br>Local : Specify Strategic Plan Objectives 4, 5 |
| --- | --- | --- |

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

| Expected Annual Measurable Outcomes: | State Priority Areas<br><br>Priority 1: Basic Services (Williams)<br>• Rate of teacher misassignment – The Charter Governance Council (CGC) will review any misaligned teacher positions and provide credential exceptions as appropriate. Credential exceptions must be reviewed by CGC yearly.<br>• Pupil access to standards-aligned instructional materials – Increase alignment of Measurable Outcomes with CCSS<br><br>Priority 2: Implementation of State Standards<br>• Implementation of CCSS for all pupils - Increase alignment of Measurable Outcomes with CCSS<br>• ELD Standards – Increase implementation of ELD Standards as applicable<br><br>Priority 7: Course Access<br>• 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<br><br>Priority 4: Pupil Achievement<br>• Performance on Standardized tests (CAASPP) – Improve overall scores from 2014-15 school year<br>• Score on Academic Performance Index (API) – Meet or exceed growth on API target as applicable<br>• Share of ELs that become English proficient – ELs will improve on CELDT scores toward proficiency | Actual Annual Measurable Outcomes: | State Priority Areas<br><br>Priority 1: Basic Services (Williams)<br>• Rate of teacher misassignment – 100% of teachers are fully credentialed.<br>• Pupil access to standards-aligned instructional materials – 100% of pupils had access to instructional materials as outlined in our Charter, including unduplicated pupils and pupils with disabilities<br><br>Priority 2: Implementation of State Standards<br>• Implementation of CCSS for all pupils - 100% of pupils had access to instructional materials as outlined in our Charter<br>• ELD Standards – 100% of ELs had access to ELA instruction, including ELD standards<br><br>Priority 7: Course Access<br>• Pupil access and enrollment in all required areas of study – 100% of pupils had full course access, including unduplicated pupils and pupils with disabilities<br><br>Priority 4: Pupil Achievement<br>• Performance on Standardized tests (CAASPP) – No CAASPP scores to compare; 14-15 CAASPP was a benchmark year<br>• Score on Academic Performance Index (API) – API is no longer applicable, per CA State Board of Education<br>• Share of ELs that become English proficient – 100% of ELs |
| --- | --- | --- | --- |

- 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.

improved on CELDT scores toward proficiency
- EL reclassification rate – EL reclassification is 0%; EL population is <1%

Priority 8: Other Pupil Outcomes
- Other indicators of pupil performance in required areas of study – 96% of pupils in grades 2-5 not receiving support through RtI scored proficient on DRA

NCSA Strategic Plan

Objective 4: Academic Curriculum & Assessment - 96% of pupils in grades 2-5 not receiving support through RtI scored proficient on DRA

Objective 8: Technology – Technology for pupils receiving support through RTI increased 100%; Technology use increased to ~ 2:1 ratio in grades 3-8, including access 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: 2015-16 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1)  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. | Teacher Salaries 1000-1999: Certificated Personnel Salaries General Fund $95,000 | 1)  Transitioned 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. | Teacher Salaries<br><br>1000-1999: Certificated Personnel Salaries General Fund $171,200 |
| Scope of Service | Charter-wide | Scope of Service | Charter-wide |
| X All<br>OR:<br>_ Low Income pupils | | X All<br>OR:<br>_ Low Income pupils | |

| | | | |
|---|---|---|---|
| _ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 2) Provide release time for teachers and artists to align CCSS and Measurable Outcomes, creating continuity and direction in ELA through a curriculum plan where each grade builds upon each other with a solid foundation. | Release Time - included substitute time budgeted 1000-1999: Certificated Personnel Salaries General Fund $ 3,300 | 2) Postponed until 2016-2017. | Release Time - included substitute time budgeted 1000-1999: Certificated Personnel Salaries General Fund $0 |
| Scope of Service ┊ Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service ┊ Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 3) Provide collaboration time to plan instructional activities/materials toward Measurable Outcomes through Team Meetings. | Collaboration Time General Fund $0 | 3) Modified Team Meeting schedule so grade-level partners can meet regularly for collaboration, in addition to prep time. | Collaboration Time - included in teacher salaries 1000-1999: Certificated Personnel Salaries General Fund $0 |
| Scope of Service ┊ Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service ┊ Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| | | | |
|---|---|---|---|
| 4) Continue discussions about best practices for pre- and post- writing assessments and rubric use through Staff Meetings. | Writing Assessments $0 | 4) Established pre- and post-writing assessment procedures and rubric use, aligned with research-based best practices. | Writing Assessments $0 |
| Scope of Service ⋮ Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service ⋮ Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 5) Administer local assessments to measure progress toward curricular goals. | Local Assessments $0 | 5) Administered local assessments to measure progress toward curricular goals, including DRA, Words Their Way, and Writing Prompts. | Local Assessments $0 |
| Scope of Service ⋮ Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service ⋮ Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 6) Provide BTSA training to new teachers. | BTSA 5000-5999: Services And Other Operating Expenditures General Fund $3,500 | 6) Provided BTSA training to new teachers. | BTSA 5000-5999: Services And Other Operating Expenditures Other $10,000 |
| Scope of Service ⋮ Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils | | Scope of Service ⋮ Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils | |

