

Introduction:

LEA: Nevada Joint Union High School District **Contact (Name, Title, Email, Phone Number):** Louise Johnson, Superintendent, lbjohnson@njuhsd.com, 530-273-3351, x212 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>January 22, 2016 - District LCAP Advisory Council March, 11, 2016 - District LCAP Advisory Council May 13, 2016 - District LCAP Advisory Council</p> <p>The District LCAP Advisory Council is made up of representatives from each school site. From each site representatives include: students, teachers, parents and administration. Also included in the council are the Teachers' Association, Classified Employees Association, District administration and community stakeholders who have no students attending the high school district. This group discussed many facets of the LCAP and participated in prioritization activities. At the May 13, 2016 meeting the LCAP draft was submitted to this group.</p> <p>7/13/2015- NJUHSTA negotiations 9/16/2015- NJUHSTA negotiations 11/3/2015- NJUHSTA negotiations 11/16/15 - NJUHSTA negotiations 3/10/2016- NJUHSTA negotiations 4/14/2016 - NJUHSTA consult LCAP 5/4/2016 - NJUHSTA consult LCAP 5/20/2016 - NJUHSTA consult LCAP</p> <p>The District and the Nevada Joint Union High School Teachers' Association (NJUHSTA) held its first of seven sessions on July 12, 2015. Consultation involves the free exchange of information, opinions, informal proposal and recommendations in an orderly procedure.</p> <p>January 6, 2016 - Administrative Council Meeting January 20, 2016 - Administrative Council Meeting February 3, 2016 Administrative Council Meeting</p>	<p>Through these meetings, the Council took the opportunity to review and discuss services at the various school sites, review the previous year's LCAP and provide continuous review and update of LCAP drafts during development. We rotated District LCAP meetings to the various educational sites. Because of these meetings the District was able move forward with finalizing what is funded in the LCAP for 2016-2017 and beyond. The Superintendent received feedback from this group at its final meeting in 2015-2016. Because the LCAP draft was presented in detail, the group had the opportunity to view the draft and make comments and ask questions. The Superintendent responded to each question in writing. The group made an informal approval the LCAP, encouraging us to bring it to the Board.</p> <p>Through negotiations and consults both sides discussed the establishment of educational policies, goals and objectives as well as the establishment of budgetary priorities. NJUHSD recognized that if decisions would have a foreseeable impact on negotiable terms and conditions of employment for bargaining unit members the district would negotiate the effects of such goals and priorities within the scope of bargaining. These meetings allowed job descriptions to be written as well as language for substitute teaching time.</p> <p>The District administrative council met regularly in January, February, March and April and reviewed staffing and prioritized LCAP expenditures. During the May meetings, we were able to review the Governor's budget proposal and prioritize plans for increased base funding and one-time funding that the budget proposal encourages spending for California State Standards</p>

February 16, 2015 - Administrative Council Meeting
 March 4, 2016 - Administrative Council Meeting
 March 18, 2016 - Administrative Council Meeting
 April 6, 2016 - Administrative Council Meeting
 April 20, 2015 - Administrative Council Meeting
 May 4, 2016 - Administrative Council Meeting
 May 18, 2016- Administrative Council Meeting

The District administrative council met regularly in January, February, March and April and reviewed staffing and prioritized LCAP expenditures.

April 1-15, 2016 - On-line Parent Survey

Between April 1, 2016 and April 15, 2016 an online parent survey was available to parents at all school sites. The preliminary results of this survey were shared with the Teachers' Association on April 14, 2016.

October - December, 2015 California Healthy Kids Survey

The California Healthy Kids Survey was completed by students, staff and parents in the fall of 2015. The reports are dense. We received a summary report from West Ed that was useful in measuring school climate perceptions. The Nevada County Superintendent of Schools nurse presented the findings to the District LCAP Advisory Council on March 11, 2016. Also during the March 11, 2016 meeting the Superintendent of Schools nurse provided an electronic copy of the Coalition for a Drug Free Nevada County Trends in Youth Data. This report chronicles five years of California Health Kids Surveys results.

February 1, 2016 Town Hall at Williams Ranch School
 February 8, 2016 Town Hall at Bear River High School
 February 22, 2016 Town Hall at Old Oak Tree School
 February 29, 2016 Town Hall at Nevada Union High School

On February 1, 2016 the District held the first Town Hall community meeting for this LCAP cycle at Williams Ranch School in Penn Valley, CA. There were three additional Town Hall community meetings held around the county. They were held at Bear River High School, Old Oak Tree School in North San Juan and at Nevada Union High School.

On May 16, 2016 the LCAP was distributed to the students and staff of NJUHSD with request for review and comment.

June 15, 2016 - Public Hearing on LCAP
 At this Board meeting the LCAP was on the agenda under Public Hearing
 June 29, 2016 - Board of Trustees Approved LCAP
 At this meeting Board voted to approve the LCAP

August 12, 2015 - School Board meeting
 September 9, 2015 - School Board meeting
 October 21, 2015 - School Board meeting
 November 18, 2015 - School Board meeting
 December 9, 2015 - School Board meeting
 January 13, 2016 - School Board meeting
 February 10, 2016 - School Board meeting

implementation.

Conducting this survey gave the District valuable stakeholder data that was shared with NJUHSTA, our administrative team, as well as the LCAP Advisory committee.

By administering the California Healthy Kids Survey the district was able to obtain data that is valuable in shaping the LCAP in future years. Some data is presented by grade level and will allow for the District to look at services offered either at a school-site or District-wide level.

At the meetings, priorities for LCAP funding rose to the surface and significantly impacted the LCAP development process for 2016-2017. The priorities that rose to the top across meetings were student mental health, technology, and smaller class size.

At the June 15, 2016 NJUHSD Board meeting the LCAP was presented in Public Comment. This provided a time for the public to make comment(s) about the LCAP.

At the June 29, 2016 NJUHSD Board meeting, the Board approved the LCAP.

The school Board has approved no fewer than 15 new courses brought forth by the District Curriculum Committee as well as being committed to the late start which begins in 2016-2017. Also, the Board is considering putting forth a School Facilities Bond in the Fall election.

March 6, 2016 - School Board meeting
 April 13, 2016 - School Board meeting
 May 11, 2016 - School Board meeting
 June , 2016 - School Board meeting
 June , 2016 - School Board meeting

Throughout this school year the Board has met at least once each month. During these meetings the Board has been supportive of the LCAP goals and has made approvals toward achieving those goals.

October 20, 2015 - International Night
 November 12, 2015 - EL support meeting
 December 10, 2015 - EL support meeting
 January 14, 2016 - EL support meeting
 January 21, 2016 - Redesignation Fluent Profecient
 February 11, 2016 - EL support meeting
 march 10, 2016 - EL support meeting
 April 14, 2016 - EL support meeting
 May 12, 2016 - EL support meeting

Administration met regularly with EL aides to maintain EL support throughout the district. There were seven support meetings and one meeting to congratulate the students, and their parents, who scored high enough to be reclassified. On October 20, 2015 International Night was held at Nevada Union High School.

September 17, 2015 - Student Attendance Mediation
 October 1, 2015 - Student Attendance Mediation
 October 22, 2015 - Student Attendance Mediation
 November 5, 2015 - Student Attendance Mediation
 November 19, 2015 - Student Attendance Mediation
 December 4, 2015 - Student Attendance Mediation
 January 7, 2016 - Student Attendance Mediation
 January 21 2016 - Student Attendance Mediation
 February 4, 2016 - Student Attendance Mediation
 February 18, 2016 - Student Attendance Mediation
 March 3, 2015 - Student Attendance Mediation
 April 7, 2016 - Student Attendance Mediation
 April 21, 2016- Student Attendance Mediation
 May 5, 2016 - Student Attendance Mediation

Twice a month representatives from around the county meet with students and parents regarding chronic attendance issues. The members of the Student Attendance Mediation group are site administration, District administration, County Probation, School Resource Officers, Health and Human Services, Foster Youth Representation, District Mental Health, District Director of Special Education Services, Nevada County District Attorney representative, Cal Works, and interpreters.

8/10/2015 - CSEA Negotiations
 10/26/2015 - CSEA Negotiations
 11/20/2015 - CSEA Negotiations
 1/12/2016 - CSEA Negotiations
 3/18/2016 - CSEA Negotiations
 4/4/2016 - CSEA Negotiations
 4/26/2016 - CSEA Negotiations

Though these meetings school staff is able to discuss if services are helping intended students. At thee International Night event, EL parents were able to meet their student's teachers, principal, and District administration. It was an informational meeting with a session for questions and answers. This allowed stakeholders an opportunity to give input on their students.

This groups trouble shoots with students and parents the reason(s) the student is not attending school. The various county resources offer services to families when appropriate and make recommendations to the District on where services could be met.

Through work done in these meetings, the District now has up-to-date job descriptions for each classification. Additionally, the District and CSEA met and negotiated the effects of the change in school start time for the 2016-2017 school year.

The District and CSEA met and completed a reclassification study to align job descriptions with current responsibilities in support of our students.

Annual Update:

At each LCAP Advisory meeting, the group learned about the services provided to the target students and reviewed key metrics. The group gave input and discussed priorities of the LCAP. Our other meetings are called "tactical" where we review key metric data as it comes in and define what we need to do on the ground in the coming weeks. During our opportunities to meet and confer with the NJUHSTA we spent a bit of time analyzing data from our credit recovery system and found that while the system is working well at North Point Academy and for original credit, it is not working well for after school and summer school credit recovery. Hence the decision was made to eliminate summers school and after school credit recovery after the current fiscal year and replace it with all original credit and credit recovery in the school day. One of the most interesting initiatives for our LCAP has been the idea of changing our school start time to align with the scientific research on teen sleep patterns. We convened a schedule steering committee of teachers from Bear River and Nevada Union to study the issue and make recommendations. The committee identified 4 priorities for a school schedule (1) see our students all year, (2) time for intervention in the day (3) some block time for longer periods of instruction and (4) later start time. The Parent Advisory Council met jointly with the schedule steering committee in December. The entire community engaged in the discussion through surveys and a town hall meeting. Due to the logistics of adding bus routes, drivers and impacts on the cost of our feeder districts, the Board of Trustees voted in May to make the change in start time a budget and LCAP priority and to delay implementation until the 2016-17 school year so it appears in the LCAP in 16-17 and 17-18.

Annual Update:

These stakeholder engagement group meetings had an impact on how the LCAP was written and the spirit in which it will go forward. The LCAP Advisory meetings allowed the District to have wide spread community discussions. These discussions allowed for an approval of the LCAP at the May 13, 2016 meeting. Meetings with NJUHSTA culminated with ratifying a two year agreement and reviewing the LCAP in staffing and funding. The administrative meetings allowed the LCAP to be reviewed with the site principals looking at that was provided and proposed in the LCAP for both their sites and district-wide. By obtaining results from parent, student and staff surveys the District was able to prioritize staffing, allocations for resources expenditures that are in line with stakeholder feedback. Meeting this CSEA allowed for changes to be made in their job descriptions that aligned their work with the late start to be implemented in 2016-2017. Because of the town hall meetings the District was able to gather far-reaching stakeholder priorities that prompted discussions at other stakeholder meeting. By meeting with SAM and EL groups our local stakeholder agencies were able to take part in our process. The LCAP process culminated in the final LCAP Advisory Committee meeting by them approving the LCAP. This approval allowed the District to present it for public hearing on June 15, 2016 and final adoption on June 29, 2016.

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?

