Introduction:

LEA: _____ North Oakland Community Charter
School_____   LCAP Year:_____2016-17_____

North Oakland Community Charter School
2016-2017 LCAP Introduction

In the 2014-2015 academic year, North Oakland Community Charter School engaged in an extensive and rigorous process in order to develop our 2015-2020 Strategic Plan and Charter Renewal. In the 2015-2016 academic year the new administration continued to engage key stakeholders in the strategic plan and progress towards its outcomes. The NOCCS 2015-2020 Charter was approved by the governing board of our authorizer -- the Oakland Unified School District – in the Spring of 2015. The NOCCS Board of Directors finalized the strategic plan in the Fall of 2015.

In developing our 2015-2020 Strategic Plan, we have sought to create a framework to organize, guide, align, and achieve both our 2015-2020 measurable pupil outcomes as well as our LCAP goals (including the state priorities). As such, beginning with our 2015-2016 LCAP, we started organize our LCAP goals according the four priorities and associated outcomes described in our 2015-2020 NOCCS Strategic Plan. We have also aligned our LCAP goals to the goals of our 2015-2020 Strategic Plan and the Measurable Pupil Outcomes contained in our 2015-2020 Charter.

We have added this introduction to this document in order to orient the reader to the structure, terms, and content of our strategic plan that is used as the organizing framework of our 2016-2017 LCAP.

NOCCS 2015-2020 Strategic Plan Vision
In developing our Strategic Plan, NOCCS has articulated the following to describe our vision for our school and organization that we aspire to achieve by June of 2020:

- NOCCS is an equitable, excellent, and artfully innovative school as measured by multiple outputs.
- Our entire school community shares, holds, and "walks the talk" of equity – it is an integral part of our school culture.
- We have leveraged – and where necessary – adapted our model, curriculum, and systems to best serve our most vulnerable learners

NOCCS 2015-2020 Strategic Plan Priorities and Outcomes
In order to pursue and achieve the ambitious vision set forth in our 2015-2020 Strategic Plan, we have identified four priority areas.

Our 2015-2020 Strategic Priorities are:

Our Commitment – NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students.

Our Students - NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.

Our Talent - NOCCS is committed to attracting, training, supporting, and retaining a highly skilled, talented, diverse, and committed staff by sustaining a supportive, collaborative, resource rich environment to grow, advance, and thrive throughout their careers as leaders and educators.

Our Impact - NOCCS is committed to defining and playing an important leadership role in the movement to provide each family in our neighborhood community and city with multiple high quality public school options

Each priority area has a number of outcomes associated with it. The outcomes associated with each priority area are as follows:

Priority Area 1: Our Commitment
- Eliminate the achievement gap that currently exists between African American, Hispanic-Latino, Economically Disadvantaged, and Special Education Students and their peers.
- Develop, implement, support, and sustain a Response to Intervention (RTI) & Full Inclusion Special Education Model that provides increased resources for struggling students.
- Create and sustain an equitable, safe, respectful, collaborative, caring, and joyful school culture that prioritizes high expectations and excellent outcomes for all students.

Priority Area 2: Our Students
- Implement a relevant, rigorous, and innovative common core aligned curriculum – with a particular focus on math.
- STEAM-up our existing TfU curriculum.
- Fully develop and implement our REAL/Peacemaking approach and curriculum.
- Identify, implement, and effectively use assessment systems -- including interim assessments and portfolios.

Priority Area 3: Our Talent

- Increase total compensation to competitive levels.
- Provide state-of-the-art professional development and coaching relative to the priorities of the education program and developmental needs of the teachers.
- Create a teacher/professional pipeline to provide opportunities for professionals at all stages of their career(s).

- Foster a culture of feedback that builds a positive and effective professional learning community.

Priority Area 4: Our Impact
- Focus on providing a high quality public school option to the students and families of the Longfellow and Santa Fe Neighborhoods of North West Oakland.
- Understand and define our role, contribution, and strategy in ensuring that all students and families in our local neighborhood and city have access to high quality public school options within the next generation.
- Improve our feedback, assessment, and data and systems and processes in order to continuously improve – at all levels of the organization – our service to students, families, our community.
- Ensure resources to achieve our goals.

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

Throughout the 2016-2017 school year, the school implemented over ten stakeholder engagement sessions to engage families, and staff, in the process of providing feedback on the NOCCS Strategic Plan and LCAP update. Engagements included world-café format qualitative data collections from students, a board strategic planning retreat, monthly board report reviews, monthly staff meetings, Director's coffees/receptions, Family-Teacher Organization input, the mid-year staff retreat, and staff meetings held monthly throughout the year. In addition, stakeholders from specific sub-groups were engaged in a variety of ways, such as conducting one on one interviews with the parents of students with special needs, and focus groups with families.

NOCCS implemented a survey of families (created with families) and held two meetings with staff members and Head of School to gather feedback on progress. Data from the surveys and meetings were shared with stakeholders and used to inform organizational priorities, goals, and implementation strategies. The data was also used to inform planning related to our LCAP.

Data shared and collected from stakeholder engagements was used to shape the identification of strengths and areas of growth for the organization, development of priority areas outlined in the LCAP and strategic plan, creation and refinement of goals found in the LCAP, In addition, data from these sessions also provided helpful feedback on key policies made previously by the NOCCS board the in such as the transfer to the El Dorado SELPA, the development of our RTI program, and creating a teacher pipeline program. We also received feedback that has lead us to shift our staffing model in order to provide more support to teachers. For the 17-18 SY one area we will be examining is the sustainability and value add of our Intern Teacher program.

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

Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5

require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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

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

Goal: Describe the goal:

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

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

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

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for

schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

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

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

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

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

Guiding Questions:

1)   What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2)   What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3)   What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4)   What are the LEA's goal(s) to address any locally-identified priorities?

5)   How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6)   What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7)   What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8)   What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9)   What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

| GOAL: | **NOCCS Strategic Priority Area 1: Our Commitment**
NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students

Outcome #1: Eliminate the achievement gap that currently exists between Africa American, Hispanic-Latino, | Related State and/or Local Priorities:

1__ 2_x_ 3__ 4_x_ 5__
6__ 7__ 8_x_

COE only: 9__   10__ |

Economically Disadvantaged, and Special Education Students and their peers

Math Goals

(MPO-Math-2) Using matched student data, NOCCS will increase the percentage of students in all significant subgroups demonstrating one or more year's growth on the Mathematics Portion of the SBAC.

(SP/LCAP-Math-1) By 2020, 80% of students from each significant subgroup will become fully proficient in Math within three years of continuous enrollment, as measured by two or more of the following measures: (1) SBAC, (2) Interim assessments, (3) End-Year Progress Reports, (4) Meet/exceed all annual ELA (reading) IEP goals

ELA Goals

(MPO-ELA-2) Using matched student data, NOCCS will increase the percentage of students in all significant subgroups demonstrating one or more year's growth on the ELA Portion of the SBAC.

(MPO-ELA-4) The percentage of students demonstrate one or more year's growth as measured by the Teacher's College Reading and Writing Project's Running Record Assessment (TCRWP-RRA), Developmental Reading Assessment (DRA), or Fountas & Pinnell Benchmark Assessment System will increase from the 2015 - 2016 baseline by an average of 1% annually or the goal of 75% students demonstrating growth for each significant subgroup is met.

(MPO-ELL-1) NOCCS will achieve an ELL reclassification rate of at least 10% per year.