| | | | |
|---|---|---|---|
| _ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| 7)  Increase Reading Specialist hours to provide more intensive interventions to Tier 2 pupils. | Reading Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $22,000 | 7)  Increased Reading Specialist hours from 2014-15 to provide more intensive interventions to Tier 2 pupils.  Priority was given to unduplicated pupils. | Reading Specialist 1000-1999: Certificated Personnel Salaries Supplemental $35,450 |
| Scope of Service  Targeted<br><br>_ All<br>- - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | | Scope of Service  Targeted<br><br>_ All<br>- - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | |
| 8)  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. | Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000 | 8)  Provided teachers with workshops and training to increase their satisfaction with level of professional development as applicable. | Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental $22,000 |
| Scope of Service  Charter-wide<br><br>X All<br>- - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service  Charter-wide<br><br>X All<br>- - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| | | | |
|---|---|---|---|
| 9) Provide increased support for teachers in targeting specific pupil needs based on progress monitoring results and in identifying and documenting intervention strategies. | RtI Meetings - within contracted salary 1000-1999: Certificated Personnel Salaries General Fund | 9) Monthly team meetings focused on progress monitoring provided direct instruction for teachers in targeting specific pupil needs based on progress monitoring results and in identifying and documenting intervention strategies. | RtI Meetings - within contracted salary 1000-1999: Certificated Personnel Salaries General Fund $0 |
| Scope of Service   Targeted<br><br>_ All<br>- - - - - - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilities</u> | | Scope of Service   Targeted<br><br>_ All<br>- - - - - - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilities</u> | |
| 10) Continue use of Lexia to assist RtI and unduplicated pupils with reading foundation and comprehension skills. | Lexia 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,600 | 10) Continued use of Lexia to assist RtI and unduplicated pupils with reading foundation and comprehension skills. All unduplicated pupils with related needs have been given access and time at school. | Lexia 5000-5999: Services And Other Operating Expenditures Supplemental $3,650 |
| Scope of Service   Targeted<br><br>_ All<br>- - - - - - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilities</u> | | Scope of Service   Targeted<br><br>_ All<br>- - - - - - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilites</u> | |
| 11) Purchase 80 additional licenses for Lexia to use as early intervention for all K/1 pupils. | Lexia Licenses (Cost incorporated above.)  $0 | 11) Purchased 20 additional licenses for Lexia to support RTI caseload for students with reading needs, including unduplicated pupils. | Lexia Licenses (Cost incorporated above.)  $0 |
| Scope of Service   Targeted | | Scope of Service   Targeted | |

| | | | |
|---|---|---|---|
| _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | |
| 12) 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. | Magic Forest Restructure 2000-2999: Classified Personnel Salaries Supplemental and Concentration $35,000 | 12) Restructured Magic Forest to increase educational opportunities, including programs to support unduplicated pupils. The restructure included hiring a certified teacher to direct the program, a tutoring component and an Instructional Aide. | Certificated Teacher 1000-1999: Certificated Personnel Salaries Supplemental $29,300<br><br>Aides 2000-2999: Classified Personnel Salaries Supplemental $55,350 |
| Scope of Service ┊ Targeted<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | | Scope of Service ┊ Targeted<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | |
| 13) Provide Extended School Year, as appropriate. | ESY $0 | 13) Extended School Year was not needed by our students. | ESY $0 |
| Scope of Service ┊ Targeted<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient | | Scope of Service ┊ Targeted<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>X Other Subgroups: (Specify) | |

| | | | |
|---|---|---|---|
| X Other Subgroups: (Specify)<br>Pupils with disabilities | | Pupils with disabilities | |
| 14) 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. | | 14) All pupils with disabilities participated in the general education program to the maximum extent possible. Educational services in ELA are provided according to IEP goals for each student. | |
| Scope of Service ┊ Targeted<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | | Scope of Service ┊ Targeted<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | |
| _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service ┊<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| | |
|---|---|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Based on stakeholder feedback, current research, and discussions during indicated meetings, the following changes to goals, actions, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions/services.<br><br>Changes to goal:<br>• The English Language Arts goal was redefined to align more consistently with the need for improvements based on local assessment scores and CAASPP scores: All pupils will improve their progress toward English Language Arts proficiency through strategic academic interventions and differentiated instructional practices.<br><br>Changes to need:<br>• As rewritten, the statement of need is more accurate: CAASPP test scores and Local Assessments scores show a need |

for improved pupil achievement and performance toward ELA Standards.

Changes to actions and services:
According to the 2015 year-end survey, stakeholders expressed a desire to increase student engagement, to provide more enrichment, and increased learning time for ELA and Math. This stakeholder feedback is reflected in the changes to actions and services.
- Aligning the curriculum plan was postponed to 2016-17. Promotion of an Arts teacher to Arts Coordinator will allow curriculum to be fully arts-integrated. Curricular focus for 15-16 remained on increasing best-practices for instruction and implementing strategies for remediation and enrichment, based on student need. This change was effective based on student growth in RTI.
- NCSA did not purchase 80 additional licenses for Lexia to use as early intervention for all K/1 pupils. As discussed in our Charter, NCSA holds a developmental philosophy around student achievement and around use of technology. Budgetary restrictions also limited this purchase. 20 additional licenses were purchased instead to support the caseload of students with reading needs. All students who showed needs based on IEPs and RTI were provided licenses.

The following actions and services were added:
- Professional development for aides was added to address a need expressed through the classified staff survey.
- Referrals to NCSOS Summer Learning Adventure for pupils in the RtI process was added to boost student learning opportunities, especially for low-income pupils. Research indicates that while all students experience summer slide in math, students from low-income families experience more of a loss in reading skills, according to NEA (http://neatoday.org/2013/07/23/innovative-programs-slow-the-summer-slide-for-low-income-students/).

We know that actions and services put in place during the 2015-16 school year were effective because of the following indicators:
- Alignment with current educational research
- Earlier identification of pupils with disabilities
- Increase in initial assessments for special education
- Decrease in overall referrals to special education
- Increase in technology available to unduplicated pupils
- Increase in consistency with progress monitoring and benchmark assessment data
- Increase in use of assessment data results to focus instruction

Resulting budgetary changes:
- Budgeted expenditures for BTSA increased from 2014-15 due to state increase in fees.
- Budgeted expenditures for Reading Specialist were adjusted due to incorrect salary listing from 2014-15.

**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.**

**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 2 from prior year LCAP: | All pupils will improve their progress toward NCSA's Measureable Outcomes in Math through strategic academic interventions and differentiated instructional practices. | Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---|---|---|