GOAL 1:	Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Our vision is that District's schools need to be publicly recognized for providing the highest quality education. Based on feedback from our stakeholders during the 2020 Vision creation we know this is a need. Metric: Standardized test results: California High School Exit Exam, Advanced Placement scores, Early Assessment Program, Smarter Balanced Assessment Advanced Placement course completion A - G and/or CTE course sequence completion Academic Performance Index (API) Rate of teacher misassignments Student access to instructional materials Implementation of academic and performance standards Student access to, and enrollment in, all required areas of study English Learner (EL) Progress towards English proficiency English Learner (EL) Reclassification rate	
Goal Applies to:	Schools: <input type="checkbox"/> All	Applicable Pupil Subgroups: <input type="checkbox"/> All

LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:

- Student performance on the CAASPP standardized test will increase by 4%.
- The percentage of students district wide completing A - G and/or CTE courses sequences will increase by 2%.
- The API will increase 2%. (API was suspended by the CA Department of Education)
- Rate of teacher misassignments will not increase.
- Student access to standards aligned instructional materials will increase by no less than one subject matter each year.
- Implementation of academic and performance standards will increase in each core area by 5% including ELD Standards.
- Students will increase participation in and completion of unique programs and after school opportunities by 4% as measured by club, athletic and after school program participation.
- English Learner progress towards English proficiency will increase by 4%.
- English Learner reclassification rate will not decrease.
- The gap between subgroups (English learners, socioeconomically disadvantaged, Hispanic, SPED and foster youth) and general student population will decrease 6% on each metric of the CAASPP.
- The percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher will increase by 2%.
- The percentage of pupils who demonstrate college and career readiness in the EAP (Early Assessment Program) will increase by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Highly qualified staff.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Regular education teacher salaries. 96.63 FTE 1000-1999: Certificated Personnel Salaries Base \$10,818,800 Professional development for technology related matters 1000-1999: Certificated Personnel Salaries Base \$10,000 Professional development for student mental health Issues 1000-1999: Certificated Personnel Salaries Base \$10,000 Professional development for California State Standards Implementation 1000-1999: Certificated Personnel Salaries Base \$10,000
Student achievement in core classes will be assessed through district wide benchmark tests.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Test management software (OARS) 5000-5999: Services And Other Operating Expenditures Base \$20,000 Writing sample management software (Turn It In.com) 5000-5999: Services And Other Operating Expenditures Base \$15,000
Staff will be compensated for curriculum development in the new CA State Standards.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum development 1000-1999: Certificated Personnel Salaries Base \$30,000
All students will be prepared for the CAASPP	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Test Preparation 1000-1999: Certificated Personnel Salaries Base \$6,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students will be prepared for Advanced Placement tests.	Bear River, Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Advanced Placement test workshops for students 5000-5999: Services And Other Operating Expenditures Base \$5,000 Advanced Placement Conferences 5000-5999: Services And Other Operating Expenditures Base \$5,000
Students will have access to California State Standards aligned Instructional materials	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase instructional materials aligned to California State Standards. 4000-4999: Books And Supplies Base \$100,000
Special education services are provided	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Special education teacher salaries. 21.4 FTE 1000-1999: Certificated Personnel Salaries Base \$1,894,695 Special education aids. 32.6251 FTE 1000-1999: Certificated Personnel Salaries Base \$1,383,181
Accelerated reader	Ghidotti and Bear River	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Reading a wide variety of materials at the students' instructional / independent level is highly correlated to high achievement in English Language Arts. Accelerated Reader is a software tool that measures student success with generally self-selected outside reading books to build fluency. Students read in a variety of genre and the AR testing system holds students accountable for the reading. 5000-5999: Services And Other Operating Expenditures Base \$15,000
Ensure that schools are on track to meet their WASC goals.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Site WASC coordinator. Five stipend positions, one at each site. 1000-1999: Certificated Personnel Salaries Base \$22,500
Nevada County Reads Program	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase the annual County Reads book for sites to use to connect students with their community 4000-4999: Books And Supplies Base \$2,500
For low income, foster youth, English learners and reclassified fluent English proficient pupils: Building system of support through a Response to Intervention which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics	Nevada Union Ghidotti NPA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	NU Staff will be trained in Response to Intervention 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 NU Class size reduction for grade 9 English and commoly enrolled grade 9 math courses. 2.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$232,894

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>NU 0.4 FTE science to provide for lower class sizes in Life Science and Earth and Space (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$38,816</p> <p>NU 0.6 FTE to run low enrolled AP Classes 1000-1999: Certificated Personnel Salaries Supplemental \$58,223</p> <p>NPA 0.2 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Base \$14,832</p> <p>NU 1.0 Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$102,284</p> <p>NU Credit Recovery in the school day 1000-1999: Certificated Personnel Salaries Supplemental \$97,039</p> <p>NPA 1.0 FTE Paraprofessional in Computer Lab 2000-2999: Classified Personnel Salaries Supplemental \$47,992</p> <p>NPA Staffing at 28:1 vs 35:1, 0.6 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$58,223</p> <p>Ghidotti 0.2 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$19,408</p>
<p>For low income, foster youth, English learners and reclassified fluent English proficient pupils: Building system of support through a Response to Intervention which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics</p>	<p>Bear River Silver Springs</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>BR Staff will be trained in Response to Intervention 1000-1999: Certificated Personnel Salaries Supplemental \$1,500</p> <p>BR 0.8 FTE Class size Reduction in English and Math for 9th graders (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$77,631</p> <p>BR 0.4 FTE to continue low enrolled AP classes 1000-1999: Certificated Personnel Salaries Supplemental \$38,816</p> <p>BR 0.4 FTE In School Credit Recovery 1000-1999: Certificated Personnel Salaries Supplemental \$38,816</p> <p>BR 0.6 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$58,223</p> <p>BR 0.2 FTE math to provide for lower class sizes in Integrated Math II Extended (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$14,832</p> <p>SSHS 0.8 FTE Certificated intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$77,631</p> <p>BR 0.2 FTE science to provide for lower class sizes in Integrated Science (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$19,408</p> <p>SSHS 0.8 FTE Class Size Reduction at all classes 23:1 + 2.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$232,894</p> <p>SSHS Additional Clerical Support 1.625 FTE 2000-2999: Classified Personnel Salaries Supplemental \$82,442</p>
<p>Building system of support for low income, foster youth, English learners and reclassified fluent English proficient pupils:</p>	<p>All sites</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Assistance Resource & Services Program (STARS) Program 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$102,284</p> <p>Additional Support for STARS Program 1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <p>Reconnecting Youth; BR, NU, SS 1000-1999: Certificated Personnel Salaries Supplemental \$77,631</p>
<p>English learner support.</p>	<p>All Sites</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom aid 0.75 FTE 2000-2999: Classified Personnel Salaries Supplemental \$40,290</p> <p>Classroom aid 0.875 FTE 2000-2999: Classified Personnel Salaries Supplemental \$49,978</p> <p>Nevada Union Mathematics support section - 0.2 FTE 2000-2999: Classified Personnel Salaries Supplemental \$19,408</p> <p>Professional services and operating expenses. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000</p> <p>Materials and supplies. 4000-4999: Books And Supplies Supplemental \$10,000</p>

			BR 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$19,408 NU 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$19,408
Students failing to meet standards will receive tutoring in mathematics and English language arts.	Bear River, Nevada Union	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bear River 2 hrs/day 4 days a week. 1000-1999: Certificated Personnel Salaries Supplemental \$10,080 Nevada Union 5 hrs/day 4 day a week. 1000-1999: Certificated Personnel Salaries Supplemental \$25,200 NU Provide after school library support 4.5 hrs/day 2000-2999: Classified Personnel Salaries Supplemental \$23,723
Program improvement mandates	All Sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation set-aside 5000-5999: Services And Other Operating Expenditures Other \$29,704 Professional development 5000-5999: Services And Other Operating Expenditures Other \$29,704 Nevada Union SES providers 5000-5999: Services And Other Operating Expenditures Other \$29,704
Foster youth services	All Sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Homeless set-aside 4000-4999: Books And Supplies Other \$5,000 Charis Youth Center Allocation 7000-7439: Other Outgo Other \$6,000
Academic support	Nevada Union	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher – 0.4 FTE English support 1000-1999: Certificated Personnel Salaries Other \$36,599 Teacher –0.4 FTE literacy 1000-1999: Certificated Personnel Salaries Other \$31,015 Teacher – 0.4 FTE mathematics 1000-1999: Certificated Personnel Salaries Other \$40,525 After school tutoring– mathematics 1000-1999: Certificated Personnel Salaries Other \$5,368 Case managers 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$59,283 Instructional aids 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$44,469
Adolescent Family Life Program (AFLP)	Silver Springs	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Case manager – 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$76,859
English/reading support section	Bear River	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher –0.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$17,543

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:

- Student performance on the CAASPP standardized test will increase by 4%.
- The percentage of students district wide completing A - G and/or CTE courses sequences will increase by 2%.
- The API will increase 2%. (API was suspended by the CA Department of Education)
- Rate of teacher misassignments will not increase.
- Student access to standards aligned instructional materials will increase by no less than one subject matter each year.
- Implementation of academic and performance standards will increase in each core area by 5% including ELD Standards.
- Students will increase participation in and completion of unique programs and after school opportunities by 4% as measured by club, athletic and after school program participation.
- English Learner progress towards English proficiency will increase by 4%.
- English Learner reclassification rate will not decrease.
- The gap between subgroups (English learners, socioeconomically disadvantaged, Hispanic, SPED and foster youth) and general student population will decrease 6% on each metric of the CAASPP.
- The percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher will increase by 2%.
- The percentage of pupils who demonstrate college and career readiness in the EAP (Early Assessment Program) will increase by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Highly qualified staff.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Regular education teacher salaries. 96.63 FTE 1000-1999: Certificated Personnel Salaries Base \$11,035,176 Professional development for technology related matters 1000-1999: Certificated Personnel Salaries Base \$10,000 Professional development for student mental health Issues 1000-1999: Certificated Personnel Salaries Base \$10,000 Professional development for California State Standards Implementation 1000-1999: Certificated Personnel Salaries Base \$10,000
Student achievement in core classes will be assessed through district wide benchmark tests.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Test management software (OARS) 5000-5999: Services And Other Operating Expenditures Base \$20,000 Writing sample management software (Turn It In.com) 5000-5999: Services And Other Operating Expenditures Base \$15,000
Staff will be compensated for curriculum development in the new CA State Standards.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum development 1000-1999: Certificated Personnel Salaries Base \$30,000
All students will be prepared for the CAASPP	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Test Preparation 1000-1999: Certificated Personnel Salaries Base \$6,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students will be prepared for Advanced Placement tests.	Bear River, Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Advanced Placement test workshops for students 5000-5999: Services And Other Operating Expenditures Base \$5,000 Advanced Placement Conferences 5000-5999: Services And Other Operating Expenditures Base \$5,000
Students will have access to California State Standards aligned Instructional materials	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase instructional materials aligned to California State Standards. 4000-4999: Books And Supplies Base \$100,000
Special education services are provided	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Special education teacher salaries. 21.4 FTE 1000-1999: Certificated Personnel Salaries Base \$1,894,695 Special education aids. 32.6251 FTE 1000-1999: Certificated Personnel Salaries Base \$1,383,181
Accelerated reader	Ghidotti and Bear River	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Reading a wide variety of materials at the students' instructional / independent level is highly correlated to high achievement in English Language Arts. Accelerated Reader is a software tool that measures student success with generally self-selected outside reading books to build fluency. Students read in a variety of genre and the AR testing system holds students accountable for the reading. 5000-5999: Services And Other Operating Expenditures Base \$15,000
Ensure that schools are on track to meet their WASC goals.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Site WASC coordinator. Five stipend positions, one at each site. 1000-1999: Certificated Personnel Salaries Base \$22,500
Nevada County Reads Program	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase the annual County Reads book for sites to use to connect students with their community 4000-4999: Books And Supplies Base \$2,500
For low income, foster youth, English learners and reclassified fluent English proficient pupils: Building system of support through a Response to Intervention which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics	Nevada Union Ghidotti NPA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	NU Staff will be trained in Response to Intervention 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 NU Class size reduction for grade 9 English and commoly enrolled grade 9 math courses. 2.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$237,551