(SP/LCAP-ELA-1) By 2020, 80% of students from each significant subgroup will become fully proficient in ELA (reading) within three years of continuous enrollment, as measured by two or more of the following measures: (1)

Local : Specify

	SBAC, (2) Interim assessments, (3) End-Year Progress Reports, (4) Meet/exceed all annual ELA (reading) IEP goals *Note – as the majority of goals and strategies listed in our Strategic Plan and LCAP are designed to eliminate the achievement gap, please also see all goals held within Priority 1, 2, and 3 for additional goals related to this priority area and outcome.*

Identified Need :	Focus on systems and strategies designed to eliminate the achievement gap that currently exists between Africa American, Hispanic-Latino, and Special Education Students and their peers

Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	African American, Hispanic-Latino, Special Education, English-Language Learners, Economically Disadvantaged Students and Schoolwide Student Populations

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<u>Math Goals</u> (MPO-Math-2) Using matched student data, NOCCS will increase the percentage of students in all significant subgroups demonstrating one or more year's growth on the Mathematics Portion of the SBAC. <u>ELA Goals</u> (MPO-ELA-2) Using matched student data, NOCCS will increase the percentage of students in all significant subgroups demonstrating one or more year's growth on the ELA Portion of the SBAC. (MPO-ELA-4) By the end of 15-16, an end-year baseline for students in each significant subgroup will be established using the Teacher's College Reading and Writing Project's Running Record Assessment (TCRWP-RRA), Developmental Reading Assessment (DRA), or Fountas & Pinnell Benchmark Assessment System. (MPO-ELL-1) NOCCS will achieve an ELL reclassification rate of at least 10% per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Data Systems Infrastructure - Ensure capability to disaggregate and report data for key subgroups (including but not limited to RTI program participation, Special Education Status, FRPL, race/ethnicity, ELL status) - Identify, train, and support key staff to effectively use of data systems - Conduct an evaluation of the Data Systems Infrastructure Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 17-18 program year.	All	_x_ALL - OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students from all sub-groups scoring below grade level.	5878 - $5,000 (student assessment) 5820 – consultants – ed tec data team - $5,500 1300 – certificated admin - % of salary - .1 of $176,163
Assessment Tools and Systems - Research, acquire, establish, and pilot interim assessments for reading and math to replace assessments created in Illuminate - Establish an interim assessment calendar that includes clear dates and deadlines for the administration,		__ALL	5878 - $5,000 (student assessment) 5820 – consultants – ed tec data

scoring, and data entry for interim assessments - Evaluate key data analysis practices and protocols - Train administrative and other staff in the use of data integration systems in order to produce, analyze, and use interim assessment data reports to inform planning and instruction as well as inform other school-wide practices and systems - Conduct an evaluation of the Assessment Tools and Systems Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 17-18 program year.			team - $5,500 1300 – certificated admin - % of salary - .1 of $176,163
Curriculum, Instruction, and Professional Development - Continue to implement Math Curriculum (K-8) with a focus on		_x_ALL	4320 – education software –

effective tier 1 differentiation strategies and materials - Adopt the use of Ten Marks or other adaptive technology resources (4-5) - Continue to implement the use of Ten Marks or other adaptive technology resources (6-8) - Pilot supplemental (technology-based) reading resources (K-8) to be used as tier 1 differentiation strategies and materials - Provide professional development focused on effective tier 1 differentiation strategies (including small group instruction and co-teaching) and data-driven instruction in math and reading - Provide on-going coaching to teachers focused on implementation of effective tier 1 differentiation strategies (including small group instruction and co-teaching) - Conduct an evaluation of the effectiveness of Curriculum, Instruction, and PD Strategies listed above that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 17-18 program year.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ten marks - $4000 1300 – certificated admin - 1% of salary $176,163 1100 – certificated teacher - 1% of salary = $613,336

GOAL:	**NOCCS Strategic Priority Area 1: Our Commitment**	Related State and/or Local Priorities:
	NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students	1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8_x_
	Outcome #2: Develop, implement, support, and sustain a Response to Intervention (RTI) & Full Inclusion Special Education Model that provides increased resources for struggling students.	COE only: 9__ 10__
	NOCCS has identified the following measurable **goals** to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed in red), and 2016 – 2019 LCAP term. These **goals** include the following:	
	1. (SP/LCAP-RTI/SPED-1) By 2020, 80% of NOCCS students receiving RTI and/or Special Education services will meet or exceed 75% or more of their individual RTI/SPED (6 week to trimester) goals set as per the COST and/or IEP process	
	2. (SP/LCAP-RTI/SPED-2) By the end of the 2017-2018 academic year, NOCCS will continue to clearly define and document its RTI/SPED model. By the end of each program year thereafter, NOCCS will update its RTI/SPED model through the production of an update of the document above and/or set of stakeholder presentations	

Local : Specify

Identified Need :	NOCCS Strategic Priority Area 1: Our Commitment
	NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students
	In service to this strategic priority, NOCCS has identified three key outcomes as a part of our 2015-2020 Strategic Plan:
	Develop, implement, support, and sustain a Response to Intervention (RTI) & Full Inclusion Special Education Model that provides increased resources for struggling students.

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	African American, Hispanic-Latino, Special Education, English-Language Learners, Economically Disadvantaged Students and Schoolwide Student Populations (any student designated as being below proficiency will receive RTI and/or SPED services)

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	(SP/LCAP-RTI/SPED-1) In 17-18, 50% of NOCCS students receiving RTI and/or Special Education services will meet or exceed 50% or more of their individual RTI/SPED (6 week to trimester) goals set as per the COST and/or IEP process (SP/LCAP-RTI/SPED-2) By the end of the 2017-2018 academic year, NOCCS will continue to define and document its RTI/SPED model, including the production of a document and/or set of stakeholder (staff, board, and family) presentations. By the end of each program year thereafter, NOCCS will update its RTI/SPED model through the production of an update of the document above and/or set of stakeholder presentations.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

RTI-SPED Program Development - Establish, hire, and train new Teacher Interns to work within the program. Partner with teacher training programs to provide support and training for interns - Acquire technology/hardware (such ad additional chromebooks) to be used within the program - Establish COST (Coordination of Services Team) roles, responsibilities, systems, and structures and train team and staff to effectively carry forth the COST process - Establish and revise/continuously improve RTI-SPED protocols, procedures, systems, tools, and forms - Train staff relative to new RTI-SPED model Provide professional development and coaching to staff related to effective Tier 1 academic support/differentiation strategies. - Document and collect data related to the efficacy of tier 1 support/differentiation strategies. - Provide professional development and coaching to staff related to effective Tier 2 academic support strategies. Document and collect data related to the efficacy of tier 2 support/differentiation strategies. - Partner with outside service provider (such as Ed Services) for PD, program development, and other SPED services (speech/language, psych services, etc.) - Develop stakeholder engagement trainings and materials for families to better understand and interface with program - Conduct an evaluation of the RTI-SPED Program Implementation that includes program strengths, areas of	All	_x_ALL	**1148 – Certificated Teacher - $48,095** **2100, 2103 (.5 FTE), – classified instructors - $69,813** **1300 – certificated admin - $14,000 of line item.** **4346 – Intervention Materials and Curriculum – SPED/RTI - $1,500** **4420 – Computers for SPED/RTI - $10,000** **1100 – Certificated Teacher - $48,095** **2100, 2103 (.5 FTE), – classified instructors - $69,813** **1300 – certificated admin -**

further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning.		OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify) <u>Students from all sub-groups scoring below grade level.</u>	**$14,000 of salary** **4420 – Computers for SPED/RTI - $10,000**

GOAL:	*NOCCS Strategic Priority Area 1: Our Commitment* *NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students*	Related State and/or Local Priorities: 1_x_ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__
	Outcome #3: Create and sustain an equitable, safe, respectful, collaborative, caring, and joyful school culture that prioritizes high expectations and excellent outcomes for all students	
	*NOCCS has identified the following measurable **goals** to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed in red), and LCAP term. These **goals** include the following:*	
	1. *(MPO-GP/Climate-1) By 2020 an annual average of 75% of NOCCS students will demonstrate proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Ratings on the NOCCS Progress Report* 2. *(MPO-GP/Climate-2) By 2020 an annual average of 75% of NOCCS students will demonstrate proficiency as scholars as measured by End of Year Graduate Profile – Exemplify Scholarship Ratings on the NOCCS Progress Report* 3. *(MPO-Climate-5): NOCCS will achieve an attendance rate of 96% for all significant subgroups.*	

4. *(SP/LCAP-Climate-1) By 2020, a minimum of 90% of all rising 5th graders will elect to remain at NOCCS for the 6-8th grade education.*

5. *(SP/LCAP-Climate-2) By 2020, a minimum of 90% of all families – including all significant subgroups – will positively rate (strongly agree or somewhat agree) the overall school climate according to an annual family survey data.*

6. *(SP/LCAP-Talent-1) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of classroom environment as per the NOCCS Summative Teacher Evaluation.*

Local : Specify

Identified Need :	NOCCS Strategic Priority Area 1: Our Commitment *NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students* In service to this strategic priority, NOCCS has identified three key outcomes as a part of our 2015-2020 Strategic Plan: Create and sustain an equitable, safe, respectful, collaborative, caring, and joyful school culture that prioritizes high expectations and excellent outcomes for all students

Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	African American, Hispanic-Latino, Special Education, English-Language Learners, Economically Disadvantaged Students and Schoolwide Student Populations