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

| Expected Annual Measurable Outcomes: | State Priority Areas<br><br>Priority 1: Basic Services (Williams)<br>• Rate of teacher misassignment – The Charter Governance Council (CGC) will review any misaligned teacher positions and provide credential exceptions as appropriate. The credential exception must be reviewed by CGC yearly.<br>• Pupil access to standards-aligned instructional materials – Increase alignment of Measurable Outcomes with CCSS<br><br>Priority 2: Implementation of State Standards<br>• Implementation of CCSS for all pupils - Increase alignment of Measurable Outcomes with CCSS<br><br>Priority 7: Course Access<br>• Pupil access and enrollment in all required areas of study – Pupil access and enrollment in all required areas of study will be met through class curriculum<br><br>Priority 4: Pupil Achievement<br>• Performance on Standardized tests (CAASPP) – Improve overall scores from 2014-15 school year<br>• Score on Academic Performance Index (API) – Meet or exceed growth on API target, as applicable<br><br>Priority 8: Other Pupil Outcomes<br>• Other indicators of pupil performance in required areas of study – 90% will improve on local assessments | Actual Annual Measurable Outcomes: | State Priority Areas<br><br>Priority 1: Basic Services (Williams)<br>• Rate of teacher misassignment – 100% of teachers were fully credentialed<br>• Pupil access to standards-aligned instructional materials – Measurable Outcomes are aligned with NCSA's charter for adopted math curriculum<br><br>Priority 2: Implementation of State Standards<br>• Implementation of CCSS for all pupils - Measurable Outcomes are aligned with NCSA's charter for adopted math curriculum<br><br>Priority 7: Course Access<br>• Pupil access and enrollment in all required areas of study – 100% of pupils have full course access, including unduplicated pupils and pupils with disabilities<br><br>Priority 4: Pupil Achievement<br>• Performance on Standardized tests (CAASPP) – No CAASPP scores to compare; 2014-15 CAASPP was a benchmark year and 2015-16 scores are not yet available<br>• Score on Academic Performance Index (API) – API is no longer applicable, per CA State Board of Education<br><br>Priority 8: Other Pupil Outcomes<br>• Other indicators of pupil performance in required areas of study – 2015-16 was a benchmark year with new math |
|---|---|---|---|

| | |
|---|---|
| NCSA Strategic Plan<br><br>Objective 4: Academic Curriculum & Assessment - 90% will improve on local assessments<br><br>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. | curriculum<br><br>NCSA Strategic Plan<br><br>Objective 4: Academic Curriculum & Assessment - 2015-16 was a benchmark year with new math curriculum<br><br>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: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Provide release time in which teachers communicate to align CCSS and Measurable Outcomes, thereby clarifying a curriculum plan in Math. | Release Time & Professional Development Expenditures included in ELA Goal | Teachers communicated to align Math in Focus adopted curriculum and NCSA developmental expectations, thereby clarifying a K-5 curriculum plan in Math.  No release time was needed. | Release Time & Professional Development Expenditures included in ELA Goal |
| Scope of Service: Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: K-6<br><br>X All<br>- - - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Create Developmental Math Assessments to measure progress toward Measurable Outcomes. | Local Math Assessments   $0 | Teachers used assessments from 2014-15 as a September benchmark because they were still training in Math in Focus, purchased in September.  A best-practice assessment approach was implemented, Math In Focus assessments were used in May of 2015-16, and a baseline will be | Local Math Assessments   $0 |

| | | established in 2016-17. | |
|---|---|---|---|
| **Scope of Service** Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | **Scope of Service** K-5<br><br>X All<br>- - - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Provide teachers with workshops and trainings to increase their satisfaction with level of professional development as applicable. | Release Time & Professional Development Expenditures included in ELA Goal | Teachers were provided three teacher training sessions on implementation of and instruction with Math in Focus. Two parent information and training nights were held. | Math in Focus Professional Development 5000-5999: Services And Other Operating Expenditures General Fund $9,600 |
| **Scope of Service** Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | **Scope of Service** K-5<br><br>X All<br>- - - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Provide BTSA training to new teachers. | Release Time & Professional Development Expenditures included in ELA Goal | BTSA training was provided to new teachers. | Release Time & Professional Development Expenditures included in ELA Goal |
| **Scope of Service** Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | | **Scope of Service** Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

| | | | |
|---|---|---|---|
| _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| | Part of budgeted expenses below 4000-4999: Books And Supplies General Fund | Purchased math manipulatives to align instruction with Common Core reasoning. | Math Manipulatives 4000-4999: Books And Supplies Common Core Standards Implementation Funds $650 |
| X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: K-5<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| | | Purchased 7th and 8th grade math textbooks to provide quality instruction to all related students, including unduplicated pupils. | 7th and 8th Math Textbooks 4000-4999: Books And Supplies Common Core Standards Implementation Funds $22,480 |
| X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: 7-8<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| | | Math In Focus curriculum was purchased to provide cohesive instruction for all students in grades K-5, including unduplicated pupils. | Part of estimated actual expenses listed above 4000-4999: Books And Supplies Common Core Standards Implementation Funds $11,000 |
| X All<br>OR: | | Scope of Service: K-5 | |

| | | | |
|---|---|---|---|
| _ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | X All<br>‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The following changes to goals, actions, 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.<br><br>Changes to goal:<br>• The Math goal was redefined to align more consistently with the need for improvements based on local assessment scores and CAASPP scores:  All pupils will improve their progress toward Math proficiency through strategic academic interventions and differentiated instructional practices.<br><br>Changes to need:<br>• As rewritten, the statement of need is more accurate: CAASPP test scores and Local Assessments scores show a need for improved pupil achievement and performance toward Math Standards.<br><br>Changes to actions and services:<br>According to the 2015 year-end survey, stakeholders expressed a desire to increase student engagement, to provide more enrichment, and increased learning time for ELA and Math.  This stakeholder feedback is reflected in the changes to actions and services.  2015-16 mathematics focus was on learning and implementing a new math program.  As indicated in current research, below, this implementation will allow for more focused instruction and increased student engagement and enrichment.<br>• Creation of a curriculum plan was created during staff meetings.  No release time was needed.<br>• With the new math program and accompanying assessments, we need to set a new baseline for local assessments.  Student progress will be measured in 2016-17.<br>• Purchased Math in Focus adopted curriculum for grades K-5 one year early due to teacher satisfaction with the pilot.  Once implemented, there was a strong learning curve for this curriculum, due in part by late adoption (October).  Instruction was supported by three days of training, which included demo lessons and parent nights.  Research shows students instructed with Math in Focus make statistically higher gains than with other curriculum (http://www.hmhco.com/~/media/sites/home/educators/education-topics/hmh-efficacy/math_in_focus_research_comparative_efficacy_study_grades_2_and_4_2012-2013.pdf?la=en).<br><br>The following actions and services were added:<br>• Purchased math manipulatives.  Math in Focus curriculum requires regular use of math manipulatives.  Our teachers were in need of updated manipulatives and tools aligning with the program, as stated by stakeholder feedback.  Use of manipulatives to help all students learn, especially pupils with disabilities, is supported by research (http://www.ldonline.org/spearswerling/The_Use_of_Manipulatives_in_Mathematics_Instruction).<br>• Purchased math textbooks for 7th and 8th grade students to ensure CCSS aligned instruction and 100% access to curricular materials. | | |

We know that actions and services put in place during the 2015-16 school year were effective.  Teachers have collaborated to articulate a common K-5 instructional plan.  Stakeholders have requested continued training, stating that it has been critical to understanding the design and philosophy of the program.  Student feedback included frustration as new problem-solving approaches and processes were taught.  Teacher and parent training will alleviate this.  From improving our ELA assessments,  we know that creating math benchmarks consistent with instructional practices and establishing a clear baseline will better allow us to support students' academic growth.