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>NU 0.4 FTE science to provide for lower class sizes in Life Science and Earth and Space (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$39,592</p> <p>NU 0.6 FTE to run low enrolled AP Classes 1000-1999: Certificated Personnel Salaries Supplemental \$59,388</p> <p>NPA 0.2 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Base \$19,796</p> <p>NU 1.0 Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$104,330</p> <p>NU Credit Recovery in the school day 1000-1999: Certificated Personnel Salaries Supplemental \$98,980</p> <p>NPA 1.0 FTE Paraprofessional in Computer Lab 2000-2999: Classified Personnel Salaries Supplemental \$48,952</p> <p>NPA Staffing at 28:1 vs 35:1, 0.6 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$59,388</p> <p>Ghidotti 0.2 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$19,796</p>
<p>For low income, foster youth, English learners and reclassified fluent English proficient pupils: Building system of support through a Response to Intervention which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics</p>	<p>Bear River Silver Springs</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>BR Staff will be trained in Response to Intervention 1000-1999: Certificated Personnel Salaries Supplemental \$1,500</p> <p>BR 0.8 FTE Class size Reduction in English and Math for 9th graders (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$79,184</p> <p>BR 0.4 FTE to continue low enrolled AP classes 1000-1999: Certificated Personnel Salaries Supplemental \$39,592</p> <p>BR 0.4 FTE In School Credit Recovery 1000-1999: Certificated Personnel Salaries Supplemental \$39,592</p> <p>BR 0.6 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$59,388</p> <p>BR 0.2 FTE math to provide for lower class sizes in Integrated Math II Extended (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$19,796</p> <p>SSHS 0.8 FTE Certificated intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$79,184</p> <p>BR 0.2 FTE science to provide for lower class sizes in Integrated Science (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$19,76</p> <p>SSHS 0.8 FTE Class Size Reduction at all classes 23:1 + 2.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$237,551</p> <p>SSHS Additional Clerical Support 1.625 FTE 2000-2999: Classified Personnel Salaries Supplemental \$84,091</p>
<p>Building system of support for low income, foster youth, English learners and reclassified fluent English proficient pupils:</p>	<p>All sites</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Assistance Resource & Services Program (STARS) Program 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$104,330</p> <p>Additional Support for STARS Program 1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <p>Reconnecting Youth; BR, NU, SS 1000-1999: Certificated Personnel Salaries Supplemental \$79,184</p>
<p>English learner support.</p>	<p>All Sites</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom aid 0.75 FTE 2000-2999: Classified Personnel Salaries Supplemental \$41,096</p> <p>Classroom aid 0.875 FTE 2000-2999: Classified Personnel Salaries Supplemental \$50,978</p> <p>Nevada Union Mathematics support section - 0.2 FTE 2000-2999: Classified Personnel Salaries Supplemental \$19,796</p> <p>Professional services and operating expenses. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000</p> <p>Materials and supplies. 4000-4999: Books And Supplies Supplemental \$10,000</p>

			BR 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$19,796 NU 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$19,796
Students failing to meet standards will receive tutoring in mathematics and English language arts.	Bear River, Nevada Union	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bear River 2 hrs/day 4 days a week. 1000-1999: Certificated Personnel Salaries Supplemental \$10,080 Nevada Union 5 hrs/day 4 day a week. 1000-1999: Certificated Personnel Salaries Supplemental \$25,200 NU Provide after school library support 4.5 hrs/day 2000-2999: Classified Personnel Salaries Supplemental \$23,723
Program improvement mandates	All Sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation set-aside 5000-5999: Services And Other Operating Expenditures Other \$29,704 Professional development 5000-5999: Services And Other Operating Expenditures Other \$29,704 Nevada Union SES providers 5000-5999: Services And Other Operating Expenditures Other \$29,704
Foster youth services	All Sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Homeless set-aside 4000-4999: Books And Supplies Other \$5,000 Charis Youth Center Allocation 7000-7439: Other Outgo Other \$6,000
Academic support	Nevada Union	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher – 0.4 FTE English support 1000-1999: Certificated Personnel Salaries Other \$36,599 Teacher –0.4 FTE literacy 1000-1999: Certificated Personnel Salaries Other \$31,015 Teacher – 0.4 FTE mathematics 1000-1999: Certificated Personnel Salaries Other \$40,525 After school tutoring– mathematics 1000-1999: Certificated Personnel Salaries Other \$5,368 Case managers 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$59,283 Instructional aids 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$44,469
Adolescent Family Life Program (AFLP)	Silver Springs	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Case manager – 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$76,859
English/reading support section	Bear River	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher –0.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$19,796

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Student performance on the CAASPP standardized test will increase by 4%.
- The percentage of students district wide completing A - G and/or CTE courses sequences will increase by 2%.
- The API will increase 2%. (API was suspended by the CA Department of Education)
- Rate of teacher misassignments will not increase.
- Student access to standards aligned instructional materials will increase by no less than one subject matter each year.
- Implementation of academic and performance standards will increase in each core area by 5% including ELD Standards.
- Students will increase participation in and completion of unique programs and after school opportunities by 4% as measured by club, athletic and after school program participation.
- English Learner progress towards English proficiency will increase by 4%.
- English Learner reclassification rate will not decrease.
- The gap between subgroups (English learners, socioeconomically disadvantaged, Hispanic, SPED and foster youth) and general student population will decrease 6% on each metric of the CAASPP.
- The percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher will increase by 2%.
- The percentage of pupils who demonstrate college and career readiness in the EAP (Early Assessment Program) will increase by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Highly qualified staff.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Regular education teacher salaries. 96.63 FTE 1000-1999: Certificated Personnel Salaries Base \$11,255,879 Professional development for technology related matters 1000-1999: Certificated Personnel Salaries Base \$10,000 Professional development for student mental health Issues 1000-1999: Certificated Personnel Salaries Base \$10,000 Professional development for California State Standards Implementation 1000-1999: Certificated Personnel Salaries Base \$10,000
Student achievement in core classes will be assessed through district wide benchmark tests.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Test management software (OARS) 5000-5999: Services And Other Operating Expenditures Base \$20,000 Writing sample management software (Turn It In.com) 5000-5999: Services And Other Operating Expenditures Base \$15,000
Staff will be compensated for curriculum development in the new CA State Standards.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum development 1000-1999: Certificated Personnel Salaries Base \$30,000
All students will be prepared for the CAASPP	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Test Preparation 1000-1999: Certificated Personnel Salaries Base \$6,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students will be prepared for Advanced Placement tests.	Bear River, Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Advanced Placement test workshops for students 5000-5999: Services And Other Operating Expenditures Base \$5,000 Advanced Placement Conferences 5000-5999: Services And Other Operating Expenditures Base \$5,000
Students will have access to California State Standards aligned Instructional materials	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase instructional materials aligned to California State Standards. 4000-4999: Books And Supplies Base \$100,000
Special education services are provided	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Special education teacher salaries. 21.4 FTE 1000-1999: Certificated Personnel Salaries Base \$1,894,695 Special education aids. 32.6251 FTE 1000-1999: Certificated Personnel Salaries Base \$1,383,181
Accelerated reader	Ghidotti and Bear River	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Reading a wide variety of materials at the students' instructional / independent level is highly correlated to high achievement in English Language Arts. Accelerated Reader is a software tool that measures student success with generally self-selected outside reading books to build fluency. Students read in a variety of genre and the AR testing system holds students accountable for the reading. 5000-5999: Services And Other Operating Expenditures Base \$15,000
Ensure that schools are on track to meet their WASC goals.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Site WASC coordinator. Five stipend positions, one at each site. 1000-1999: Certificated Personnel Salaries Base \$22,500
Nevada County Reads Program	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase the annual County Reads book for sites to use to connect students with their community 4000-4999: Books And Supplies Base \$2,500
For low income, foster youth, English learners and reclassified fluent English proficient pupils: Building system of support through a Response to Intervention which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics	Nevada Union Ghidotti NPA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	NU Staff will be trained in Response to Intervention 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 NU Class size reduction for grade 9 English and commoly enrolled grade 9 math courses. 2.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$242,303

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NU 0.4 FTE science to provide for lower class sizes in Life Science and Earth and Space (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$40,384 NU 0.6 FTE to run low enrolled AP Classes 1000-1999: Certificated Personnel Salaries Supplemental \$60,576 NPA 0.2 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Base \$20,192 NU 1.0 Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$106,417 NU Credit Recovery in the school day 1000-1999: Certificated Personnel Salaries Supplemental \$100,959 NPA 1.0 FTE Paraprofessional in Computer Lab 2000-2999: Classified Personnel Salaries Supplemental \$49,931 NPA Staffing at 28:1 vs 35:1, 0.6 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$60,576 Ghidotti 0.2 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$20,192
For low income, foster youth, English learners and reclassified fluent English proficient pupils: Building system of support through a Response to Intervention which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics	Bear River Silver Springs	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BR Staff will be trained in Response to Intervention 1000-1999: Certificated Personnel Salaries Supplemental \$1,500 BR 0.8 FTE Class size Reduction in English and Math for 9th graders (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$80,768 BR 0.4 FTE to continue low enrolled AP classes 1000-1999: Certificated Personnel Salaries Supplemental \$40,384 BR 0.4 FTE In School Credit Recovery 1000-1999: Certificated Personnel Salaries Supplemental \$40,384 BR 0.6 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$60,576 BR 0.2 FTE math to provide for lower class sizes in Integrated Math II Extended (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$20,192 SSHS 0.8 FTE Certificated intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$60,576 BR 0.2 FTE science to provide for lower class sizes in Integrated Science (goal of 25:1) 1000-1999: Certificated Personnel Salaries Supplemental \$20,192 SSHS 0.8 FTE Class Size Reduction at all classes 23:1 + 2.4 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$242,303 SSHS Additional Clerical Support 1.625 FTE 2000-2999: Classified Personnel Salaries Supplemental \$85,773
Building system of support for low income, foster youth, English learners and reclassified fluent English proficient pupils:	All sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Assistance Resource & Services Program (STARS) Program 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$106,417 Additional Support for STARS Program 1000-1999: Certificated Personnel Salaries Supplemental \$30,000 Reconnecting Youth; BR, NU, SS 1000-1999: Certificated Personnel Salaries Supplemental \$80,768
English learner support.	All Sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classroom aid 0.75 FTE 2000-2999: Classified Personnel Salaries Supplemental \$41,918 Classroom aid 0.875 FTE 2000-2999: Classified Personnel Salaries Supplemental \$51,997 Nevada Union Mathematics support section - 0.2 FTE 2000-2999: Classified Personnel Salaries Supplemental \$20,192 Professional services and operating expenses. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000 Materials and supplies. 4000-4999: Books And Supplies Supplemental \$10,000