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. (MPO-GP/Climate-1): A baseline will be established for measuring proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Rating on the NOCCS Progress Report 2. MPO-GP/Climate-2): A baseline will be established for measuring proficiency as scholars as measured by End of Year Graduate Profile – Exemplify Rating on the NOCCS Progress Report 3. (MPO-Climate-5): NOCCS will achieve an attendance rate of 96% for all significant subgroups. 4. (SP/LCAP-Talent-1) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective classroom environments with a focus on traditionally underserved students as a part of the rating for classroom/school environment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Climate - Train Dean of Students position and align duties to support all aspects of school climate contained in the Strategic Plan, Charter, and LCAP - (Further) Revise, administer, and report results of family surveys with clear questions to measure key indicators of positive school climate. - Provide professional development and coaching to staff related to effective Tier 1 social/emotional support/differentiation strategies. Document and collect data related to the efficacy of tier 1 support/differentiation strategies. - Provide professional development and coaching to staff related to effective Tier 2 social/emotional support strategies. Document and collect data related to the efficacy of tier 2 support/differentiation strategies. - Develop walkthrough/observation checklist for school climate (classroom and playground). - Conduct walkthrough observations (classroom and playground) related to school climate and culture - Establish, pilot, and evaluate the effectiveness of tier 2 intervention strategies related to social-emotional learning and supports (e.g. lunch groups, pragmatic language skills, restorative justice groups, junior coaches, etc.	All	_x_ALL - - - - - - - - - - - - - - - - - OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students from all sub-groups scoring below grade level.	2300 – classified administrator - $50,000 1100 – Certificated Teacher - $55,000 1300 – certificated admin - $14,000 of salary

- Conduct an evaluation of the School Climate Strategies Implementation that includes strengths, areas of further development, and recommendations for improvement.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	

GOAL:	*NOCCS Strategic Priority Area 2: Our Students*	Related State and/or Local Priorities:
	NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.	1_x_ 2_x_ 3__ 4_x_ 5_x_ 6__ 7_x_ 8__ COE only: 9__ 10__
	Outcome 1: Implement a relevant, rigorous, and innovative common core aligned curriculum – with a particular focus on mathematics	
	*NOCCS has identified the following measurable **goals** to be pursued and achieved within our 2015-2020 Strategic Plan,* *2015-2020 Charter Term Measurable Pupil Outcomes (listed in red)*, *and LCAP term. These **goals** include the following:*	
	<u>*Mathematics*</u> *1. (MPO-Math-1) Using matched student data, NOCCS will increase the percentage of students demonstrating one or more year's growth on the Mathematics Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall.* *2. (SP/LCAP-Talent-2) By 2017, 90% of all Lead Teachers (in their second year of employment or above) will be rated as fully proficient or above in area of mathematics curriculum development/planning/implementation as per the NOCCS Summative Teacher Evaluation.*	

ELA

1. *(MPO-ELA-1) Using matched student data, NOCCS will increase the percentage of students demonstrating one or more year's growth on the ELA Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall.*

2. *(MPO-ELA-3) The percentage of students demonstrate one or more year's growth as measured by the Teacher's College Reading and Writing Project's Running Record Assessment (TCRWP-RRA), Developmental Reading Assessment (DRA), or Fountas & Pinnell Benchmark Assessment System will increase from the 2016 - 2017 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall.*

3. *(SP/LCAP-Talent-3) By 2017, 90% of all Lead Teachers (in their second year of employment or above) will be rated as fully proficient or above in area of ELA curriculum development/planning/implementation as per the NOCCS Summative Teacher Evaluation.*

4. *(SP/LCAP-Talent-4) By 2018, 90% of all Lead Teachers (in their second year of employment or above) will be trained in the TCRWP Reading Workshop Strategies & Methods.*

Identified Need :	**NOCCS Strategic Priority Area 2: Our Students**
	NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.
	Outcome 1: Implement a relevant, rigorous, and innovative common core aligned curriculum – with a particular focus on mathematics

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. (MPO-Math-1) Using matched student data, NOCCS will increase the percentage of students demonstrating one or more year's growth on the Mathematics Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall.
	2. (SP/LCAP-Talent-2) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective mathematics curriculum development/implementation.
	3. (MPO-ELA-1) Using matched student data, NOCCS will increase the percentage of students demonstrating one or more year's growth on the ELA Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall.
	4. (MPO-ELA-3) Establish a baseline for an interim assessment in order to establish a baseline for demonstration of one or more year's growth as measured by the Teacher's College Reading and Writing Project's Running Record Assessment (TCRWP-RRA), Developmental Reading Assessment (DRA), or Fountas & Pinnell Benchmark Assessment System.
	5. (SP/LCAP-Talent-3) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective ELA curriculum development/planning/implementation as a part of the evaluation criteria.
	6. (SP/LCAP-Talent-4) 60% of all Lead Teachers (in their second year of employment or above) will be trained in the TCRWP Reading Workshop Strategies & Methods.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Data Systems Infrastructure - Partner with Ed Tec to support and establish best practices related to data systems	All	_x_ALL	5878 - $5,000 (student assessment)

- Select, acquire, and establish a data system to replace illuminate - Ensure capability to disaggregate and report data for key subgroups (including but not limited to RTI program participation, Special Education Status, FRPL, race/ethnicity, ELL status) - Identify, train, and support key staff to effectively use of data systems - Pilot data review protocols - Conduct an evaluation of the Data Systems Infrastructure Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the next program year.		OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students from all sub-groups scoring below grade level.	5820 – consultants – ed tec data team - $5,500 1300 – certificated admin - $14,000 of salary
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ _____	
Assessment Tools and Systems - Research, acquire, establish, and pilot interim assessments for reading and math - Establish an interim assessment calendar that includes clear dates and deadlines for the administration, scoring, and data entry for interim assessments - Develop, pilot, document, and evaluate key data analysis practices and protocols - Conduct an evaluation of the Assessment Tools and Systems Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the next program year.		__ALL	5878 - $5,000 (student assessment) 5820 – consultants – ed tec data team - $5,500 1300 – certificated admin - $14,000 of line item

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ ____	
Curriculum, Instruction, and Professional Development - Continue to implement Math Curriculum (K-8) with a focus on effective tier 1 differentiation strategies and materials		__ALL	1100 – certificated teacher - $11,000 5200 – conference travel and

- Continue to implement the use of Ten Marks or other adaptive technology resources (6-8) - Acquire additional non-fiction reading materials - Research and select supplemental (technology-based) reading resources (K-8) to be used as tier 1 differentiation strategies and materials - Hire instructional coach to provide support and coaching related to math curriculum and instruction - Provide intensive training related to the TCRWP curriculum and instructional strategies to one K-5 teacher via the TCRWP Reading Institute - Dean of Instruction and/or coaches will provide on-going coaching to teachers focused on implementation of effective tier 1 differentiation strategies (including small group instruction and co-teaching) - Conduct an evaluation of the effectiveness of Curriculum, Instruction, and PD Strategies listed above that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the next program year.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ _____	lodging - $6,000 1100 – certificated teacher - $11,000 of salary = 5200 – conference travel and lodging - $6,000 1100 – certificated teacher -$11,000 of salary 5200 – conference travel and lodging - $6,000

GOAL:	**NOCCS Strategic Priority Area 2: Our Students**	Related State and/or Local Priorities:
	NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.	1_x_ 2_x_ 3__ 4_x_ 5_x_ 6_x_ 7__ 8_x_ COE only: 9__ 10__

Outcome 2: "STEAM"-up our existing TfU (Teaching for Understanding/Interdisciplinary) curriculum

NOCCS has identified the following measurable **goals** to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed in red), and 2015 – 2018 LCAP term. These **goals** include the following:

1. (SP/LCAP-Students-TfU/STEAM-1) By 2020, NOCCS will revise, develop, implement, pilot, improve, and document its K-8 TfU Scope and Sequence, at all grade level spans. The K-8 TfU curriculum will fully integrate STEAM principles/practices and the Next Generation Science Standards into a minimum of 75% of all units implemented.

2. (SP/LCAP-Talent-5) By 2020 a minimum of 80% of all NOCCS Lead Teachers (in their second year of employment or above) will be certified as Arts Integration Specialists and/or will have received a minimum of 50 hours of training/professional development related to one or more of

the following (1) the implementation of the Next Generation Science Standards, (2) Technology/Engineering Integration, (3) Common-Core Mathematics Curriculum and Instruction, (4) Art Integration.

3.   (SP/LCAP-Talent-6) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of curriculum development/project based curriculum planning as per the NOCCS Summative Teacher Evaluation.