Resulting budgetary changes:
- Budgeted expenditures for BTSA increased from 2014-15 due to state increase in fees, as indicated in the ELA goal.
- Expenditures for Math in Focus were added.
- Budgeted expenditures for Professional Development increased due to needed training on the new math program.
- Purchased math manipulatives was added.

**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.**

**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 3 from prior year LCAP: | Efforts to improve overall satisfaction with community and facilities will be increased. | Related State and/or Local Priorities: 1 X  2 _  3 X  4 _  5 X  6 X  7 _  8<br><br>COE only:  9 _  10 _<br><br>Local : Specify Strategic Plan Objectives 1, 3, 6, 7 |
|---|---|---|

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

| Expected Annual Measurable Outcomes: | State Priority Areas<br><br>**Priority 1: Basic Services (Williams)**<br>• Facilities in good repair – Increase parent satisfaction with school facilities from 66%<br><br>**Priority 3: Parent Involvement**<br>• Efforts to seek parent input – Increase participation on Parent Survey from 60%<br>• 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<br><br>**Priority 5: Pupil Engagement**<br>• School attendance rates – Increase attendance rate to 95%<br>• Chronic absenteeism rates – Reduce chronic absenteeism rate from 5%<br>• Middle school dropout rates – Reduce middle school dropout rate to 0%<br><br>**Priority 6: School Climate**<br>• Pupil suspension rates – Maintain < 5% pupil suspension rate; Decrease suspension for unduplicated pupils from 65%<br>• Pupil expulsion rates – Maintain expulsion rate of 0%<br>• Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school | Actual Annual Measurable Outcomes: | State Priority Areas<br><br>**Priority 1: Basic Services (Williams)**<br>• Facilities in good repair – Parent satisfaction with overall school condition is 90%; satisfaction with playground facilities decreased to 63%<br><br>**Priority 3: Parent Involvement**<br>• Efforts to seek parent input – Participation on Parent Survey decreased from 60% to 52%<br>• Promotion of parental participation in programs for unduplicated pupils and special needs subgroups – Maintained significant subgroup representation on the Parent Advisory Group and the Charter Governance Council<br><br>**Priority 5: Pupil Engagement**<br>• School attendance rates – Current attendance rate is 93.5%<br>• Chronic absenteeism rates – Current chronic absenteeism rate is 33%<br>• Middle school dropout rates – Middle school dropout rate reduced to 0%<br><br>**Priority 6: School Climate**<br>• Pupil suspension rates – Current suspension rate is 3%<br>• Pupil expulsion rates – Maintained expulsion rate of 0%<br>• Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness – Efforts to survey pupils, parents, and |
|---|---|---|---|

Page 53 of 75


| | |
|---|---|
| connectedness – Maintain efforts to survey pupils, parents, and teachers, including opportunities to respond to safety and school connectedness<br><br>NCSA Strategic Plan<br><br>Objective 1: Funding – Increase attendance rate to 95%<br><br>Objective 3: Facility – Increase parent satisfaction with school facilities from 66%<br><br>Objective 6: Social Curriculum – Maintain efforts to survey pupils, parents, and teachers, including opportunities to respond to safety and school connectedness<br><br>Objective 7: Community – Increase volunteer rates from 64%<br><br>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. | teachers, including opportunities to respond to safety and school connectedness were maintained<br><br>NCSA Strategic Plan<br>Objective 1: Funding – Attendance rate decreased to 93.5%<br><br>Objective 3: Facility – Parent satisfaction with overall school condition is 90%; satisfaction with playground facilities decreased to 63%<br><br>Objective 6: Social Curriculum – Efforts to survey pupils, parents, and teachers, including opportunities to respond to safety and school connectedness were maintained<br><br>Objective 7: Community – Volunteer rate increased to 72%<br><br>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:** 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Apply for incentives grant for remodel/repair of school facility, up to $400,000. | n/a   $0 | Applied for incentives grant for remodel/repair of school facility. | n/a   $0 |
| Scope of Service: Charter-wide<br><br>X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: Charter-wide<br><br>X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| | | | |
|---|---|---|---|
| Relocate and remodel classrooms to accommodate track changes to increase parent satisfaction and sense of community.  Remodel will include renovation of a Kindergarten classroom and purchase of new furniture. | Remodeling 5000-5999: Services And Other Operating Expenditures Other $14,500 | Relocated and remodeled classrooms to accommodate track changes to increase parent satisfaction and sense of community.  Remodel included renovation of a Kindergarten classroom and purchase of new furniture. | Remodeling 5000-5999: Services And Other Operating Expenditures Other $44,000 |
| Scope of Service — Charter-wide<br><br>X All<br>------------------------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service — Charter-wide<br><br>X All<br>------------------------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Develop a facilities plan.<br>• Continue upkeep and repair of the facility and grounds.<br>• Set up Campus Beautification Days to improve pupil participation and volunteerism.<br>• Establish a Facility Improvement Team of parent volunteers. | Maintenance 2000-2999: Classified Personnel Salaries Supplemental and Concentration $18,900<br><br>Facilities Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration $25,000 | Continued upkeep and repair of the facility and grounds. Creation of Campus Beautification Days was addressed through a new Student Leadership committee.  Establishment of a Facility Improvement Team was integrated into a general facilities plan and support from parent volunteers is continuously elicited. | Maintenance/Janitorial 2000-2999: Classified Personnel Salaries General Fund $51,800<br><br>Facilities Coordinator 2000-2999: Classified Personnel Salaries General Fund $32,750 |
| Scope of Service — Charter-wide<br><br>X All<br>------------------------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service — Charter-wide<br><br>X All<br>------------------------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| | Playground Equipment 4000-4999: Books And Supplies Lottery $5,200 | Upgrade of playground equipment was added as expressed through the parent | Playground Equipment 4000-4999: Books And Supplies Lottery $1,000 |