			BR 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$20,192 NU 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$20,192
Students failing to meet standards will receive tutoring in mathematics and English language arts.	Bear River, Nevada Union	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bear River 2 hrs/day 4 days a week. 1000-1999: Certificated Personnel Salaries Supplemental \$10,080 Nevada Union 5 hrs/day 4 day a week. 1000-1999: Certificated Personnel Salaries Supplemental \$25,200 NU Provide after school library support 4.5 hrs/day 2000-2999: Classified Personnel Salaries Supplemental \$24,681
Program improvement mandates	All Sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation set-aside 5000-5999: Services And Other Operating Expenditures Other \$29,704 Professional development 5000-5999: Services And Other Operating Expenditures Other \$29,704 Nevada Union SES providers 5000-5999: Services And Other Operating Expenditures Other \$29,704
Foster youth services	All Sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Homeless set-aside 4000-4999: Books And Supplies Other \$5,000 Charis Youth Center Allocation 7000-7439: Other Outgo Other \$6,000
Academic support	Nevada Union	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher – 0.4 FTE English support 1000-1999: Certificated Personnel Salaries Other \$36,599 Teacher –0.4 FTE literacy 1000-1999: Certificated Personnel Salaries Other \$31,015 Teacher – 0.4 FTE mathematics 1000-1999: Certificated Personnel Salaries Other \$40,525 After school tutoring– mathematics 1000-1999: Certificated Personnel Salaries Other \$5,368 Case managers 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$59,283 Instructional aids 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$44,469
Adolescent Family Life Program (AFLP)	Silver Springs	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Case manager – 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$76,859
English/reading support section	Bear River	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher –0.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$17,543

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

GOAL 2:	Our district will ensure that all students and staff feel they belong to a safe and healthy school.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	The District needs to provide a safe and healthy environment as it is a fundamental basis to everyone's learning. Based on feedback from our stakeholders during the 2020 Vision creation we know this is a need. Metric: Metric: Surveys (Healthy Kids Survey, Staff Satisfaction Survey, Parent Survey) Suspension rates Expulsion rates Attendance rates Chronic absenteeism rates Graduation rates High School Dropout rate Middle School Dropout rate does not apply; we are a high school district
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Goal Applies to:	Schools: <input type="checkbox"/> All Applicable Pupil Subgroups: <input type="checkbox"/> All
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LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:	Suspension rates will decrease by 2%. Expulsion rates will decrease by 2%. Attendance rates will increase by 2%. Graduation rates will increase by 2%. Dropout rate will decrease by 1% Chronic absenteeism will decrease by 2%. Surveys will show an increase in participation rate by 2% on the California Healthy Kids survey for students, parents and staff.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students and staff will be educated in systems, techniques and approaches that result in the safe and healthy school.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Every 15 Minutes 1000-1999: Certificated Personnel Salaries Base \$1,500 PBIS (Positive Behavioral Intervention Strategies) 5000-5999: Services And Other Operating Expenditures Base \$3,000 Breaking Down the Walls 1000-1999: Certificated Personnel Salaries Base \$20,000
Ensure physically safe school campuses.	All Sites	<input checked="" type="checkbox"/> All	Continue working with grass Valley Police Department and Nevada County Sheriff Department.

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<ul style="list-style-type: none"> Safety committee recommendations School resource officer 0001-0999: Unrestricted: Locally Defined Base 0 Canine drug detection. 5000-5999: Services And Other Operating Expenditures Base \$4,040 School messenger 5000-5999: Services And Other Operating Expenditures Base \$4,995 Drug testing. 5000-5999: Services And Other Operating Expenditures Base \$12,000 Athlete Committed 5000-5999: Services And Other Operating Expenditures Base \$10,000
Ensure school health services.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District nurses—1.3 FTE 1000-1999: Certificated Personnel Salaries Base \$113,989 Nevada Union— Health technician 2000-2999: Classified Personnel Salaries Base \$58,368 Bear River—Health technician 2000-2999: Classified Personnel Salaries Base \$25,324
Closing the campus at Nevada Union at lunchtime requires additional security.	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Security services. 2000-2999: Classified Personnel Salaries Base \$38,761
Phoenix Time	Ghidotti	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Study Skills, time management, college awareness 1000-1999: Certificated Personnel Salaries Supplemental \$5,000
Summer Bridge program	Nevada Union, Bear River	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Introduction to high school and study skills. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000
Transportation	All sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contribution to transportation. 5000-5999: Services And Other Operating Expenditures Supplemental \$136,452 Increased Contribution to Transportation for 8:30 School Start Time 5000-5999: Services And Other Operating Expenditures Base \$145,000

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:	<p>Suspension rates will decrease by 2%.</p> <p>Expulsion rates will decrease by 2%.</p> <p>Attendance rates will increase by 2%.</p> <p>Graduation rates will increase by 2%.</p> <p>Dropout rate will decrease by 1%</p> <p>Chronic absenteeism will decrease by 2%.</p> <p>Surveys will show an increase in participation rate by 2% on the California Healthy Kids survey for students, parents and staff.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students and staff will be educated in systems, techniques and approaches that result in the safe and healthy school.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Every 15 Minutes 1000-1999: Certificated Personnel Salaries Base \$1,500 PBIS (Positive Behavioral Intervention Strategies) 5000-5999: Services And Other Operating Expenditures Base \$3,000 Breaking Down the Walls 1000-1999: Certificated Personnel Salaries Base \$20,000
Ensure physically safe school campuses.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue working with grass Valley Police Department and Nevada County Sheriff Department. <ul style="list-style-type: none"> Safety committee recommendations School resource officer 0001-0999: Unrestricted: Locally Defined Base 0 Canine drug detection. 5000-5999: Services And Other Operating Expenditures Base \$4,040 School messenger 5000-5999: Services And Other Operating Expenditures Base \$4,995 Drug testing. 5000-5999: Services And Other Operating Expenditures Base \$12,000 Athlete Committed 5000-5999: Services And Other Operating Expenditures Base \$10,000
Ensure school health services.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District nurses—1.3 FTE 1000-1999: Certificated Personnel Salaries Base \$116,176 Nevada Union— Health technician 2000-2999: Classified Personnel Salaries Base \$59,536 Bear River—Health technician 2000-2999: Classified Personnel Salaries Base \$25,831
Closing the campus at Nevada Union at lunchtime requires additional security.	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Security services. 2000-2999: Classified Personnel Salaries Base \$39,536
Phoenix Time	Ghidotti	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Study Skills, time management, college awareness 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

Summer Bridge program	Nevada Union, Bear River	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Introduction to high school and study skills. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000
Transportation	All sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contribution to transportation. 5000-5999: Services And Other Operating Expenditures Supplemental \$136,452 Increased Contribution to Transportation for 8:30 School Start Time 5000-5999: Services And Other Operating Expenditures Base \$145,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Suspension rates will decrease by 2%. Expulsion rates will decrease by 2%. Attendance rates will increase by 2%. Graduation rates will increase by 2%. Dropout rate will decrease by 1%. Chronic absenteeism will decrease by 2%. Surveys will show an increase in participation rate by 2% on the California Healthy Kids survey for students, parents and staff.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students and staff will be educated in systems, techniques and approaches that result in the safe and healthy school.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Every 15 Minutes 1000-1999: Certificated Personnel Salaries Base \$1,500 PBIS (Positive Behavioral Intervention Strategies) 5000-5999: Services And Other Operating Expenditures Base \$3,000 Breaking Down the Walls 1000-1999: Certificated Personnel Salaries Base \$20,000
Ensure physically safe school campuses.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue working with grass Valley Police Department and Nevada County Sheriff Department. <ul style="list-style-type: none"> Safety committee recommendations School resource officer 0001-0999: Unrestricted: Locally Defined Base 0 Canine drug detection. 5000-5999: Services And Other Operating Expenditures Base \$4,040 School messenger 5000-5999: Services And Other Operating Expenditures Base \$4,995 Drug testing. 5000-5999: Services And Other Operating Expenditures Base \$12,000 Athlete Committed 5000-5999: Services And Other Operating Expenditures Base \$10,000
Ensure school health services.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	District nurses–1.3 FTE 1000-1999: Certificated Personnel Salaries Base \$118,499 Nevada Union– Health technician 2000-2999: Classified Personnel Salaries Base \$60,726 Bear River–Health technician 2000-2999: Classified Personnel Salaries Base \$26,348

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Closing the campus at Nevada Union at lunchtime requires additional security.	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Security services. 2000-2999: Classified Personnel Salaries Base \$40,327
Phoenix Time	Ghidotti	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Study Skills, time management, college awareness 1000-1999: Certificated Personnel Salaries Supplemental \$5,000
Summer Bridge program	Nevada Union, Bear River	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Introduction to high school and study skills. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000
Transportation	All sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contribution to transportation. 5000-5999: Services And Other Operating Expenditures Supplemental \$136,452 <hr/> Increased Contribution to Transportation for 8:30 School Start Time 5000-5999: Services And Other Operating Expenditures Base \$145,000

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

GOAL 3:	Our district will ensure that our schools are a source of deep seated pride among students, staff and community.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Students need to belong to a school that is a viable and active part of the community. Based on feedback from our stakeholders during the 2020 Vision creation we know this is a need. Metric: Metric: Industry partnerships Student internships Maintain facilities in good repair Acquire parent input for decisions at district and school site Promote participation of parents representing unduplicated pupil groups and individuals with exceptional needs
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Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:	Industry partnerships will increase by 4%. Students placed in internships will increase by 4%. Students will increase their participation in after school opportunities by 4% as measured by club, athletic and program participation. Parent participation in school decision-making processes will increase by 4%, including parents of unduplicated pupils and pupils with exceptional needs, measured by LCAP survey participation. 100% of our teachers are highly qualified. Facility maintenance measured by FIT tool will not decrease.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Library services are provided.	Nevada Union, Bear River	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nevada Union Librarian. 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$95,013 Bear River Librarian. 0.6FTE 1000-1999: Certificated Personnel Salaries Base \$50,563 Nevada Union Library assistant. 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$57,568 Bear River Library assistant. 1.0FTE 2000-2999: Classified Personnel Salaries Base \$46,733
Counseling services are provided.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Nevada Union 3.5 FTE 1000-1999: Certificated Personnel Salaries Base \$367,205 Bear River 1.5 FTE 1000-1999: Certificated Personnel Salaries Base \$1123,533 Silver Springs 0.5 1000-1999: Certificated Personnel Salaries Base \$58,406 Ghidotti and North Point Academy 0.5 1000-1999: Certificated Personnel Salaries Base \$53,858

		<input type="checkbox"/> Other Subgroups: (Specify)	
Routine restricted maintenance	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintaining safe and modern school sites 5000-5999: Services And Other Operating Expenditures Base \$1,129,655
Theater is fully utilized.	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Theater manager the operations of the school's theater – 1 FTE 2000-2999: Classified Personnel Salaries Base \$65,785 Accompanists–1.37 FTE 2000-2999: Classified Personnel Salaries Base \$57,653
Counseling Services		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0.5 FTE Academic Counselor NU 1000-1999: Certificated Personnel Salaries Supplemental \$51,142 0.5 FTE Academic Counselor BR 1000-1999: Certificated Personnel Salaries Supplemental \$51,142 0.5 FTE Academic Counselor SSHS 1000-1999: Certificated Personnel Salaries Supplemental \$51,142 0.5 FTE Academic Counselor GHS + NPA 1000-1999: Certificated Personnel Salaries Supplemental \$51,142
Absorption of Regional Occupational Programs (ROP)	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher for Sports Medicine –1.2 FTE 1000-1999: Certificated Personnel Salaries Base \$80,687 Teacher for Automotive 1.2 FTE 1000-1999: Certificated Personnel Salaries Base \$80,678
Additional students will be located on the Silver Springs campus because of the Sierra Academy of Expeditionary Learning charter school.	Silver Springs	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional custodial services–0.5 FTE 2000-2999: Classified Personnel Salaries Base \$21,865
Additional students will be located on the Nevada Union campus because of the relocation of North Point Academy.	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase custodial– 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$43,730
Security	SSHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional Security SSHS 2000-2999: Classified Personnel Salaries Supplemental \$19,381