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Local : Specify

Identified Need :	**NOCCS Strategic Priority Area 2: Our Students** *NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.* Outcome 2: "STEAM"-up our existing TfU (Teaching for Understanding/Interdisciplinary) curriculum	
Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	1. (SP/LCAP-Students-TfU/STEAM-1) NOCCS will map its existing K-8 TfU Scope and Sequence, at all grade level spans (year A and B). Each K-8 TfU curriculum unit will be analyzed and evaluated related to its strengths and existing fit with STEAM principles/practices and the Next Generation Science Standards. Grade level teams **may elect** to revise/develop one TfU unit or pilot a new NGSS/STEAM in order to develop a deeper understanding of STEAM principles and/or Next Generation Science Standards. 2. (SP/LCAP-Talent-5) 50% of NOCCS Lead Teachers (in their second year of employment or above) will be begin certification as Arts Integration Specialists and/or will have received a minimum of 20 hours of training/professional development related to one or more of the following (1) the implementation of the Next Generation Science Standards, (2) Technology/Engineering Integration, (3) Common-Core Mathematics Curriculum and Instruction, (4) Art Integration. 3. (SP/LCAP-Talent-6) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective project-base curriculum development.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TfU/STEAM Curriculum Development - By April 2017, identify existing units to be replaced, revised, and left in place in order to ensure that by 2020, the K-8 TfU curriculum will fully integrate STEAM principles/practices and the Next Generation Science Standards into a minimum of 75% of all units implemented. Share plan with key stakeholders. - Provide opportunity and incentives (planning time, professional development, and/or stipends) to grade level teams who *elect* to revise/develop and fully document one TfU unit or pilot a new NGSS/STEAM in order to develop a deeper understanding of STEAM principles and/or Next Generation Science Standards.	All	_x_ALL ------------------------- OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students from all sub-groups scoring below grade level.	1300 – certificated admin - $14,000 of salary 1100 – certificated teacher - $11,000 of salary
TfU/STEAM Professional Development - Provide opportunity and incentives (planning time, professional development, and/or		__ALL	1300 – certificated admin -

| stipends) to grade level teams who *elect* to revise/develop and fully document one TfU unit or pilot a new NGSS/STEAM in order to develop a deeper understanding of STEAM principles and/or Next Generation Science Standards.
- Evaluate PD/Coaching effectiveness for next year implementation. | | | $14,000 of salary

1100 – certificated teacher - $11,000 of salary

1300 – certificated admin - $14,000 of salary

1100 – certificated teacher - $11,000 of salary = 1300 – certificated admin -$14,000 of salary |
| | | _x_ ALL | |

GOAL:	*NOCCS Strategic Priority Area 2: Our Students* *NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.*	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 _x_ 4 _x_ 5 _x_ 6 _x_ 7 _x_ 8 __ COE only: 9 __ 10 __

Outcome 3: Fully develop and implement our REAL/Peacemaking approach and curriculum

*NOCCS has identified the following measurable **goals** to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed in red), and 2015 – 2018 LCAP term. These **goals** include the following:*

1. (MPO-GP/Climate-1): An annual average of 75% of NOCCS students will demonstrate proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Rating on the NOCCS Progress Report

2.   (MPO-GP/Climate-2): An annual average of 75% of NOCCS students will demonstrate proficiency as scholars as measured by End of Year Graduate Profile – Exemplify Rating on the NOCCS Progress Report

3.   (MPO-Climate-3): At least 75% of all students will positively rate the overall school climate according to annual student survey data.

(MPO-Climate-4): NOCCS will achieve an attendance rate of 96% overall

4. (SP/LCAP-Climate-1) By 2020, a minimum of 90% of all rising 5th graders will elect to remain at NOCCS for the 6-8th grade education.

5. (SP/LCAP-Climate-2) By 2020, a minimum of 90% of all families – including all significant subgroups – will positively rate (strongly agree or somewhat agree) the overall school climate according to an annual family survey data.

6. (SP/LCAP-Climate-3) By 2020 NOCCS will revise, develop, implement, pilot, improve, and document its K-8 Peacemaking/Advisory Scope and Sequence at all grade level spans.

7. (SP/LCAP-Climate-4) By end of the 2018 academic year, NOCCS will develop, implement, and pilot K-8 rubrics that articulate and outline key indicators of proficiency related to the NOCCS Graduate Profile areas of Engage in Community and Exemplify Scholarship for each grade level span.

8. (SP/LCAP-Climate-5) NOCCS will maintain a suspension rate of under 3% annually

9. (SP/LCAP-Climate-6) NOCCS will maintain an expulsion rate at/under 1% for its charter term

10. (SP/LCAP-Talent-1) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or

Local : Specify

	above) will be rated full proficient or above in area of classroom environment as per the NOCCS Summative Teacher Evaluation.	
Identified Need :	**NOCCS Strategic Priority Area 2: Our Students** ***NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.*** Outcome 3: Fully develop and implement our REAL/Peacemaking approach and curriculum	
Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2016-17		

Expected Annual Measurable Outcomes:	1. (MPO-GP/Climate-1): A baseline will be established for measuring proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Rating on the NOCCS Progress Report
	2. (MPO-GP/Climate-2): A baseline will be established for measuring proficiency as scholars as measured by End of Year Graduate Profile – Exemplify Rating on the NOCCS Progress Report
	3. (MPO-Climate-3): A tool will be established and a baseline will be set for measuring students' positively rating the overall school climate according to annual student survey data.
	4. (MPO-Climate-4): NOCCS will achieve an attendance rate of 96% overall
	5. (SP/LCAP-Climate-5) NOCCS will maintain a suspension rate of under 3% annually
	6. (SP/LCAP-Climate-6) NOCCS will maintain an expulsion rate at/under 1% for its charter term
	7. (SP/LCAP-Talent-1) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective classroom environments with a focus on traditionally underserved students as a part of the rating for classroom/school environment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 1: 2016-17			

Expected Annual Measurable Outcomes:	1. (MPO-GP/Climate-1): A baseline will be established for measuring proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Rating on the NOCCS Progress Report 2. (MPO-GP/Climate-2): A baseline will be established for measuring proficiency as scholars as measured by End of Year Graduate Profile – Exemplify Rating on the NOCCS Progress Report 3. (MPO-Climate-3): A tool will be established and a baseline will be set for measuring students' positively rating the overall school climate according to annual student survey data. 4. (MPO-Climate-4): NOCCS will achieve an attendance rate of 96% overall 5. (SP/LCAP-Climate-5) NOCCS will maintain a suspension rate of under 3% annually 6. (SP/LCAP-Climate-6) NOCCS will maintain an expulsion rate at/under 1% for its charter term 7. (SP/LCAP-Talent-1) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective classroom environments with a focus on traditionally underserved students as a part of the rating for classroom/school environment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Administer and report results of family surveys with clear questions to measure key indicators of positive school climate. Use survey data to inform decision- making. • Acquire, as needed, additional peacemaking curriculum		_x_ ALL	1300-Certificated admin- $14,000 of salary

materials/programs and provide training to staff in its implementation ● Provide professional development and coaching to staff related to effective Tier 1 and 2 social/emotional support/differentiation strategies. Document and collect data related to the efficacy of tier 1 and 2 support/differentiation strategies. ● Implement walkthrough observations (classroom and playground) related to school climate and culture and use data to inform decision making and professional development/coaching ● Implement junior coaches, peer mediators, and/or other student leadership programs ● Implement tier 2 intervention strategies related to social-emotional learning and supports (e.g. lunch groups, pragmatic language skills, restorative justice groups, junior coaches, etc. ● Train and support all staff in using the Playworks model for implementing recess and recreation programming ● Conduct an evaluation of the School Climate Strategies Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	

of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 17-18 program year.			

| GOAL: | *NOCCS Strategic Priority Area 3: Our Talent*
 NOCCS is committed to attracting, training, supporting, and retaining highly skilled, talented, diverse, and committed staff by sustaining a supportive, collaborative, resource-rich environment to grow, advance, and thrive throughout their careers as leaders and educators.

 Outcome 2: Provide state-of-the-art professional development and coaching relative to the priorities of the education program and developmental needs of teachers

 For each key outcome, NOCCS has identified the following goals to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes, and 2015 – 2018 LCAP term. These include the following:

 (SP/LCAP-Talent-9) By 2020, NOCCS will retain, on average, 90% of all high quality teachers per year
 1. (SP/LCAP-Talent-10) By 2020 NOCCS will fully implement a new teacher coaching and evaluation system | Related State and/or Local Priorities:

 1__ 2_x_ 3__ 4_x_ 5__
 6__ 7__ 8_x_

 COE only: 9__ 10__ |

based on a research-based teacher effectiveness tools such as Marzano or Danielson. The system will include a minimum of 5 walkthrough/mini-observations, 2 formal observations, and 3 performance conferences per year. The system will also include a formal, written summative evaluation based on/mirroring the criteria established in the teacher effectiveness tool.

Note – also see the following related teacher evaluation goals found in the priority areas (commitment, students) above:

2. (SP/LCAP-Talent-1) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of classroom environment as per the NOCCS Summative Teacher Evaluation.

3. (SP/LCAP-Talent-2) By 2017, 90% of all Lead Teachers (in their second year of employment or above) will be rated as fully proficient or above in area of mathematics curriculum development/planning/implementation as per the NOCCS Summative Teacher Evaluation.