| | | survey to increase overall sense of safety.  Began playground safety updates including rubber padding and new structures. | |
|---|---|---|---|
| Scope of Service | Charter-wide <br><br> X All <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | | Scope of Service | Charter-wide <br><br> X All <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | |
| Continue Attendance Awareness Program to improve pupil attendance, increase in-school learning time, and build classroom community/morale. <br> • Inform parents about attendance rates. <br> • Enforce SARB policy consistently. | Attendance Awareness Program Supplemental and Concentration $500 | Enforced SARB policy.  Attendance awareness was interrupted by purchase of a Student Information System which did not meet the needs of the school. | Attendance Awareness  Supplemental $0 |
| Scope of Service | Charter-wide <br><br> X All <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | | Scope of Service | Charter-wide <br><br> X All <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | |
| Provide teachers and staff with 5 Dimensions of Engaged Teaching social curriculum training to enhance school curriculum so pupils are more engaged. | 5 Dimensions  General Fund $7,600 | Provided teachers and staff with training to enhance school curriculum so pupils are more engaged. | 5 Dimensions  General Fund $7,600 |

| | | | |
|---|---|---|---|
| Scope of Service   Charter-wide <br><br> X All <br>------- <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | | Scope of Service   Charter-wide <br><br> X All <br>------- <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | |
| Require new parents to attend an information meeting prior to applying to NCSA. | New Parent Meetings   $0 | Required new parents to attend an information meeting prior to applying to NCSA. | New Parent Meetings   $0 |
| Scope of Service   Charter-wide <br><br> X All <br>------- <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | | Scope of Service   Charter-wide <br><br> X All <br>------- <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | |
| Provide Parent Meetings to support classroom concerns. | Class Meetings   $0 | Provided Parent Meetings to support classroom concerns and disseminate information. | Class Meetings   $0 |
| Scope of Service   Charter-wide <br><br> X All <br>------- <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | | Scope of Service   Charter-wide <br><br> X All <br>------- <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | |

| Continue to provide aide support to assist pupils in classrooms. | Aides  Supplemental and Concentration $149,000 | Continued to provide aide support to assist pupils in classrooms. | Classroom Aides 2000-2999: Classified Personnel Salaries Supplemental $185,000 |
|---|---|---|---|
| Scope of Service: Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Redefine / restructure Movement classes to increase pupil success and physical fitness. | Movement Restructure   $0 | Began restructure of Movement classes to increase pupil success and physical fitness.  Hired K-3 Movement teacher to redistribute instructional focus for both teachers. | Movement Restructure   $0<br><br>K-3 Movement Teacher 2000-2999: Classified Personnel Salaries General Fund $28,200 |
| Scope of Service: Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service: Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase emergency backpacks with specific supplies and equipment for each classroom per School Safety Plan. | Emergency Backpacks  General Fund $1,500 | Purchased emergency backpacks and buckets with specific supplies and equipment for each classroom per School Safety Plan. | Backpacks & Buckets 4000-4999: Books And Supplies General Fund $3,100 |
| Scope of Service: Charter-wide<br><br>X All<br>OR: | | Scope of Service: Charter-wide<br><br>X All<br>OR: | |

| | | | |
|---|---|---|---|
| _ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Increase availability of counseling services for unduplicated pupils, as needed.  Compare pre- and post-counseling assessment data to identify impact on accessibility to academics. | Counseling  Other $27,000 | Provided counseling services to unduplicated pupils as needed. Caseload was reduced by 50% as pupils were better able to access their academic setting. | Counseling 2000-2999: Classified Personnel Salaries Supplemental $23,500 |
| Scope of Service ┆ Targeted<br><br>_ All<br>- - - - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | | Scope of Service ┆ Targeted<br><br>_ All<br>- - - - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | |
| Offer Team 3 counseling to unduplicated pupils, as needed. | Team 3 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,500 | Offered Team 3 counseling to unduplicated pupils as needed. | Team 3 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0 |
| Scope of Service ┆ Targeted<br><br>_ All<br>- - - - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | | Scope of Service ┆ Targeted<br><br>_ All<br>- - - - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | |

| Elicit support from the County Behaviorist to provide training and support to staff in understanding and working with difficult behaviors, as needed. | County Behaviorist   $0 | The County let go of their Behaviorist. In school teacher support was provided through SSTs with the counselor present.  Out of school referrals were made to families in need through Behavioral Health. | Expenditures Included in Counselor Salary   $0 |
|---|---|---|---|
| Scope of Service  Targeted<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | | Scope of Service  Targeted<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | |
| | | Purchased a surveillance system to increase school security and student safety. | Surveillance system 5000-5999: Services And Other Operating Expenditures General Fund $2,050 |
| _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service  Charter-wide<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| | | Created a Compensation Committee to restructure the classified staff salary schedule, including classroom aides. | Compensation Committee - employee volunteers   $0 |
| _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English | | Scope of Service  Charter-wide<br><br>_ All<br>OR:<br>X Low Income pupils | |

| proficient<br>_ Other Subgroups: (Specify) | | X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br><u>Pupils with disabilities</u> | |
|---|---|---|---|
| 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.<br><br>Changes to goal:  NCSA met our 2014-2015 community goal with an increase from 86% satisfaction in 2013-14 to 98% satisfaction in 2015-16.  A new goal was created in place:  Efforts will be increased to provide a learning environment that is engaging, safe, and conducive to learning.  According to the 2015 year-end survey, stakeholders expressed a desire to increase student engagement, increase physical safety especially with play structures, and to provide more enrichment and increased learning time for ELA and Math.  This feedback is reflected in the new goal and in changes to actions and services.<br><br>Changes to actions and services:<br>The majority of actions and services for this goal were implemented as planned.<br><ul><li>Began improvements to playground structures, including padding for safety.  Research indicates that students from low-income families are especially in need of safe play areas to promote imagination and improve in-class behavior, which aligns with NCSA's school mission.  This has also been an area of need as expressed through stakeholder feedback.</li><li>Focus on an attendance awareness plan was interrupted by the purchase of and transfer to a new student information system (SIS).  As this system proved unfit for the needs of NCSA, we switched back to the prior SIS, which affected a strong focus on attendance.  SARB was enforced per school policy.</li><li>Efforts to increase the structure of Movement classes were put forth.  A K-3 Movement teacher was hired, which refocused services provided the 4-8 grade teacher to provide more targeted instruction, including health and nutrition.</li><li>The County behaviorist was not available to provide services and student needs were addressed through our RtI system.</li></ul><br>Additional actions and services:<br><ul><li>Counseling services were expanded to whole-class activities for grades 6-8, including unduplicated pupils.  Our data have shown that these students benefit from provided services because they are better able to access academics and their behavior improves.  Both students with disabilities and student from low-income families often have social issues that involve their general population peers, thus providing whole-class social problem-solving sessions allows all students to benefit, including unduplicated pupils.</li><li>A surveillance system was purchased to increase facility security and student safety.</li><li>Compensation Committee was added to improve classified staff satisfaction with employment benefits.</li></ul><br>We know that actions and services put in place during the 2015-16 school year were effective.<br><ul><li>Stakeholder feedback indicates a significant increase in satisfaction with school community, restructure of same grade-level classrooms</li></ul><br>Changes to expenditures:<br><ul><li>Expansion remodel costs were more than planned due to building code regulations.</li><li>Maintenance of the property to ensure a clean and safe learning environment were more than initially budgeted.</li><li>Increasing attendance was addressed through efforts to provide a clean learning environment, in addition to disruptions</li></ul> | |