Upgrade digital media labs	Bear River, Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bear River Video equipment. 6000-6999: Capital Outlay Supplemental \$8,000 <hr/> Nevada Union Video equipment. 6000-6999: Capital Outlay Supplemental \$18,000
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LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:	Industry partnerships will increase by 4%. Students placed in internships will increase by 4%. Students will increase their participation in after school opportunities by 4% as measured by club, athletic and program participation. Parent participation in school decision-making processes will increase by 4%, including parents of unduplicated pupils and pupils with exceptional needs, measured by LCAP survey participation. 100% of our teachers are highly qualified. Facility maintenance measured by FIT tool will not decrease.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Library services are provided.	Nevada Union, Bear River	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nevada Union Librarian. 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$96,913 Bear River Librarian. 0.6FTE 1000-1999: Certificated Personnel Salaries Base \$51,575 Nevada Union Library assistant. 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$58,720 Bear River Library assistant. 1.0FTE 2000-2999: Classified Personnel Salaries Base \$47,668
Counseling services are provided.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nevada Union 3.5 FTE 1000-1999: Certificated Personnel Salaries Base \$374,549 Bear River 1.5 FTE 1000-1999: Certificated Personnel Salaries Base \$126,003 Silver Springs 0.5 1000-1999: Certificated Personnel Salaries Base \$59,575 Ghidotti and North Point Academy 0.5 1000-1999: Certificated Personnel Salaries Base \$54,935
Routine restricted maintenance	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintaining safe and modern school sites 5000-5999: Services And Other Operating Expenditures Base \$1,129,655
Theater is fully utilized.	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Theater manager the operations of the school's theater – 1 FTE 2000-2999: Classified Personnel Salaries Base \$65,785 Accompanists–1.37 FTE 2000-2999: Classified Personnel Salaries Base \$58,806

Counseling Services		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0.5 FTE Academic Counselor NU 1000-1999: Certificated Personnel Salaries Supplemental \$52,165 0.5 FTE Academic Counselor BR 1000-1999: Certificated Personnel Salaries Supplemental \$52,165 0.5 FTE Academic Counselor SSHS 1000-1999: Certificated Personnel Salaries Supplemental \$52,165 0.5 FTE Academic Counselor GHS + NPA 1000-1999: Certificated Personnel Salaries Supplemental \$52,165
Absorption of Regional Occupational Programs (ROP)	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher for Sports Medicine –1.2 FTE 1000-1999: Certificated Personnel Salaries Base \$83,947 Teacher for Automotive 1.2 FTE 1000-1999: Certificated Personnel Salaries Base \$83,947
Additional students will be located on the Silver Springs campus because of the Sierra Academy of Expeditionary Learning charter school.	Silver Springs	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional custodial services–0.5 FTE 2000-2999: Classified Personnel Salaries Base \$22,302
Additional students will be located on the Nevada Union campus because of the relocation of North Point Academy.	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase custodial– 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$44,605
Security	SSHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional Security SSHS 2000-2999: Classified Personnel Salaries Supplemental \$19,768
Upgrade digital media labs	Bear River, Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bear River Video equipment. 6000-6999: Capital Outlay Supplemental \$8,000 Nevada Union Video equipment. 6000-6999: Capital Outlay Supplemental \$18,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Industry partnerships will increase by 4%.
- Students placed in internships will increase by 4%.
- Students will increase their participation in after school opportunities by 4% as measured by club, athletic and program participation.
- Parent participation in school decision-making processes will increase by 4%, including parents of unduplicated pupils and pupils with exceptional needs, measured by LCAP survey participation.
- 100% of our teachers are highly qualified.
- Facility maintenance measured by FIT tool will not decrease.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Library services are provided.	Nevada Union, Bear River	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nevada Union Librarian. 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$98,851 Bear River Librarian. 0.6FTE 1000-1999: Certificated Personnel Salaries Base \$52,606 Nevada Union Library assistant. 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$59,894 Bear River Library assistant. 1.0FTE 2000-2999: Classified Personnel Salaries Base \$48,621
Counseling services are provided.	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nevada Union 3.5 FTE 1000-1999: Certificated Personnel Salaries Base \$382,040 Bear River 1.5 FTE 1000-1999: Certificated Personnel Salaries Base \$128,523 Silver Springs 0.5 1000-1999: Certificated Personnel Salaries Base \$60,785 Ghidotti and North Point Academy 0.5 1000-1999: Certificated Personnel Salaries Base \$59,982
Routine restricted maintenance	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintaining safe and modern school sites 5000-5999: Services And Other Operating Expenditures Base \$1,129,655
Theater is fully utilized.	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Theater manager the operations of the school's theater – 1 FTE 2000-2999: Classified Personnel Salaries Base \$65,785 Accompanists–1.37 FTE 2000-2999: Classified Personnel Salaries Base \$59,982
Counseling Services		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0.5 FTE Academic Counselor NU 1000-1999: Certificated Personnel Salaries Supplemental \$53,208 0.5 FTE Academic Counselor BR 1000-1999: Certificated Personnel Salaries Supplemental \$53,208 0.5 FTE Academic Counselor SSHS 1000-1999: Certificated Personnel Salaries Supplemental \$53,208 0.5 FTE Academic Counselor GHS + NPA 1000-1999: Certificated Personnel Salaries Supplemental \$53,208

Absorption of Regional Occupational Programs (ROP)	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher for Sports Medicine –1.2 FTE 1000-1999: Certificated Personnel Salaries Base \$83,947 Teacher for Automotive 1.2 FTE 1000-1999: Certificated Personnel Salaries Base \$83,947
Additional students will be located on the Silver Springs campus because of the Sierra Academy of Expeditionary Learning charter school.	Silver Springs	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional custodial services–0.5 FTE 2000-2999: Classified Personnel Salaries Base \$22,748
Additional students will be located on the Nevada Union campus because of the relocation of North Point Academy.	Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase custodial– 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$45,497
Security	SSHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional Security SSHS 2000-2999: Classified Personnel Salaries Supplemental \$20,163
Upgrade digital media labs	Bear River, Nevada Union	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bear River Video equipment. 6000-6999: Capital Outlay Supplemental \$8,000 Nevada Union Video equipment. 6000-6999: Capital Outlay Supplemental \$18,000

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:	Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Student performance on standardized test will increase by 4%.</p> <p>The percentage of students district wide completing A - G and/or CTE courses sequences will increase by 2%.</p> <p>The API will increase 2%.</p> <p>Rate of teacher misassignments (teachers working outside of their credential area) will not increase.</p> <p>Student access to standards aligned instructional materials will increase 10%.</p> <p>Implementation of academic and performance standards will increase in each core area by 5% including ELD standards.</p> <p>Students will increase participation and completion of unique programs and after school opportunities by 4%.</p> <p>English Learner progress towards English proficiency will increase by 4%.</p> <p>English Learner reclassification rate will not decrease.</p> <p>The gap between subgroups (English learners, socioeconomically disadvantaged, Hispanic, SPED and foster youth) and general student population will decrease 6% on each metric.</p> <p>The percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher will increase by 2%.</p> <p>The percentage of pupils who demonstrate college and career readiness in the EAP (Early Assessment Program) will increase by 2%.</p>		<p>The 2014-2015 student scores on the CAASPP assessment is a baseline score from which future years will be compared. We do not have the 2015-2016 CASPP score as of this time. The 2014-2015 District scores are as follows: % of district students meeting or exceeding state standards in ELA is 59% and in math is 34%.</p> <p>The percentage of students district wide completing A - G and/or CTE courses sequences will increase by 2%.</p> <p>The % of students completing the A-G course sequence is 50.13% (2014-2015)</p> <p>The % of students completing a CTE course sequence is 14% (2014-2015)</p> <p>These will be baseline percentages.</p> <p>The California Department of Education no longer issues schools and districts API scores.</p> <p>Rate of teacher misassignments (teachers working outside of their credential area) will not increase. The rate of teacher misassignment in 2015-2016 is 0%. This is our baseline percent.</p> <p>Student access to standards aligned instructional materials will increase 10%. Standards aligned instructional materials were approved by our District Curriculum Committee and our School Board for one of our comprehensive schools in math. The other comprehensive school adopted math the previous two years. These new classes will be taught in 2016-2017.</p> <p>Implementation of academic and performance standards will increase in each core area by 5% including ELD standards.</p> <p>There is no baseline data for this outcome.</p> <p>Students will increase participation and completion of unique programs and after school opportunities by 4%.</p> <p>Not all participation in unique programs and after school opportunities were tracked in previous years. The raw number of attendees in after school tutoring in 2014-2015 was 246. The raw number of after school school tutoring attendees in 2015-2016 is currently 320. this represents an increase in attendance of after school tutoring of 24%.</p> <p>English Learner progress towards English proficiency will increase by 4%.</p> <p>In 2014-2015 the District had a 94% rate of EL progress towards proficiency based on CELDT scores in 2015-2015 the District had 83% of its students make progress towards English proficiency on CELDT score.</p> <p>English Learner reclassification rate will not decrease.</p> <p>The rate of EL reclassification decreased from 94% to 83%.</p> <p>The gap between subgroups (English learners, socioeconomically disadvantaged, Hispanic, SPED and foster youth) and general student population will decrease 6% on each metric. Currently, NJUHSD has subgroup data for the CAASPP assessment. The five subgroups are: Hispanic/Latino, socioeconomically disadvantaged, English Learners, Students with Disabilities, and Foster youth. Of these five subgroups, the district has data on the three populations that were large enough to populate a statistic. The three</p>