4. (SP/LCAP-Talent-3) By 2017, 90% of all Lead Teachers (in their second year of employment or above) will be rated as fully proficient or above in area of ELA curriculum

5. (SP/LCAP-Talent-4) By 2018, 90% of all Lead Teachers (in their second year of employment or above) will be trained in the TCRWP Reading Workshop Strategies & Methods.

6. (SP/LCAP-Talent-5) By 2020 a minimum of 80% of all NOCCS Lead Teachers (in their second year of employment or above) will be certified as Arts Integration Specialists and/or will have received a minimum of 50 hours of training/professional development related to one or more of the following (1) the implementation of the Next Generation Science Standards, (2) Technology/Engineering Integration, (3) Common-Core Mathematics Curriculum and Instruction, (4) Art Integration.

7. SP/LCAP-Talent-6) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of curriculum development/project based curriculum planning as per the NOCCS Summative Teacher Evaluation.

8. (SP/LCAP-Talent-11) By 2018, The NOCCS Teacher Evaluation System will be housed in a database. All observation and evaluation data will be accessible to individual teachers at all time.

	9. (SP/LCAP-Talent-12) By the end of the 2016-2017 academic year, Lead Teachers will establish individualized professional development goals and plans based on data from summative evaluation tools and systems *10. (SP/LCAP-Talent-13) By 2017, a minimum of 30% of all PD and/or coaching for Lead Teachers will be based on individualized goals established via the (new) NOCCS Teacher Evaluation System* *11. (SP/LCAP-Talent-14) By 2018, Intern Teachers will receive tuition assistance to be leveraged towards their teacher credential program participation*	
Identified Need :	NOCCS Strategic Priority Area 3: Our Talent *NOCCS is committed to attracting, training, supporting, and retaining highly skilled, talented, diverse, and committed staff by sustaining a supportive, collaborative, resource-rich environment to grow, advance, and thrive throughout their careers as leaders and educators.* Outcome 2: Provide state-of-the-art professional development and coaching relative to the priorities of the education program and developmental needs of teachers	
Goal Applies to:	**Schools:** NOCCS	
	Applicable Pupil Subgroups: All	
		OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students from all sub-groups scoring below grade level.	

Expected Annual Measurable Outcomes:	1. (SP/LCAP-Talent-9) Implement strategies that result in a 80% retention rate of high quality teachers. 2. *(SP/LCAP-Talent-10) NOCCS will research, acquire/develop, and pilot new teacher coaching and evaluation system based on a research-based teacher effectiveness tools such as Marzano or Danielson. (Also see* 3. *SP-LCAP-Talent-1,2,3,4,5,6 in the sections above)* 4. *(SP/LCAP-Talent-10) The Head of School and Instructional Leadership team will establish goals for the number of walkthrough/mini-observations, formal observations, and performance conferences conducted/held per year.* 5. *(SP/LCAP-Talent-10) The Head of School will develop and implement a formal, written summative evaluation based on/mirroring the criteria established in the teacher effectiveness tool.* 6. *(SP/LCAP-Talent-11) The Head of School/Instructional Leadership Team will research and recommend strategies for the development and implementation of a database to house NOCCS Teacher Evaluation System.* 7. *(SP/LCAP-Talent-13) The Head of School will develop a system whereby Lead Teachers will identify PD and/or coaching plans based on individualized goals established via the (new) NOCCS Teacher Evaluation System*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher Effectiveness Tools - Head of School (HoS) will maintain an Instructional Leadership Team (ILT) - HoS and ILT will implement and refine their use of a teacher effectiveness tool and framework		__ALL	1300-Certificated admin-$14,000 of salary 1100 Certificated

- HoS and ILT will receive training (as needed) related to the implementation of the teacher effectiveness tool and framework - HOS/ILT will provide staff with training (as needed) related to the teacher effectiveness tool and framework - HOS/ILT will use the teacher effectiveness tool and calibrate results via instructional rounds and ILT meetings - HOS/ILT will implement and refine tools and systems to store and share observational data - HOS/ITL will use observational data to inform professional development and coaching plans with staff, grade level teams, and individual teachers - By October 2017, the NOCCS Board and HoS will establish goals related to the number of walkthrough/mini-observations, formal observations, and performance conferences conducted/held per year. - HOS/ILT will develop will revise/improve and implement a summative evaluation system and form based on the criteria within the selected teacher effectiveness tool - By May 2017, based on summative evaluations, teachers and the HoS will establish individualized PD goals and plans to be implemented in 17-18. The HoS/ILT will ensure that a minimum of 30% of PD time and funds will be devoted to supporting individualized PD goals and plans.			teacher= 55,000

- Also see SP-LCAP-Talent-1,2,3,4,5,6 in the sections Also see SP-LCAP-Talent-1,2,3,4,5,6 in the sections		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	

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 from prior year LCAP: | **NOCCS Strategic Priority Area 1: Our Commitment**
NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students

Outcome #1: Eliminate the achievement gap that currently exists between Africa American, Hispanic-Latino, Economically Disadvantaged, and Special Education Students and their peers

NOCCS has identified the following measurable **goals** to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed in red), and 2015 – 2018 LCAP term. These **goals** include the following:

Math Goals
(MPO-Math-2) Using matched student data, NOCCS will increase the percentage of students in all significant subgroups demonstrating one or more year's growth on the Mathematics Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% growth for each significant subgroup is met.
(SP/LCAP-Math-1) By 2020, 80% of students from each significant subgroup will become fully proficient in Math within three years of continuous enrollment, as measured by two or more of the following measures: (1) SBAC, (2) Interim assessments, (3) End-Year Progress Reports, (4) Meet/exceed all annual ELA (reading) IEP goals

ELA Goals
(MPO-ELA-2) Using matched student data, NOCCS will increase the percentage of students in all significant subgroups demonstrating one or more year's growth on the ELA Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from | Related State and/or Local Priorities:

1__ 2_x_ 3__ 4_x_
5__   6__ 7__ 8_x_

COE only: 9__ 10__ |

the 2014 -2015 baseline by an average of 1% annually or the goal of 75% growth for each significant subgroup is met.
(MPO-ELA-4) The percentage of students demonstrate one or more year's growth as measured by the Teacher's College Reading and Writing Project's Running Record Assessment (TCRWP-RRA), Developmental Reading Assessment (DRA), or Fountas & Pinnell Benchmark Assessment System will increase from the 2015 - 2016 baseline by an average of 1% annually or the goal of 75% students demonstrating growth for each significant subgroup is met.
(MPO-ELL-1) NOCCS will achieve an ELL reclassification rate of at least 10% per year.
(SP/LCAP-ELA-1) By 2020, 80% of students from each significant subgroup will become fully proficient in ELA (reading) within three years of continuous enrollment, as measured by two or more of the following measures: (1) SBAC, (2) Interim assessments, (3) End-Year Progress Reports, (4) Meet/exceed all annual ELA (reading) IEP goals

Local : Specify

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Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	1. (MPO-Math-2) Using matched student data, NOCCS will increase the percentage of students in all significant subgroups demonstrating one or more year's growth on the Mathematics Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% growth for each significant subgroup is met. 2. (SP/LCAP-Math-1) By 2020, 80% of students from each significant subgroup will become fully proficient in Math within three years of continuous enrollment, as measured by two or more of the following measures: (1) SBAC, (2) Interim assessments, (3) End-Year Progress Reports, (4) Meet/exceed all annual ELA (reading) IEP goals 3. (MPO-ELA-2) Using matched student data, NOCCS will increase the percentage of students in all significant subgroups demonstrating one or more year's growth on the ELA Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% growth for each significant subgroup is met.	Actual Annual Measurable Outcomes:	. 1. (MPO-ELA-4) The percentage of students demonstrate one or more year's growth as measured by the Teacher's College Reading and Writing Project's Running Record Assessment (TCRWP-RRA), Developmental Reading Assessment (DRA), or Fountas & Pinnell Benchmark Assessment System will increase from the 2015 - 2016 baseline by an average of 1% annually or the goal of 75% students demonstrating growth for each significant subgroup is met. 2. (MPO-ELL-1) NOCCS will achieve an ELL reclassification rate of at least 10% per year. 3. (SP/LCAP-ELA-1) By 2020, 80% of students from each significant subgroup will become fully proficient in ELA (reading) within three years of continuous enrollment, as measured by two or more of the following measures: (1) SBAC, (2) Interim assessments, (3) End-Year Progress Reports, (4) Meet/exceed all annual ELA (reading) IEP goals