|  | caused by the change in student information systems, so budgeted expenditures were not used. |
|  | • Salaries for classroom aides were more than initially budgeted. |
|  | • Hire of a K-3 Movement teacher was added. |
|  | • Providing emergency kits to each classroom cost more that planned, however maintaining student safety is a priority. |
|  | • Counseling expenditures were less than budgeted due to success of the program. |
|  | • Team 3 expenditures were not needed this year.  Student concerns were addressed through RtI, through our counseling program, or through outside referrals. |

**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.**

**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 4 from prior year LCAP: | 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<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---|---|---|

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

| Expected Annual Measurable Outcomes: | State Priority Areas<br><br>Priority 1: Basic Services (Williams)<br>• Pupil access to standards-aligned instructional materials – Increase use of technology in instruction for pupils in RtI process, unduplicated pupils, and pupils in grades 3-8<br><br>Priority 2: Implementation of State Standards<br>• Implementation of CCSS for all pupils – Increase use of technology as applicable to CCSS and to Measurable Outcomes<br>• ELD Standards – Increase use of technology to support ELs, as applicable<br><br>Priority 4: Pupil Achievement<br>• Performance on Standardized tests (CAASPP) – Increase Internet access and technology availability to facilitate CAASPP testing<br>• Score on Academic Performance Index (API) – Upgrade and increase use of technology to improve overall academic performance<br>• Share of ELs that become English proficient – Increase technology use to support ELs, as necessary<br>• EL reclassification rate – Increase technology use to support ELs, as necessary<br><br>Priority 8: Other Pupil Outcomes<br>• Other indicators of pupil performance in required areas of study – 80% of pupils will make or maintain growth toward | Actual Annual Measurable Outcomes: | State Priority Areas<br><br>Priority 1: Basic Services (Williams)<br>• Pupil access to standards-aligned instructional materials – 100% of pupils in RTI unduplicated pupils, and pupils in grades 3-8 had access to devices<br><br>Priority 2: Implementation of State Standards<br>• Implementation of CCSS for all pupils – Established a pupil:device baseline in grades 3-8 of ~ 2:1<br>• ELD Standards – 100% of ELs had access to devices in school<br><br>Priority 4: Pupil Achievement<br>• Performance on Standardized tests (CAASPP) – Increased Internet access to 1 GB and purchased 30 new computers for CAASPP testing<br>• Score on Academic Performance Index (API) – Upgraded and increased use of technology to improve overall academic performance to 150 devices<br>• Share of ELs that become English proficient – 100% of ELs had access to devices in school<br>• EL reclassification rate – 100% of ELs had access to devices in school<br><br>Priority 8: Other Pupil Outcomes<br>• Other indicators of pupil performance in required areas of study – >80% of pupils made or maintained growth toward proficient status on local assessments, excluding pupils with |
|---|---|---|---|

| | |
|---|---|
| proficient status on local assessments, excluding pupils with disabilities who will make growth toward their IEP goals<br><br>NCSA Strategic Plan<br><br>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<br><br>Objective 8: Technology – Increase satisfaction with and access to technology for planning, instruction, student-use, and data access<br><br>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. | disabilities who made growth toward their IEP goals<br><br>NCSA Strategic Plan<br><br>Objective 4: Academic Curriculum & Assessment - >80% of pupils made or maintained growth toward proficient status on local assessments, excluding pupils with disabilities who made growth toward their IEP goals<br><br>Objective 8: Technology – Satisfaction with and access to technology for planning, instruction, student-use, and data access increased 9%, from 84% to 93% satisfaction<br><br>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:** 2015-16 | | | |
|---|---|---|---|
| **Planned Actions/Services** | | **Actual Actions/Services** | |
| | **Budgeted Expenditures** | | **Estimated Actual Annual Expenditures** |
| Form a Technology Vision Committee. | N/A   $0 | Formed a Technology Vision Committee.  Committee began the process of determining an accurate and updated technology inventory, surveyed staff regarding technology needs, planned for related professional development and technology purchases, and created an updated vision statement based on stakeholder feedback. | Technology Vision - Technology Purchases Noted in Future Actions/Services   $0 |
| Scope of Service    Charter-wide<br><br>X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English | | Scope of Service    Charter-wide<br><br>X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient | |

| | | | |
|---|---|---|---|
| proficient<br>_ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | |
| Revise technology plan to align with NCSA technology vision. | Technology Plan   $0 | Revised technology plan to contain updated data and to be used as a foundation for technology vision. | Technology Plan   $0 |
| Scope of Service ┆ Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service ┆ Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Provide professional development and redefine job description for Technology Coordinator. | Tech Coordinator PD  General Fund $500 | Hired IT personnel to manage upgrade of infrastructure and provide training to Technology Coordinator. | IT Manager - contracted with network specialist 5000-5999: Services And Other Operating Expenditures General Fund $13,000 |
| Scope of Service ┆ Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service ┆ Charter-wide<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Use iBoss Internet filtering system, as required to apply for e-Rate. | iBoss  General Fund $10,000 | Applied for and received e-Rate funding. | Internet Filtering - Reconnected with NU iboss through the BIIG   General Fund $0 |
| Scope of Service ┆ Charter-wide<br><br>X All | | Scope of Service ┆ Charter-wide<br><br>X All | |