		<p>groups are Hispanic/Latino, socioeconomically disadvantaged and students with disabilities. The District has CAASPP data for these three subgroups. In the ELA assessment the district average of % achieving standard met or standard exceeded is: Hispanic/Latino 72% Socioeconomically disadvantaged 64% Students with disabilities 11% In the math assessment the district average of % achieving standard met or standard exceeded is: Hispanic/Latino 30% Socioeconomically disadvantaged 29.5% Students with disabilities 0% The only subgroup that was not above, at, or within 6% of the general population was Students with Disabilities</p> <p>The percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher will increase by 2%. The percentage of pupils who passed AP tests with a score of 3 or higher in 2013-2014 was 51%. The % with a 3 or higher in 2014-2015 was 70%. The percent increase is 19%.</p> <p>The percentage of pupils who demonstrate college and career readiness in the EAP (Early Assessment Program) will increase by 2%. In 2014-2015 the percentage of pupils who demonstrated college and career readiness in the ELA was 80% and in math 47%. This is our baseline score.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Highly qualified staff.	Regular education teacher salaries. 99.63 FTE 1000-1999: Certificated Personnel Salaries Base \$9,056,636 Professional development for Schoology, OARS, Advanced Placement, PBIS, data analysis and Google Docs 1000-1999: Certificated Personnel Salaries Base \$30,000	The District sought to hire highly qualified staff	Regular education teacher salaries. 99.63 FTE 1000-1999: Certificated Personnel Salaries Base \$9,056,636 Professional development for Schoology, OARS, Advanced Placement, PBIS, data analysis and Google Docs 1000-1999: Certificated Personnel Salaries Base \$30,000
Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Student achievement in core classes will be assessed through district wide benchmark tests.	Test management software (OARS, Illuminate) 5000-5999: Services And Other Operating Expenditures Base \$20,000 Writing Sample Management software (Turn It In. com) 5000-5999: Services And Other Operating Expenditures Base \$20,000	Though the use of OARS and Turn-it-In, student achievement in some core classes were assessed through school wide benchmark tests.	Test management software (OARS) 5000-5999: Services And Other Operating Expenditures Base \$20,000 Writing Sample Management software (Turn It In. com) 5000-5999: Services And Other Operating Expenditures Base \$20,000
Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staff will be trained in California State Standards curriculum development and instructional strategies.</p>	<p>Staff will be trained in California State Standards curriculum development and instructional strategies. 1000-1999: Certificated Personnel Salaries Base \$20,000</p>	<p>Our staff received training in California State Standards curriculum development and instructional strategies.</p>	<p>Staff will be trained in California State Standards curriculum development and instructional strategies. 1000-1999: Certificated Personnel Salaries Base \$20,000</p>
<p>Scope of Service: All Sites</p>		<p>Scope of Service: All Sites</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>All students will be prepared for the high school exit exam.</p>	<p>Freshmen CAHSEE pretest 5000-5999: Services And Other Operating Expenditures Base \$1,500 Sophomores CAHSEE preparation 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>	<p>The CAHSEE is no longer given in California</p>	<p>There were no funds spent because this is no longer given</p>
<p>Scope of Service: All Sites</p>		<p>Scope of Service: All Sites</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students will be prepared for the Advanced Placement test.</p>	<p>Advanced Placement test workshops for students 5000-5999: Services And Other Operating Expenditures Base \$5,000 Advanced Placement Conferences 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>	<p>Though workshops our students were prepared for Advanced Placement tests.</p>	<p>Advanced Placement test workshops for students 5000-5999: Services And Other Operating Expenditures Base \$5,000 Advanced Placement Conferences 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>
<p>Scope of Service: Bear River, Nevada Union</p>		<p>Scope of Service: Bear River, Nevada Union</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students will have access to California State Standards Instructional materials</p>	<p>Purchase instructional materials aligned to California State Standards. 4000-4999: Books And Supplies Base \$100,000</p>	<p>Our students have access to California State Standards Instructional materials</p>	<p>Purchase instructional materials aligned to California State Standards. 4000-4999: Books And Supplies Base \$100,000</p>
<p>Scope of Service: All Sites</p>		<p>Scope of Service: All Sites</p>	

<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Special education services are provided</p>	<p>Special education teacher salaries. 21.6 FTE 1000-1999: Certificated Personnel Salaries Base \$2,109,091 Special education aids. 37.28 FTE 1000-1999: Certificated Personnel Salaries Base \$1,433,110</p>	<p>Special education services were provided</p>	<p>Special education teacher salaries. 21.6 FTE 1000-1999: Certificated Personnel Salaries Base \$2,109,091 Special education aids. 37.28 FTE 1000-1999: Certificated Personnel Salaries Base \$1,433,110</p>
<p>Scope of Service: All Sites</p>		<p>Scope of Service: All Sites</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Accelerated reader</p>	<p>Reading a wide variety of materials at the students' instructional / independent level is highly correlated to high achievement in English Language Arts. Accelerated Reader is a software tool that measures student success with generally self-selected outside reading books to build fluency. Students read in a variety of genre and the AR testing system holds students accountable for the reading. 5000-5999: Services And Other Operating Expenditures Base \$15,000</p>	<p>Accelerated reader was provided and used at Ghidotti HS</p>	<p>Students were able to read a variety of genres and the AR testing system held students accountable for the reading. 5000-5999: Services And Other Operating Expenditures Base \$15,000</p>
<p>Scope of Service: All Sites</p>		<p>Scope of Service: Ghidotti High School</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Ensuring that schools are on track to meet their WASC goals.</p>	<p>Site WASC coordinator. Five stipend positions, one at each site. 1000-1999: Certificated Personnel Salaries Base \$22,500</p>	<p>Schools have WASC coordinators and are on track to meet their WASC goals.</p>	<p>Site WASC coordinator. Five stipend positions were fulfilled, one at each site. 1000-1999: Certificated Personnel Salaries Base \$22,500</p>
<p>Scope of Service: All Sites</p>		<p>Scope of Service: All Sites</p>	
<p><input checked="" type="checkbox"/> All OR:</p>		<p><input checked="" type="checkbox"/> All OR:</p>	

<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Providing a counseling tool accessible to all students</p>	<p>Implementation / Onboarding of Counseling Tool 5000-5999: Services And Other Operating Expenditures Base \$5,600</p>	<p>We began implementing a counseling tool accessible to all students</p>	<p>Implementation / Onboarding of Counseling Tool: Career Cruising at all sites 5000-5999: Services And Other Operating Expenditures Base \$5,600</p>
<p>Scope of Service: All Sites</p>		<p>Scope of Service: All Sites</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low income, foster youth, English learners and reclassified fluent English proficient pupils: Building system of support through a Response to Intervention which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics</p>	<p>Staff will be trained in Response to Intervention 5000-5999: Services And Other Operating Expenditures Other \$3,000 Class size reduction for grade 9 English and freshmen math courses defined as Integrated Math I, Algebra I, Algebra A/B and Pre-algebra 1.7 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$122,400 ELD section. 0.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$14,400 0.4 FTE teacher to continue low enrolled AP classes 1000-1999: Certificated Personnel Salaries Base \$28,800 Additional 0.7 FTE for 9th grade class size reduction in math from 60% of freshmen to all freshmen courses defined as Integrated Math I, Algebra I, Algebra A/B and Pre-algebra 1000-1999: Certificated Personnel Salaries Supplemental \$57,600 Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$72,000 Credit Recovery in the school day 1000-1999: Certificated Personnel Salaries Base \$72,000</p>	<p>For low income, foster youth, English learners and reclassified fluent English proficient pupils: Built a system of support through a Response to Intervention which provided for the specific needs of students who need supplemental instruction in English language arts and mathematics</p>	<p>Staff was trained in Response to Intervention 5000-5999: Services And Other Operating Expenditures Other \$3,000 Class sizes were reduction for grade 9 English and freshmen math courses defined as Integrated Math I, Algebra I, Algebra A/B and Pre-algebra 1.7 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$122,400 ELD section. 0.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$14,400 Added 0.4 FTE teacher to continue low enrolled AP classes 1000-1999: Certificated Personnel Salaries Base \$28,800 Additional 0.7 FTE was added for 9th grade class size reduction in math from 60% of freshmen to all freshmen courses defined as Integrated Math I, Algebra I, Algebra A/B and Pre-algebra 1000-1999: Certificated Personnel Salaries Supplemental \$57,600 Added a Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$72,000 Implemented Credit Recovery in the school day 1000-1999: Certificated Personnel Salaries Base \$72,000</p>
<p>Scope of Service: Nevada Union</p>		<p>Scope of Service: Nevada Union</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low income, foster youth, English learners and reclassified</p>	<p>Staff will be trained in Response to Instruction and</p>	<p>For low income, foster youth, English learners and reclassified</p>	<p>Staff was trained in Response to Instruction and Intervention</p>

<p>fluent English proficient pupils: Building system of support through a Response to Instruction and Intervention which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics</p>	<p>Intervention 1000-1999: Certificated Personnel Salaries Supplemental \$1,500</p> <p>Class size reduction for grade 9 English and math courses defined as Integrated Math I, Algebra I, Algebra A/B and Pre-algebra 0.8 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$57,600</p> <p>0.4 FTE teacher to continue low enrolled AP classes 1000-1999: Certificated Personnel Salaries Base \$28,800</p> <p>0.4 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$28,800</p> <p>In School Credit Recovery 1000-1999: Certificated Personnel Salaries Supplemental \$28,800</p> <p>Facility Modifications for Bear River Learning Center 6000-6999: Capital Outlay Other \$30,000</p>	<p>fluent English proficient pupils: Built a system of support through a Response to Intervention which provided for the specific needs of students who needed supplemental instruction in English language arts and mathematics</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$1,500</p> <p>Class sizes were reduced for grade 9 English and math. 0.8 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$57,600</p> <p>0.4 FTE teacher to continue low enrolled AP classes 1000-1999: Certificated Personnel Salaries Base \$28,800</p> <p>0.4 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$28,800</p> <p>In School Credit Recovery 1000-1999: Certificated Personnel Salaries Supplemental \$28,800</p> <p>Facility Modifications for Bear River Learning Center 6000-6999: Capital Outlay Other \$30,000</p>
<p>Scope of Service: Bear River</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Bear River</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Building system of support for low income, foster youth, English learners and reclassified fluent English proficient pupils:</p>	<p>STARS Program 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$84,500</p> <p>Online credit recovery and original credit classes will now be offered both during and after school, Summer School 1000-1999: Certificated Personnel Salaries Supplemental \$103,150</p>	<p>Built a system of support for low income, foster youth, English learners and reclassified fluent English proficient pupils:</p>	<p>STARS Program 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$84,500</p> <p>Online credit recovery and original credit classes are now offered during the school day 1000-1999: Certificated Personnel Salaries Supplemental \$103,150</p>
<p>Scope of Service: All sites</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All sites</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English learner support.</p>	<p>Classroom aid 0.75 FTE 2000-2999: Classified Personnel Salaries Supplemental \$37,209</p> <p>Classroom aid 0.875 FTE 2000-2999: Classified Personnel Salaries Supplemental \$46,797</p> <p>Nevada Union Mathematics support section - 0.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$17,032</p>	<p>We implemented English learner supports.</p>	<p>Classroom aid 0.75 FTE 2000-2999: Classified Personnel Salaries Supplemental \$37,209</p> <p>Classroom aid 0.875 FTE 2000-2999: Classified Personnel Salaries Supplemental \$46,797</p> <p>Nevada Union Mathematics support section - 0.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$17,032</p>

	Professional services and operating expenses. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000 Materials and supplies. 4000-4999: Books And Supplies Supplemental \$10,000		Professional services and operating expenses. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000 Materials and supplies. 4000-4999: Books And Supplies Supplemental \$10,000
Scope of Service: All Sites		Scope of Service: All Sites	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students failing to meet standards will receive tutoring in mathematics and English language arts.	Bear River 2 hrs/day 4 days a week. 1000-1999: Certificated Personnel Salaries Supplemental \$10,080 Nevada Union 5 hrs/day 4 day a week. 1000-1999: Certificated Personnel Salaries Supplemental \$25,200	Students failing to meet standards received tutoring in mathematics and English language arts.	Bear River 2 hrs/day 4 days a week. 1000-1999: Certificated Personnel Salaries Supplemental \$10,080 Nevada Union 5 hrs/day 4 day a week. 1000-1999: Certificated Personnel Salaries Supplemental \$25,200
Scope of Service: Bear River, Nevada Union		Scope of Service: Bear River, Nevada Union	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Program improvement mandates	Transportation set-aside 5000-5999: Services And Other Operating Expenditures Other \$29,704 Professional development 5000-5999: Services And Other Operating Expenditures Other \$29,704 Nevada Union SES providers 5000-5999: Services And Other Operating Expenditures Other \$29,704	We had program improvement mandates.	Transportation set-aside 5000-5999: Services And Other Operating Expenditures Other \$29,704 Professional development 5000-5999: Services And Other Operating Expenditures Other \$29,704 Nevada Union SES providers 5000-5999: Services And Other Operating Expenditures Other \$29,704
Scope of Service: All Sites		Scope of Service: All Sites	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Homeless	Homeless set-aside 4000-4999: Books And Supplies Other \$5,000 Charis Youth Center Allocation 7000-7439: Other Outgo Other \$6,000	Supports were provided for our homeless youth.	Homeless set-aside 4000-4999: Books And Supplies Other \$5,000 Charis Youth Center Allocation 7000-7439: Other Outgo Other \$6,000