4. (MPO-ELA-4) The percentage of students demonstrate one or more year's growth as measured by the Teacher's College Reading and Writing Project's Running Record Assessment (TCRWP-RRA), Developmental Reading Assessment (DRA), or Fountas & Pinnell Benchmark Assessment System will increase from the 2015 - 2016 baseline by an average of 1% annually or the goal of 75% students demonstrating growth for each significant subgroup is met. 5. (MPO-ELL-1) NOCCS will achieve an ELL reclassification rate of at least 10% per year. 6. (SP/LCAP-ELA-1) By 2020, 80% of students from each significant subgroup will become fully proficient in ELA (reading) within three years of continuous enrollment, as measured by two or more of the following measures: (1) SBAC, (2) Interim assessments, (3) End-Year Progress Reports, (4) Meet/exceed all annual ELA (reading) IEP goals	

LCAP Year:2016-17	
Planned Actions/Services	Actual Actions/Services

Data Systems Infrastructure - Ensure capability to disaggregate and report data for key subgroups (including but not limited to RTI program participation, Special Education Status, FRPL, race/ethnicity, ELL status) - Identify, train, and support key staff to effectively use of data systems - Conduct an evaluation of the Data Systems Infrastructure Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 17-18 program year.	Budgeted Expenditures 5820 – consultants – ed tec data team - $7,000 1300 – certificated admin - % of salary - .1 of $140,000	Data Systems Infrastructure - Identify, train, and support key staff to effectively use of data systems - Conduct an evaluation of the Data Systems Infrastructure Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 17-18 program year.	Estimated Actual Annual Expenditures $5,000 Less than budgeted. We moved to the CASSP interim assessment
Scope of service:		Scope of service:	
_x_ALL		_x_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	NOCCS produced data in in house for the 16-17 SY. Our collection of data has increased greatly. However, reporting our data in an easily digestible way to multiple stakeholders remains a challenge. As a result, we have created a Ed/Tech committee made up of board members and staff to create a data dash board for the 17-18 SY.

| Original GOAL from prior year LCAP: | **NOCCS Strategic Priority Area 1: Our Commitment**
NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students

Outcome #2: Develop, implement, support, and sustain a Response to Intervention (RTI) & Full Inclusion Special Education Model that provides increased resources for struggling students.

NOCCS has identified the following measurable **goals** to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed in red), and 2015 – 2018 LCAP term. These **goals** include the following:

(SP/LCAP-RTI/SPED-1) By 2020, 80% of NOCCS students receiving RTI and/or Special Education services will meet or | Related State and/or Local Priorities:

1_x_ 2_x_ 3__ 4_x_
5__ 6__ 7__ 8_x_

COE only: 9__ 10__ |

	exceed 75% or more of their individual RTI/SPED (6 week to trimester) goals set as per the COST and/or IEP process (SP/LCAP-RTI/SPED-2) By the end of each program year thereafter, NOCCS will update its RTI/SPED model through the production of an update of the document above and/or set of stakeholder presentations	Local : Specify _____ –
Goal Applies to:	**Schools:**	NOCCS
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	1. (SP/LCAP-RTI/SPED-1) In 16-17, 50% of NOCCS students receiving RTI and/or Special Education services will meet or exceed 50% or more of their individual RTI/SPED (6 week to trimester) goals set as per the COST and/or IEP process 2. (SP/LCAP-RTI/SPED-2) By the end of the 2016-2017 academic year, NOCCS will continue to define and document its RTI/SPED model, including the production of a document and/or set of stakeholder (staff, board, and family) presentations. By the end of each program year thereafter, NOCCS will update its RTI/SPED model through the production of an update of the document above and/or set of stakeholder presentations.	Actual Annual Measurable Outcomes:	1. (SP/LCAP-RTI/SPED-1) In 16-17, 50% of NOCCS students receiving RTI and/or Special Education services will meet or exceed 50% or more of their individual RTI/SPED (6 week to trimester) goals set as per the COST and/or IEP process 2. (SP/LCAP-RTI/SPED-2) By the end of the 2016-2017 academic year, NOCCS will continue to define and document its RTI/SPED model, including the production of a document and/or set of stakeholder (staff, board, and family) presentations. By the end of each program year thereafter, NOCCS will update its RTI/SPED model through the production of an update of the document above and/or set of stakeholder presentations.

LCAP Year: 2016-17	
Planned Actions/Services	Actual Actions/Services

RTI-SPED Program Development	Budgeted Expenditures	RTI-SPED Program Development	Estimated Actual Annual Expenditures
- Establish, hire, and train new Teacher Interns to work within the program. Partner with teacher training programs to provide support and training for interns - Acquire technology/hardware (such ad additional chromebooks) to be used within the program - Establish COST (Coordination of Services Team) roles, responsibilities, systems, and structures and train team and staff to effectively carry forth the COST process - Establish and revise/continuously improve RTI-SPED protocols, procedures, systems, tools, and forms - Train staff relative to new RTI-SPED model Provide professional development and coaching to staff related to effective Tier 1 academic support/differentiation strategies. - Document and collect data related to the efficacy of tier 1 support/differentiation strategies. - Provide professional development and coaching to staff related to effective Tier 2 academic support strategies. Document and collect data related to the efficacy of tier 2 support/differentiation strategies. - Partner with outside service provider (such as Ed Services) for PD, program development, and other SPED services (speech/language, psych services, etc.) - Develop stakeholder engagement trainings and materials for families to better understand and interface with program	Certificated Teacher - $55,000 2100, 2103 (.5 FTE), – classified instructors - $69,000 1300 – certificated admin - $14,000 of salary 4346 – Intervention Materials and Curriculum – SPED/RTI - $1,500 4420 – Computers for SPED/RTI - $10,000	- Establish, hire, and train new Teacher Interns to work within the program. Partner with teacher training programs to provide support and training for interns - Acquire technology/hardware (such ad additional chromebooks) to be used within the program - Establish COST (Coordination of Services Team) roles, responsibilities, systems, and structures and train team and staff to effectively carry forth the COST process - Establish and revise/continuously improve RTI-SPED protocols, procedures, systems, tools, and forms - Train staff relative to new RTI-SPED model Provide professional development and coaching to staff related to effective Tier 1 academic support/differentiation strategies. - Document and collect data related to the efficacy of tier 1 support/differentiation strategies. - Provide professional development and coaching to staff related to effective Tier 2 academic support strategies. Document and collect data	Close to budgeted amount(purchased 20 new Chromebooks)

- Conduct an evaluation of the RTI-SPED Program Pilot Implementation that includes program strengths, areas of further development, and recommendations for improvement. - Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning.		related to the efficacy of tier 2 support/differentiation strategies. development, and other SPED services (speech/language, psych services, etc.) - Conduct an evaluation of the RTI-SPED Program Pilot Implementation that includes program strengths, areas of further development, and recommendations for improvement. - Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning.	
Scope of service:		Scope of service:	
__ALL _x_Low Income pupils _x_English Learners __Foster Youth __x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Students scoring below grade level from all sub-groups_		__ALL _x_Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Students scoring below grade level from all sub-groups_	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will stay the course with all actions, services, and expenditures for this section with a focus on increasing PD and collaboration. The feedback we've gotten around our special education program has been very strong. However, we still have a mainstream model not a full inclusion model as of now. Our Sped team is working to put the additional supports needed to move us towards full inclusion. We have strengthened our interventions again this year by increasing training, observation and feedback. As well as providing our interventionists with a set curriculum.

Original GOAL from prior year LCAP:	**NOCCS Strategic Priority Area 1: Our Commitment** ***NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students*** Outcome #3: Create and sustain an equitable, safe, respectful, collaborative, caring, and joyful school culture that prioritizes high expectations and excellent outcomes for all students NOCCS has identified the following measurable goals to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed in red), and 2015 – 2018 LCAP term. These goals include the following: 1. (MPO-GP/Climate-1) By 2020 an annual average of 75% of NOCCS students will demonstrate proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Ratings on the NOCCS Progress Report 2. (MPO-GP/Climate-2) By 2020 an annual average of 75% of NOCCS students will demonstrate proficiency as	Related State and/or Local Priorities: 1_x_ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__

scholars as measured by End of Year Graduate Profile – Exemplify Scholarship Ratings on the NOCCS Progress Report 3. (MPO-Climate-5): NOCCS will achieve an attendance rate of 96% for all significant subgroups. 4. (SP/LCAP-Climate-1) By 2020, a minimum of 90% of all rising 5th graders will elect to remain at NOCCS for the 6-8th grade education. 5. (SP/LCAP-Climate-2) By 2020, a minimum of 90% of all families – including all significant subgroups – will positively rate (strongly agree or somewhat agree) the overall school climate according to an annual family survey data. 6. (SP/LCAP-Talent-1) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of classroom environment as per the NOCCS Summative Teacher Evaluation.	Local : Specify ——————— —

Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	African American, Hispanic-Latino, Special Education, English-Language Learners, Economically Disadvantaged Students and Schoolwide Student Populations

Expected Annual Measurable Outcomes:	1. (MPO-GP/Climate-1): A baseline will be established for measuring proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Rating on the NOCCS Progress Report 2. MPO-GP/Climate-2): A baseline will be established for measuring proficiency as scholars as measured by End of Year Graduate Profile – Exemplify Rating on the NOCCS Progress Report 3. (MPO-Climate-5): NOCCS will achieve an attendance rate of 96% for all significant subgroups. 4. (SP/LCAP-Talent-1) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective classroom environments with a focus on traditionally underserved students as a part of the rating for classroom/school environment.	Actual Annual Measurable Outcomes:	1. (MPO-GP/Climate-1): A baseline will be established for measuring proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Rating on the NOCCS Progress Report 2. MPO-GP/Climate-2): A baseline will be established for measuring proficiency as scholars as measured by End of Year Graduate Profile – Exemplify Rating on the NOCCS Progress Report 3. (MPO-Climate-5): NOCCS will achieve an attendance rate of 96% for all significant subgroups. 4. (SP/LCAP-Talent-1) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective classroom environments with a focus on traditionally underserved students as a part of the rating for classroom/school environment.