| | | | |
|---|---|---|---|
| OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Update internal infrastructure with e-Rate funding:<br>• Update wireless access to include better security and accountability features.<br>• Purchase wireless access ports.<br>• Reduce cost for Internet access and increase speed.<br>• Provide a portion of funding to provide stronger internal infrastructure for access to technology | Internal Infrastructure   ? | Began efforts to upgrade internal infrastructure.<br>• Wireless access ports are installed and working.<br>• Security features are being researched.<br>• Internet speed has been increased. | Internal Infrastructure 4000-4999: Books And Supplies Other $16,200 |
| Scope of Service   Charter-wide<br><br>X All<br>-----<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service   Charter-wide<br><br>X All<br>-----<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase devices for teachers. | Pupil and Teacher Devices  General Fund $5,000 | Purchased devices for teachers. | Teacher Devices 4000-4999: Books And Supplies General Fund $15,000 |
| Scope of Service   Charter-wide<br><br>X All<br>-----<br>OR:<br>_ Low Income pupils<br>_ English Learners | | Scope of Service   Charter-wide<br><br>X All<br>-----<br>OR:<br>_ Low Income pupils<br>_ English Learners | |

| | | | |
|---|---|---|---|
| _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase 10 tablets for use with RtI and special education pupils to increase access to Lexia in supporting IEP reading goals and student interventions. | Student Devices - Listed Above   $0 | Purchased 17 tablets for use with RtI and special education pupils to increase access to Lexia in supporting IEP reading goals and student interventions. | Student Devices 4000-4999: Books And Supplies Supplemental $9,000 |
| Scope of Service  Targeted<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | | Scope of Service  Targeted<br><br>_ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>X Foster Youth<br>X Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Pupils with disabilities | |
| Provide social media / Internet training for parents and pupils with mandated netiquette. | CyberStrong  General Fund $600 | Provided social media/Internet training for parents and pupils with mandated netiquette. | CyberStrong 5000-5999: Services And Other Operating Expenditures General Fund $600 |
| Scope of Service  6-8<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service  6-8<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase keyboarding program for 4th-8th grade to build competence and assist with computerized state testing. | Keyboarding  General Fund $450 | Used keyboarding program for 4th-8th grade to build competence and assists with computerized state testing. | Keyboarding 5000-5999: Services And Other Operating Expenditures General Fund $450 |

| Scope of Service | 4-8 | | Scope of Service | 4-8 | |
|---|---|---|---|---|---|
| X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | |
| Continue use of TeachPoint evaluation program to assist administration in conducting teacher/staff evaluations and provide teachers/staff with clear evaluation criteria so they may set goals for future growth. | TeachPoint  General Fund $450 | | Decided to discontinue TeachPoint due to a change in the teacher support process. | TeachPoint 5000-5999: Services And Other Operating Expenditures General Fund $600 | |
| Scope of Service | Charter-wide | | Scope of Service | Charter-wide | |
| X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | |
| Provide professional development on increased use of technology in the classroom. | Teacher Technology Training   $0 | | Provided Google training to teachers. | Teacher Technology Training   $0 | |
| Scope of Service | | | Scope of Service | Charter-wide | |
| _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | | |

| | | | |
|---|---|---|---|
| _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Use School Pathways to analyze local assessment results. | Analysis of Assessment Results   $0 | Used Microsoft Excel to analyze local assessment results. | Analysis of Assessment Results   $0 |
| Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| | |
|---|---|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | 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.<br><br>Changes to goal:<br>Upon review of our LCAP and with feedback from stakeholders, the actions and services under the technology goal have been integrated into the goals for ELA, Math, and Learning Environment for future years.  All technology-related actions and services directly impact these areas and are best incorporated as a supportive component to ensuring the goals are accomplished.  While it is ultimately in NCSA's best interest to continue to improve any aspects of technology plans and infrastructure, this goal has been met and/or integrated with other goals.<br><br>Changes to actions and services:<br>• While a technology plan is no longer required to qualify for e-rate, the technology plan was updated to support the Vision Committee.<br>• While external professional development was not provided to the IT Coordinator, the need to hire an IT Manager to assist with infrastructure upgrades arose.  The IT Manager provided necessary training.<br>• Efforts to upgrade internal technology infrastructure are in progress.  These efforts are facilitated by the hire of an IT coordinator.  Wireless internet access has been increased with updates to speed, however security is currently an issue.  Access ports are in place and functioning.<br><br>Changes to expenditures:<br>• Hiring an IT Manager was added, which provided training to the IT Coordinator and assisted with upgrades to internal infrastructure.<br>• Teacher devices cost more than initially planned due to critical need and adjustments in sales prices.<br>• Additional funds were spent on student devices due to critical need.<br>• Actual TeachPoint expenditures were an increase from estimated expenses. |

**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.**

**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: | $123,050 |
|---|---|

The proposed use of funds allow NCSA to implement planned actions or services that are principally directed to, and are effective in, meeting our goals for our unduplicated pupils.  With our unduplicated pupils making up 50% of our population, pupils from low-income families, our charter-wide goals benefit their needs.  Additionally, specific actions and services have been determined to target nonduplicated pupils and increase their educational access, allowing them to achieve their full potential.

For Goal 1 (ELA), planned actions and services support implementation of instructional best-practices.  50% of students receiving Response to Intervention support are low-income and have priority for Reading Specialist support, access to Lexia intervention program, and access to in-school tablets for practice.  According to What Works Clearinghouse, http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=274, and local results of student achievement, the integration of Lexia reading has positive results, especially in alphabetics.  All nonduplicated pupils have been given access to Lexia in relationship to their reading needs.

For Goal 2 (Math), implementation of a research-based K-5 math program increased consistency of instruction.  The effectiveness of this for our unduplicated pupils is confirmed in an article by the William T. Grant Foundation entitled Keys for Improving the Education of Low-Income Children: http://wtgrantfoundation.org/keys-for-improving-the-education-of-low-income-children.  Further, K-6 teachers articulated a clear longitudinal alignment of the program, ensuring all skills are taught in a developmental manner as articulated in NCSA's charter.  The challenge of initial implementation of the adopted Math in Focus program was facilitated by professional development, an essential component of quality instruction: http://www.mdrc.org/publication/professional-development-teachers.