<p>Scope of Service: All Sites</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All Sites</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Academic support</p>	<p>Teacher – 0.4 FTE English support 1000-1999: Certificated Personnel Salaries Other \$35,533</p> <p>Teacher –0.4 FTE literacy 1000-1999: Certificated Personnel Salaries Other \$30,112</p> <p>Teacher – 0.4 FTE mathematics 1000-1999: Certificated Personnel Salaries Other \$39,345</p> <p>After school tutoring– mathematics 1000-1999: Certificated Personnel Salaries Other \$5,368</p> <p>Case managers 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$57,556</p> <p>Instructional aids 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$43,174</p> <p>Nevada Union ELD section–0.2 FTE 1000-1999: Certificated Personnel Salaries Base \$17,032</p>	<p>Academic supports were provided</p>	<p>Teacher – 0.4 FTE English support 1000-1999: Certificated Personnel Salaries Other \$35,533</p> <p>Teacher –0.4 FTE literacy 1000-1999: Certificated Personnel Salaries Other \$30,112</p> <p>Teacher – 0.4 FTE mathematics 1000-1999: Certificated Personnel Salaries Other \$39,345</p> <p>After school tutoring– mathematics 1000-1999: Certificated Personnel Salaries Other \$5,368</p> <p>Case managers 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$57,556</p> <p>Instructional aids 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$43,174</p> <p>Nevada Union ELD section–0.2 FTE 1000-1999: Certificated Personnel Salaries Base \$17,032</p>
<p>Scope of Service: Nevada Union</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Nevada Union</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Adolescent Family Life Program (AFLP) for pregnant parenting teens.</p>	<p>Case manager – 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$17,032</p>	<p>An Adolescent Family Life Program (AFLP) for pregnant parenting teens was provided.</p>	<p>Case manager – 1.0 FTE 2000-2999: Classified Personnel Salaries Other \$17,032</p>
<p>Scope of Service: Silver Springs</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Silver Springs</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English/reading support section.</p>	<p>Teacher –0.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$17,032</p>	<p>English/reading support sections were added.</p>	<p>Teacher –0.2 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$17,032</p>
<p>Scope of Service: Bear River</p>		<p>Scope of Service: Bear River</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Nevada Joint Union High School District will continue to monitor scores in the CAASPP assessment. This year we have baseline data. We will make no changes to this goal. The District will also keep the goal of increasing A -G and CTE course completions by 2%. To support this goal the district will hire a 1.0 FTE TOSA in CTE to oversee the growth of CTE course offerings, sequences, and placement of students in internships. The California Department of Education currently does not calculate a school's API. This goal will remain in effect in 2016-2017 as the state may bring API back. The rate of teacher misalignment is currently 0%. The district will keep this as a goal going forward. Student access to standards aligned material will increase by 10% is a goal the district will keep going forward. This goal will be met by implementing a textbook adoption cycle. There has been no district wide adoption cycle for many years. In 2015-2016 one of our comprehensive schools adopted a new math curriculum and the other comprehensive school adopted math a year prior. This goal though will change slightly to better reflect the textbook adoption cycle and implementation of standards aligned curriculum. To be able to measure the implementation of academic and performance standards in each core area by 5% the district will employ two TOSAs. One in the area of ELA, which covers all subjects and one in the area of math. Having two TOSAs provides a means to implement and track this data. The District will add a section of EL service to help our efforts to have English Learner students progress towards English proficiency. The District's English Learner proficiency rate, as based on CELDT scores, declined from 94% to 83%. Because of this decline, our EL reclassification rate also fell from 94% to 83% in one year. The District will add EL sections to help students meet this goal in the 2016-2017 school year. The subgroup data on each metric was collected using CAASPP results in ELA and math. The only subgroup that was not above, at or within 6% of the general population was Students with Disabilities. This will be addressed with the Director of Special Education and a plan will be put in place to provide opportunities for increasing this subgroup's performance on the CAASPP assessment. The AP pass rate District-wide increased by 19%. We will continue to fund low enrolled AP classes. The 2014-2015 college and career readiness percent measured by the EAP was 80% in ELA and 47% in math. This percent will serve as our baseline from which to compare future performance.</p>		

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:	Our district will ensures that all students and staff feel they belong to a safe and healthy school.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: All		Actual Annual Measurable Outcomes:
<p>Suspension rates will decrease by 2%.</p> <p>Expulsion rates will decrease by 2%.</p> <p>Attendance rates will increase by 2%.</p> <p>Graduation rates will increase by 2%.</p> <p>Dropout rate will decrease by 1%</p> <p>Chronic absenteeism will decrease by 2%.</p> <p>Surveys will show an increase in satisfaction rate by 2%.</p>			<p>Suspension rates will decrease by 2%.</p> <p>The District suspension rate in 2013-2014 was 12.02%.</p> <p>The District suspension rate in 2014-2015 was 8.63%.</p> <p>The District suspension rate decreased by greater than 2%.</p> <p>Expulsion rates will decrease by 2%.</p> <p>The District expulsion rate in 2013-2014 was 0.79%.</p> <p>The District expulsion rate in 2014-2015 was 0.34%.</p> <p>The District expulsion rate decreased by 0.45%. This is already under 2%.</p> <p>Attendance rates will increase by 2%.</p> <p>In 2014-2015 the attendance rate was 93%</p> <p>In 2015-2016 the attendance rate was 94%</p> <p>The attendance rate did increase but not by 2%</p> <p>Graduation rates will increase by 2%.</p> <p>The District Graduation four-year cohort rate in 2012-2013 was 90.81%</p> <p>The District Graduation four-year cohort rate in 2013-2014 was 87.71%</p> <p>The graduation rate decreased by 3.1%</p> <p>Dropout rate will decrease by 1%</p> <p>The District Dropout four-year cohort rate in 2012-2013 was 4.80%</p> <p>The District Dropout four-year cohort rate in 2013-2014 was 6.00%</p> <p>The District Dropout rate for these two year increased by 1.2%</p> <p>Chronic absenteeism will decrease by 2%.</p> <p>The District chronic absenteeism in 2014-2015 was 15.79%.</p> <p>The District chronic absenteeism in 2015-2016 was 13.70%.</p> <p>The percent of chronically absent students declined by 2%</p> <p>Surveys will show an increase in satisfaction rate by 2%.</p> <p>The District measured the satisfaction rate in staff, parents, and students as it relates to belonging to a safe and healthy school.</p> <p>The statistic from the California Healthy Kids Staff survey stating the school has sufficient resources to create a safe campus is 72% in 2015-2016. This same statistic was 75% in 2014-2015. This is a 3% decrease.</p> <p>For Parents the results are based on the question that their student's school allows input and welcomes parents' contributions. In 2015-2016 the result was 69% and in 2014-2015 the result was 79%. This represents a decrease of 10%.</p> <p>For students, the results are based on the question of agreeing that their school is perceived as very safe or safe was 59% in 2015-2016 and was 62% in 2014-2015. This represents a decrease of 3%.</p>

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Students and staff will be educated in systems, techniques and approaches that result in the safe and healthy school.	Every 15 Minutes 1000-1999: Certificated Personnel Salaries Other \$1,500 PBIS (Positive Behavioral Intervention Strategies) 5000-5999: Services And Other Operating Expenditures Base \$3,000 Breaking Down the Walls 1000-1999: Certificated Personnel Salaries Other \$1,500	Students and staff were educated in systems, techniques and approaches that result in the safe and healthy school.	Every 15 Minutes 1000-1999: Certificated Personnel Salaries Other \$1,500 PBIS (Positive Behavioral Intervention Strategies) 5000-5999: Services And Other Operating Expenditures Base \$3,000 Breaking Down the Walls 1000-1999: Certificated Personnel Salaries Other \$1,500
Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Ensure physically safe school campuses.	Continue working with Grass Valley Police Department and Nevada County Sheriff Department. <ul style="list-style-type: none"> Safety committee recommendations School resource officer 0001-0999: Unrestricted: Locally Defined Base 0 Canine drug detection 5000-5999: Services And Other Operating Expenditures Base \$4,040 School messenger 5000-5999: Services And Other Operating Expenditures Base \$4,995 Drug testing 5000-5999: Services And Other Operating Expenditures Base \$12,000 Athlete Committed 5000-5999: Services And Other Operating Expenditures Base \$10,000	We took steps to ensure physically safe school campuses.	Continue working with Grass Valley Police Department and Nevada County Sheriff Department. <ul style="list-style-type: none"> Safety committee recommendations School resource officer 0001-0999: Unrestricted: Locally Defined Base 0 Canine drug detection. 5000-5999: Services And Other Operating Expenditures Base \$4,040 School messenger. 5000-5999: Services And Other Operating Expenditures Base \$4,995 Drug testing. 5000-5999: Services And Other Operating Expenditures Base \$12,000 Athlete Committed 5000-5999: Services And Other Operating Expenditures Base \$10,000
Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Ensure school health services.	District nurses–1.3 FTE 1000-1999: Certificated Personnel Salaries Base \$103,665 Nevada Union– Health technician 2000-2999: Classified Personnel Salaries Base \$50,500 Bear River–Health technician 2000-2999: Classified Personnel Salaries Base \$22,500	We took steps to ensure school health services.	District nurses–1.3 FTE 1000-1999: Certificated Personnel Salaries Base \$103,665 Nevada Union– Health technician 2000-2999: Classified Personnel Salaries Base \$50,500 Bear River–Health technician 2000-2999: Classified Personnel Salaries Base \$22,500
Scope of Service: All Sites		Scope of Service: All Sites	

<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Advancement Via Individual Determination (AVID)</p>	<p>AVID is a college-readiness system designed to increase the number of students who enroll in and complete a degree at four-year colleges. 5000-5999: Services And Other Operating Expenditures Base \$16,000</p>	<p>Advancement Via Individual Determination (AVID) was phased out during the 2015-2016 school year.</p>	<p>AVID is a college-readiness system designed to increase the number of students who enroll in and complete a degree at four-year colleges. 5000-5999: Services And Other Operating Expenditures Base \$16,000</p>
<p>Scope of Service: Ghidotti</p>		<p>Scope of Service: Ghidotti</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Closing the campus at Nevada Union at lunchtime will require additional security.</p>	<p>Security services. 2000-2999: Classified Personnel Salaries Base \$37,264</p>	<p>We closed the campus at Nevada Union.</p>	<p>Security services. 2000-2999: Classified Personnel Salaries Base \$37,264</p>
<p>Scope of Service: Nevada Union</p>		<p>Scope of Service: Nevada Union</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service:</p>		<p>Scope of Service:</p>	
<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students and staff will be educated in systems, techniques and approaches that result in safe and healthy schools.</p>	<p>Reconnecting Youth - 3 sections 1000-1999: Certificated Personnel Salaries Supplemental \$57,375 STARS program 0.5 FTE 1000-1999: Certificated Personnel Salaries Other \$42,250</p>	<p>Students and staff were educated in systems, techniques and approaches that result in safe and healthy schools.</p>	<p>Reconnecting Youth - 3 sections 1000-1999: Certificated Personnel Salaries Supplemental \$57,375 STARS program 0.5 FTE 1000-1999: Certificated Personnel Salaries Other \$42,250</p>
<p>Scope of Service: All Sites</p>		<p>Scope of Service: All Sites</p>	