LCAP Year: 2016-17	
Planned Actions/Services	Actual Actions/Services

School Climate	Budgeted Expenditures	School Climate	Estimated Actual Annual Expenditures
- Train Dean of Students position and align duties to support all aspects of school climate contained in the Strategic Plan, Charter, and LCAP - (Further) Revise, administer, and report results of family surveys with clear questions to measure key indicators of positive school climate. - Provide professional development and coaching to staff related to effective Tier 1 social/emotional support/differentiation strategies. Document and collect data related to the efficacy of tier 1 support/differentiation strategies. - Provide professional development and coaching to staff related to effective Tier 2 social/emotional support strategies. Document and collect data related to the efficacy of tier 2 support/differentiation strategies. - Develop walkthrough/observation checklist for school climate (classroom and playground). - Conduct walkthrough observations (classroom and playground) related to school climate and culture - Establish, pilot, and evaluate the effectiveness of tier 2 intervention strategies related to social-emotional learning and supports (e.g. lunch groups, pragmatic language skills, restorative justice groups, junior coaches, etc. - Conduct an evaluation of the School Climate Strategies Implementation that includes strengths, areas of further development, and recommendations for improvement.	1100 – Certificated Teacher - $55,000 1300 – certificated admin - $14,000 of salary	- (Further) Revise, administer, and report results of student and family surveys with clear questions to measure key indicators of positive school climate. Ensure capability to collect and disaggregate data via key subgroups within the school - Establish and 6-8 Advisory scope and sequence - Acquire, as needed, additional peacemaking curriculum materials/programs and provide training to staff in its implementation - Provide professional development and coaching to staff related to effective Tier 1 social/emotional support/differentiation strategies. - Provide professional development and coaching to staff related to effective Tier 2 social/emotional support strategies. Document and collect data related to the efficacy of tier 2 support/differentiation strategies. - Develop walkthrough/observation	1100 – Certificated Teacher - $55,000 1300 – certificated admin - % of salary $14,000

- staff in its implementation - Provide professional development and coaching to staff related to effective Tier 1 social/emotional support/differentiation strategies. Document and collect data related to the efficacy of tier 1 support/differentiation strategies. - Provide professional development and coaching to staff related to effective Tier 2 social/emotional support strategies. Document and collect data related to the efficacy of tier 2 support/differentiation strategies. - Develop walkthrough/observation checklist for school climate (classroom and playground). Conduct walkthrough observations (classroom and playground) related to school climate and culture - Train and support all staff in using the Playworks model for implementing recess and recreation programming - Establish, pilot, and evaluate the effectiveness of tier 2 intervention strategies related to social-emotional learning and supports (e.g. lunch groups, pragmatic language skills, restorative justice groups, junior coaches, etc. - Conduct an evaluation of the School Climate Strategies Implementation that includes strengths, areas of further		checklist for school climate (classroom and playground). Conduct walkthrough observations (classroom and playground) related to school climate and culture - Train and support all staff in using the Playworks model for implementing recess and recreation programming - Establish, pilot, and evaluate the effectiveness of tier 2 intervention strategies related to social-emotional learning and supports (e.g. lunch groups, pragmatic language skills, restorative justice groups, junior coaches, etc. - Conduct an evaluation of the School Climate Strategies Implementation that includes strengths, areas of further development, and recommendations for improvement.	

development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 16-17 program year.			
Scope of service:		Scope of service:	
_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?	We will stay the course with all actions, services and expenditures for this section. We will be increasing the tier 1 behavior coaching and the number of classroom walkthroughs. This will be done in collaboration with the Head of School and the Coaching team(ILT). We have trained all of our teacher interns in the Playworks model, they will use some of the skills they have learning from Playworks to teach a peacemaking in the 17-18 SY.		

Original GOAL from prior year LCAP:	**NOCCS Strategic Priority Area 2: Our Students**	Related State and/or Local Priorities:
	NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.	1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__

Outcome 1: Implement a relevant, rigorous, and innovative common core aligned curriculum – with a particular focus on mathematics

NOCCS has identified the following measurable **goals** to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed in red), and 2015 – 2018 LCAP term. These **goals** include the following:

Mathematics
(MPO-Math-1) Using matched student data, NOCCS will increase the percentage of students demonstrating one or more year's growth on the Mathematics Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall.
(SP/LCAP-Talent-2) By 2017, 90% of all Lead Teachers (in their second year of employment or above) will be rated as fully proficient or above in area of mathematics curriculum development/planning/implementation as per the NOCCS Summative Teacher Evaluation.

ELA
(MPO-ELA-1) Using matched student data, NOCCS will increase the percentage of students demonstrating one or more year's growth on the ELA Portion of the SBAC. The percentage of

students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall.

(MPO-ELA-3) The percentage of students demonstrate one or more year's growth as measured by the Teacher's College Reading and Writing Project's Running Record Assessment (TCRWP-RRA), Developmental Reading Assessment (DRA), or Fountas & Pinnell Benchmark Assessment System will increase from the 2015 - 2016 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall.

(SP/LCAP-Talent-3) By 2017, 90% of all Lead Teachers (in their second year of employment or above) will be rated as fully proficient or above in area of ELA curriculum development/planning/implementation as per the NOCCS Summative Teacher Evaluation.

(SP/LCAP-Talent-4) By 2018, 90% of all Lead Teachers (in their second year of employment or above) will be trained in the TCRWP Reading Workshop Strategies & Methods.

Local : Specify

Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
1. (MPO-Math-1) Using matched student data, NOCCS will increase the percentage of students demonstrating one or more year's growth on the Mathematics Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall. 2. (SP/LCAP-Talent-2) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective mathematics curriculum development/implementation. 3. (MPO-ELA-1) Using matched student data, NOCCS will increase the percentage of students demonstrating one or more year's growth on the ELA Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall. 4. (MPO-ELA-3) Establish a baseline for an interim assessment in order to establish a baseline for demonstration of one or more year's growth as measured by the Teacher's College Reading and Writing Project's Running Record Assessment (TCRWP-RRA), Developmental Reading	1. (SP/LCAP-Talent-2) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective mathematics curriculum development/implementation 2. (MPO-ELA-1) Using matched student data, NOCCS will increase the percentage of students demonstrating one or more year's growth on the ELA Portion of the SBAC. The percentage of students demonstrating one or more year's growth will increase from the 2014 -2015 baseline by an average of 1% annually or the goal of 75% students demonstrating growth is met overall. 3. (SP/LCAP-Talent-3) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective ELA curriculum development/planning/implementation as a part of the evaluation criteria. 4. (SP/LCAP-Talent-4) 60% of all Lead Teachers (in their second year of employment or above) will be trained in the TCRWP Reading Workshop Strategies & Methods.

Assessment (DRA), or Fountas & Pinnell Benchmark Assessment System. 5. (SP/LCAP-Talent-3) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective ELA curriculum development/planning/implementation as a part of the evaluation criteria. 6. (SP/LCAP-Talent-4) 60% of all Lead Teachers (in their second year of employment or above) will be trained in the TCRWP Reading Workshop Strategies & Methods.	