For Goal 3 (Learning Environment), it is essential that we provide a nurturing, safe, and engaging learning environment to all students, especially unduplicated pupils.  Both improvements in survey results and stakeholder feedback indicate that the planned actions and services are effective in meeting this goal.  One such action is the focus in increasing access to technology at school.  Research makes clear that in order to fully access curriculum, students from low-income families need to feel healthy and safe in their learning environments: http://www.ascd.org/publications/books/109003/chapters/Fostering-a-Healthy,-Safe,-and-Supportive-Learning-Environment@-How-HP~HP-Schools-Do-It.aspx.  Our focus on providing clean and safe facilities, and providing counseling services as needed to unduplicated pupils, supports this research.  Additionally, educational theory makes explicit the connection between income-level and technology access: http://www.digitalresponsibility.org/digital-divide-the-technology-gap-between-rich-and-poor/.

As the above research indicates, the actions and services provided are the most effective use of funds to meet our goals for our unduplicated pupils. They address both state and local priorities were addressed.

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.

| 10.5 5 | % |
|---|---|

This is the percentage by which services for unduplicated pupils must be increase or improved as compared to the services provided to all pupils.  For the 2015-16 school year, Nevada City School of the Arts is afforded supplemental funds compared to 2014-15.  This increase has been used to provide additional school-based actions and services to provide appropriate support for high-need students.
- Providing Professional Development for all teachers in both ELA and Math, un order to provide high-quality instruction.
- Improving assessment practice and increasing progress monitoring of students to provide early intervention.
- Provide high-need students with first access to the Reading Specialist, counselor, and to technology.
- Improve health and safety of facilities to create a school environment conducive to learning and increase desire to come to school.
- Improve the school lunch program by offering healthy lunch options to high-need students.

**Section 4: Expenditure Summary**

**Total Expenditures by Funding Source**

| Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-2017 | 2017-18 | 2018-19 | 2016-2017-2018-19 Total |
|---|---|---|---|---|---|---|
| All Funding Sources | 445,100.00 | 804,530.00 | 973,650.00 | 582,301.00 | 297,429.00 | 1,853,380.00 |
| Common Core Standards Implementation Funds | 0.00 | 34,130.00 | 22,500.00 | 0.00 | 0.00 | 22,500.00 |
| General Fund | 127,900.00 | 335,950.00 | 155,100.00 | 117,400.00 | 102,600.00 | 375,100.00 |
| Lottery | 5,200.00 | 1,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other | 41,500.00 | 70,200.00 | 607,500.00 | 5,000.00 | 10,000.00 | 622,500.00 |
| Supplemental | 0.00 | 363,250.00 | 88,950.00 | 459,901.00 | 184,829.00 | 733,680.00 |
| Supplemental and Concentration | 270,500.00 | 0.00 | 99,600.00 | 0.00 | 0.00 | 99,600.00 |

**Total Expenditures by Object Type**

| Object Type | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-2017 | 2017-18 | 2018-19 | 2016-2017-2018-19 Total |
|---|---|---|---|---|---|---|
| All Expenditure Types | 242,500.00 | 796,930.00 | 973,650.00 | 582,301.00 | 297,429.00 | 1,853,380.00 |
| 1000-1999: Certificated Personnel Salaries | 120,300.00 | 235,950.00 | 129,400.00 | 1,000.00 | 46,459.00 | 176,859.00 |
| 2000-2999: Classified Personnel Salaries | 78,900.00 | 376,600.00 | 142,500.00 | 503,701.00 | 186,370.00 | 832,571.00 |
| 3000-3999: Employee Benefits | 0.00 | 0.00 | 5,400.00 | 0.00 | 0.00 | 5,400.00 |
| 4000-4999: Books And Supplies | 5,200.00 | 78,430.00 | 31,950.00 | 22,000.00 | 11,000.00 | 64,950.00 |
| 5000-5999: Services And Other Operating Expenditures | 38,100.00 | 105,950.00 | 664,400.00 | 55,600.00 | 53,600.00 | 773,600.00 |

**Total Expenditures by Object Type and Funding Source**

| Object Type | Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-2017 | 2017-18 | 2018-19 | 2016-2017-2018-19 Total |
|---|---|---|---|---|---|---|---|
| All Expenditure Types | All Funding Sources | 242,500.00 | 796,930.00 | 973,650.00 | 582,301.00 | 297,429.00 | 1,853,380.00 |
| 1000-1999: Certificated Personnel Salaries | General Fund | 98,300.00 | 171,200.00 | 60,000.00 | 0.00 | 0.00 | 60,000.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 0.00 | 64,750.00 | 6,400.00 | 1,000.00 | 46,459.00 | 53,859.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 22,000.00 | 0.00 | 63,000.00 | 0.00 | 0.00 | 63,000.00 |
| 2000-2999: Classified Personnel Salaries | General Fund | 0.00 | 112,750.00 | 87,500.00 | 91,300.00 | 80,000.00 | 258,800.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 0.00 | 263,850.00 | 30,000.00 | 412,401.00 | 106,370.00 | 548,771.00 |

| | Total Expenditures by Object Type and Funding Source | | | | | | |
|---|---|---|---|---|---|---|---|
| Object Type | Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-2017 | 2017-18 | 2018-19 | 2016-2017-2018-19 Total |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 78,900.00 | 0.00 | 25,000.00 | 0.00 | 0.00 | 25,000.00 |
| 3000-3999: Employee Benefits | Supplemental and Concentration | 0.00 | 0.00 | 5,400.00 | 0.00 | 0.00 | 5,400.00 |
| 4000-4999: Books And Supplies | Common Core Standards Implementation Funds | 0.00 | 34,130.00 | 22,500.00 | 0.00 | 0.00 | 22,500.00 |
| 4000-4999: Books And Supplies | General Fund | 0.00 | 18,100.00 | 0.00 | 10,000.00 | 5,000.00 | 15,000.00 |
| 4000-4999: Books And Supplies | Lottery | 5,200.00 | 1,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Other | 0.00 | 16,200.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Supplemental | 0.00 | 9,000.00 | 6,750.00 | 12,000.00 | 6,000.00 | 24,750.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 0.00 | 0.00 | 2,700.00 | 0.00 | 0.00 | 2,700.00 |
| 5000-5999: Services And Other Operating Expenditures | General Fund | 3,500.00 | 26,300.00 | 7,600.00 | 16,100.00 | 17,600.00 | 41,300.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 14,500.00 | 54,000.00 | 607,500.00 | 5,000.00 | 10,000.00 | 622,500.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental | 0.00 | 25,650.00 | 45,800.00 | 34,500.00 | 26,000.00 | 106,300.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 20,100.00 | 0.00 | 3,500.00 | 0.00 | 0.00 | 3,500.00 |

**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).

01-13-15 [California Department of Education]