<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Summer Bridge program	Introduction to high school study skills 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Summer Bridge program was held.	Introduction to high school study skills 1000-1999: Certificated Personnel Salaries Supplemental \$5,000
Scope of Service: Nevada Union, Bear River		Scope of Service: Nevada Union, Bear River	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Transportation	Contribution to transportation. 5000-5999: Services And Other Operating Expenditures Base \$136,452	Transportation was provided.	Contribution to transportation. 5000-5999: Services And Other Operating Expenditures Base \$136,452
Scope of Service: All sites		Scope of Service: All sites	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue many of the services in this area. The District suspension rate decreased by greater than 2%. This shows our efforts in this area are working. Also, the District's expulsion rate decreased. However, when using District data from two year's ago it is clear that our District graduation rate declined and our dropout rate increased. Also, our attendance rate did increase slightly but not at the 2% goal. To help at risk students and non-attendant students the District will add sections of an Intervention Specialist and of credit recovery to our continuation high school. The continuation school will continue to be staffed at a lower than District average for teacher to student ratio, counselor to student ratio, administration to student ratio, and classified to student ratio. The District will continue as it did this year with offering credit recovery during the day. This allows all students access to credit recovery. This practice went into effect in 2015-2016 and we look forward to seeing if the graduation rate increases and the dropout rate decreases. The District will also support more CTE classes, low enrolled AP classes, professional development around mental health training, an increase in the amount of sections for an Intervention Specialist and credit recovery during the day. Chronic absenteeism did decrease by 2%. We will continue to fund services that support this goal. It is also important to note that the goal of 'Surveys will show an increase in satisfaction rate by 2%' was not reached in the staff, student and parent survey. To address this decline, the District will increase the number of Intervention Specialists, increase professional development funding for mental health training for students, staff, and parents, as well as continue to fund it's current programs that address connectedness to school. Also, in an effort to increase the safety of our schools' campuses District administration, a counselor, and mental health worker attended the first ever county-wide meeting regarding school safety. This meeting was attended by almost every local agency in our county that has a connection to school safety.		

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:	Our district will ensure that our schools are source of deep seated pride among students, staff and community.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:		<p>Industry partnerships will increase by 4%.</p> <p>Students placed in internships will increase by 4%.</p> <p>Students will increase their participation in after school opportunities by 4%.</p> <p>Parent participation in school decision-making meetings will increase by 4%, including for parents of unduplicated pupils and pupils with exceptional needs.</p> <p>100% of our teachers are highly qualified.</p> <p>Facility maintenance measured by FIT tool will not decrease.</p>	Actual Annual Measurable Outcomes:	<p>Industry partnerships will increase by 4%.</p> <p>There is currently no baseline data for this outcome.</p> <p>Students placed in internships will increase by 4%.</p> <p>There is currently no baseline data for this outcome.</p> <p>Students will increase their participation in after school opportunities by 4%.</p> <p>Not all participation in unique programs and after school opportunities were tracked in previous years. The raw number of attendees in after school tutoring in 2014-2015 was 246. The raw number of after school school tutoring attendees in 2015-2016 is currently 320. These numbers represent an increase in attendance of after school tutoring of 24%.</p> <p>Parent participation in school decision-making meetings will increase by 4%, including for parents of unduplicated pupils and pupils with exceptional needs.</p> <p>In 2015-2016 there were 92 responses to our parent LCAP survey, This will serve as our baseline number.</p> <p>100% of our teachers are highly qualified.</p> <p>The District rate of Highly Qualified teachers is 98.5%.</p> <p>Facility maintenance measured by FIT tool will not decrease.</p>
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<p>Library services are provided.</p> <p>Scope of Service: Nevada Union, Bear River</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p>Nevada Union Librarian. 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$85,163</p> <p>Bear River Librarian. 0.6FTE 1000-1999: Certificated Personnel Salaries Base \$51,098</p> <p>Nevada Union Library assistant. 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$47,975</p> <p>Bear River Library assistant. 1.0FTE 2000-2999: Classified Personnel Salaries Base \$47,957</p>	<p>Library services were provided.</p> <p>Scope of Service: Nevada Union, Bear River</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p>Nevada Union Librarian. 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$85,163</p> <p>Bear River Librarian. 0.6FTE 1000-1999: Certificated Personnel Salaries Base \$51,098</p> <p>Nevada Union Library assistant. 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$47,975</p> <p>Bear River Library assistant. 1.0FTE 2000-2999: Classified Personnel Salaries Base \$47,957</p>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Counseling services are provided.	Nevada Union 3.5 FTE 1000-1999: Certificated Personnel Salaries Base \$316,695 Bear River 1.5 FTE 1000-1999: Certificated Personnel Salaries Base \$135,726 Silver Springs 0.5 1000-1999: Certificated Personnel Salaries Base \$45,242 Ghidotti, North Point Academy 0.5 1000-1999: Certificated Personnel Salaries Base \$45,242	Counseling services were provided.	Nevada Union 3.5 FTE 0001-0999: Unrestricted: Locally Defined Base \$316,695 Bear River 1.5 FTE 1000-1999: Certificated Personnel Salaries Base \$135,726 Silver Springs 0.5 1000-1999: Certificated Personnel Salaries Base \$45,242 Ghidotti, North Point Academy 0.5 1000-1999: Certificated Personnel Salaries Base \$45,242
Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Routine restricted maintenance	Maintaining safe and modern school sites 5000-5999: Services And Other Operating Expenditures Base \$1,129,655	Routine restricted maintenance occurred.	Maintaining safe and modern school sites 5000-5999: Services And Other Operating Expenditures Base \$1,129,655
Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All Sites <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Theater is fully utilized.	Theater manager the operations of the school's theater – 1 FTE 2000-2999: Classified Personnel Salaries Base \$65,785 Accompanists–1.37 FTE 2000-2999: Classified Personnel Salaries Base \$58,807	Theater was fully utilized.	Theater manager the operations of the school's theater – 1 FTE 2000-2999: Classified Personnel Salaries Base \$65,785 Accompanists–1.37 FTE 2000-2999: Classified Personnel Salaries Base \$58,807
Scope of Service: Nevada Union <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Nevada Union <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Choir, drama, dance, band public performances on campus are attended by the community.	Install marquee at the entrance/exit of Bear River High School 6000-6999: Capital Outlay Base \$35,000	Choir, drama, dance, band public performances on campus were attended by the community.	Choir, drama, dance, band public performances on campus are attended by the community. 6000-6999: Capital Outlay Base

			\$35,000
Scope of Service: Bear River <hr/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Bear River <hr/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Regional Occupational Programs (ROP)	Teacher for Sports Medicine–1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$102,000	Regional Occupational Programs (ROP) were held.	Teacher for Sports Medicine–1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$102,000
Scope of Service: Nevada Union <hr/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Nevada Union <hr/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Additional students will be located on the Silver Springs campus because of the Sierra Academy of Expeditionary Learning charter school.	Additional custodial services–0.5 FTE 2000-2999: Classified Personnel Salaries Other \$16,200	Additional students were relocated on the Silver Springs campus because of the Sierra Academy of Expeditionary Learning charter school.	Additional custodial services–0.5 FTE 2000-2999: Classified Personnel Salaries Other \$16,200
Scope of Service: Silver Springs <hr/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Silver Springs <hr/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Additional students will be located on the Nevada Union campus because of the relocation of North Point Academy.	Increase custodial– 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$47,440	Additional students were relocated on the Nevada Union campus because of the relocation of North Point Academy.	Increase custodial– 1.0 FTE 2000-2999: Classified Personnel Salaries Base \$47,440
Scope of Service: Nevada Union <hr/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Nevada Union <hr/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Upgrade digital media labs	Bear River video equipment. 6000-6999: Capital Outlay Supplemental \$6,000	We upgraded digital media labs	Bear River video equipment. 6000-6999: Capital Outlay Supplemental \$6,000

	Nevada Union video equipment. 6000-6999: Capital Outlay Supplemental \$6,000		Nevada Union video equipment. 6000-6999: Capital Outlay Supplemental \$6,000
Scope of Service: Bear River, Nevada Union		Scope of Service: Bear River, Nevada Union	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Counseling services are provided.	Nevada Union 0.5 FTE 1000-1999: Certificated Personnel Salaries Base \$45,242 Bear River 0.5 FTE 1000-1999: Certificated Personnel Salaries Base \$45,242 Silver Springs 0.5 FTE 1000-1999: Certificated Personnel Salaries Base \$22,621	Counseling services were provided.	Nevada Union 0.5 FTE 1000-1999: Certificated Personnel Salaries Base \$45,242 Bear River 0.5 FTE 1000-1999: Certificated Personnel Salaries Base \$45,242 Silver Springs 0.5 FTE 1000-1999: Certificated Personnel Salaries Base \$22,621
Scope of Service: All Sites		Scope of Service: All Sites	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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?	In reviewing progress in this goal area the District has hired, for the 2016-2017 year, a Career Technical Education TOSA to help ensure our CTE students are participating in much needed internships and also that the District is forming the necessary industry partnerships that allow positive relationships between the District and our local community, which will foster internship opportunities for our students. The TOSA will also be able to track student placement in internships. Furthermore the TOSA will monitor the new CTE class/programs the District Curriculum Committee approved this year. The District will remain committed to after-school tutoring as it showed a significant increase in student participation. The District will continue to provide opportunity for parents to participate in school decision-making meetings. Though site council, Parent Teacher Association and Back to School events we will begin to track input from parents.		

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:	\$1,528,075
Supplemental funds were used for class size reduction in math, science and English for freshmen; addition of intervention specialists to provide assistance to struggling students; training in Response to Intervention; tutoring; teaching sections specific to credit recovery at the comprehensive high schools and our continuation school; a student assistance program for students dealing with mental health issues; additional sections of Advanced Placement classes; student transportation; adding classes for CTE programs; a district interpreter for English Language Learners and their families; a district instructional aide trained in supporting English Language Learners at both comprehensive schools; teaching sections in English Language Development and math support for English Language Learners. The district goals of increasing student performance, increasing student attendance, and reducing the achievement gap between the general population and the unduplicated count students are best supported by using the funds to provide support district wide. The district's unduplicated count is between 34-36%. The district is rural and expansive with a sparse student population therefore it wouldn't be practical to provide concentrated services to the unduplicated student population.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.78	%
The data demonstrates that there is an achievement gap between the unduplicated count group, specifically the low Socio-economic group and the general population. The planned expenditure of funds for the 2015-16 school year is characteristic of the ongoing review and revision process inherent in the LCAP stakeholder engagement process. For example, the district set a goal to improve student performance on the CAASPP. Through the engagement process, a school has reworked their plan and determined that the implementation of a learning center for struggling students would be a more effective use of the funds. The district provided funding and labor for the modification of facilities to implement this new strategy. Throughout the district, the supplemental funds will be used to support and increase in student learning and achievement. Based on research we find that the most effective use of funds is to provide services including early intervention, tutoring, credit recovery, student assistant programs, intervention specialists and programs targeted for English Language Learners, the expectation is that the unduplicated count student will increase in performance and narrow the achievement gap. These services will be school-wide in all schools, thus they are District-wide.	

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).