LCAP Year: 2016-17	
Planned Actions/Services	Actual Actions/Services

Data Systems Infrastructure	Budgeted Expenditures	Data Systems Infrastructure	Estimated Actual Annual Expenditures
- Partner with Ed Tec to support and establish best practices related to data systems - Select, acquire, and establish a robust data system to replace illuminate - Ensure capability to disaggregate and report data for key subgroups (including but not limited to RTI program participation, Special Education Status, FRPL, race/ethnicity, ELL status) - Identify, train, and support key staff to effectively use of data systems - Pilot data review protocols - Conduct an evaluation of the Data Systems Infrastructure Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the next program year.	5820 – consultants – ed tec data team - $7,000 1300 – certificated admin - % of salary - $14,000	- Select, acquire, and establish a robust data integration system (such as Illuminate or other recommended product). - Ensure capability to disaggregate and report data for key subgroups (including but not limited to RTI program participation, Special Education Status, FRPL, race/ethnicity, ELL status) - Identify, train, and support key staff to effectively use of data systems Pilot data review protocols - Conduct an evaluation of the Data Systems Infrastructure Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 17-18 program year.	5820 – consultants – ed tec data team - $7,000 1300 – certificated admin - % of salary - $14,000

Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	NOCCS will be Increasing the support we have for internal data tracking. We have also purchased an online intervention tool for the lowest 20% of our students in math, We continue to use this tool at the 6-8 level and look for tools to use in K-5.

| Original GOAL from prior year LCAP: | **NOCCS Strategic Priority Area 2: Our Students**
NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.

Outcome 2: "STEAM"-up our existing TfU (Teaching for Understanding/Interdisciplinary) curriculum

NOCCS has identified the following measurable **goals** to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed in | Related State and/or Local Priorities:

1_x_ 2_x_ 3__ 4_x_
5_x_ 6_x_ 7_x_
8_x_

COE only: 9__ 10__ |

red), and 2015 – 2018 LCAP term. These **goals** include the following:

(SP/LCAP-Students-TfU/STEAM-1) By 2020, NOCCS will revise, develop, implement, pilot, improve, and document its K-8 TfU Scope and Sequence, at all grade level spans. The K-8 TfU curriculum will fully integrate STEAM principles/practices and the Next Generation Science Standards into a minimum of 75% of all units implemented.

(SP/LCAP-Talent-5) By 2020 a minimum of 80% of all NOCCS Lead Teachers (in their second year of employment or above) will be certified as Arts Integration Specialists and/or will have received a minimum of 50 hours of training/professional development related to one or more of the following (1) the implementation of the Next Generation Science Standards, (2) Technology/Engineering Integration, (3) Common-Core Mathematics Curriculum and Instruction, (4) Art Integration.

(SP/LCAP-Talent-6) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of curriculum development/project based curriculum planning as per the NOCCS Summative Teacher Evaluation.

Local : Specify

Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	1. (SP/LCAP-Students-TfU/STEAM-1) NOCCS will map its existing K-8 TfU Scope and Sequence, at all grade level spans (year A and B). Each K-8 TfU curriculum unit will be analyzed and evaluated related to its strengths and existing fit with STEAM principles/practices and the Next Generation Science Standards. Grade level teams *may elect* to revise/develop one TfU unit or pilot a new NGSS/STEAM in order to develop a deeper understanding of STEAM principles and/or Next Generation Science Standards. 2. (SP/LCAP-Talent-5) 50% of NOCCS Lead Teachers (in their second year of employment or above) will be begin certification as Arts Integration Specialists and/or will have received a minimum of 20 hours of training/professional development related to one or more of the following (1) the implementation of the Next Generation Science Standards, (2) Technology/Engineering Integration, (3) Common-Core Mathematics Curriculum and Instruction, (4) Art Integration. 3. (SP/LCAP-Talent-6) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective project-base curriculum development.	Actual Annual Measurable Outcomes:	1. (SP/LCAP-Students-TfU/STEAM-1) NOCCS will map its existing K-8 TfU Scope and Sequence, at all grade level spans (year A and B). Each K-8 TfU curriculum unit will be analyzed and evaluated related to its strengths and existing fit with STEAM principles/practices and the Next Generation Science Standards. Grade level teams *may elect* to revise/develop one TfU unit or pilot a new NGSS/STEAM in order to develop a deeper understanding of STEAM principles and/or Next Generation Science Standard 2. (SP/LCAP-Talent-6) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective project-base curriculum development.

LCAP Year:2016-17			
Planned Actions/Services		Actual Actions/Services	
TfU/STEAM Curriculum Development - By January 2017, complete a minimum of two drafts of the existing K-8 TfU Curriculum Map and analysis of STEAM/NGSS units strengths/weaknesses - By April 2017, identify existing units to be replaced, revised, and left in place in order to ensure that by 2020, the K-8 TfU curriculum will fully integrate STEAM principles/practices and the Next Generation Science Standards into a minimum of 75% of all units implemented. Share plan with key stakeholders. - Provide opportunity and incentives (planning time, professional development, and/or stipends) to grade level teams who *elect* to revise/develop and fully document one TfU unit or pilot a new NGSS/STEAM in order to develop a deeper understanding of STEAM principles and/or Next Generation Science Standards. .	Budgeted Expenditures 1300 – certificated admin - $14,000 of salary 1100 – certificated teacher - $55,000	TfU/STEAM Curriculum Development - By April 2017, identify existing units to be replaced, revised, and left in place in order to ensure that by 2020, the K-8 TfU curriculum will fully integrate STEAM principles/practices and the Next Generation Science Standards into a minimum of 75% of all units implemented. Share plan with key stakeholders. - Provide opportunity and incentives (planning time, professional development, and/or stipends) to grade level teams who *elect* to revise/develop and fully document one TfU unit or pilot a new NGSS/STEAM in order to develop a deeper understanding of STEAM principles and/or Next Generation Science Standards.	Estimated Actual Annual Expenditures 1300 – certificated admin - % of salary $14,000 1100 – certificated teacher - % of 1300 – certificated admin - % of salary $14,000 1100 – certificated teacher - $55,000

Scope of service:			Scope of service:		
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We plan to stay the course towards this goal. Sending teachers to a STEAM training last summer was every helpful for our school community. We will continue to send teachers to these trainings over the summer and next year.

Original GOAL from prior year LCAP:	**NOCCS Strategic Priority Area 2: Our Students** *NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.* *Outcome 3: Fully develop and implement our REAL/Peacemaking approach and curriculum* *NOCCS has identified the following measurable goals to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes (listed*	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6_x_ 7_x_ 8__ COE only: 9__ 10__

in red), and 2015 – 2018 LCAP term. These goals include the following:

(MPO-GP/Climate-1): An annual average of 75% of NOCCS students will demonstrate proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Rating on the NOCCS Progress Report
(MPO-GP/Climate-2): An annual average of 75% of NOCCS students will demonstrate proficiency as scholars as measured by End of Year Graduate Profile – Exemplify Rating on the NOCCS Progress Report
(MPO-Climate-3): At least 75% of all students will positively rate the overall school climate according to annual student survey data.
(MPO-Climate-4): NOCCS will achieve an attendance rate of 96% overall
(SP/LCAP-Climate-1) By 2020, a minimum of 90% of all rising 5th graders will elect to remain at NOCCS for the 6-8th grade education.

(SP/LCAP-Climate-2) By 2020, a minimum of 90% of all families – including all significant subgroups – will positively rate (strongly agree or somewhat agree) the overall school climate according to an annual family survey data.
(SP/LCAP-Climate-3) By 2020 NOCCS will revise, develop, implement, pilot, improve, and document its K-8 Peacemaking/Advisory Scope and Sequence at all grade level spans.
(SP/LCAP-Climate-4) By end of the 2018 academic year, NOCCS will develop, implement, and pilot K-8 rubrics that articulate and outline key indicators of proficiency related to the NOCCS Graduate Profile areas of Engage in Community and Exemplify Scholarship for each grade level span.
(SP/LCAP-Climate-5) NOCCS will maintain a suspension rate of under 3% annually
(SP/LCAP-Climate-6) NOCCS will maintain an expulsion rate at/under 1% for its charter term

	(SP/LCAP-Talent-1) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of classroom environment as per the NOCCS Summative Teacher Evaluation. *Outcome 3: Fully develop and implement our REAL/Peacemaking approach and curriculum*	
Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	

| Expected Annual Measurable Outcomes: | 1. (MPO-GP/Climate-1): A baseline will be established for measuring proficiency as community members as measured by End of Year Graduate Profile – Engage in Community Rating on the NOCCS Progress Report
2. (MPO-GP/Climate-2): A baseline will be established for measuring proficiency as scholars as measured by End of Year Graduate Profile – Exemplify Rating on the NOCCS Progress Report
3. (MPO-Climate-3): A tool will be established and a baseline will be set for measuring students' positively rating the overall school climate according to annual student survey data.
4. (MPO-Climate-4): NOCCS will achieve an attendance rate of 96% overall
5. (SP/LCAP-Climate-5) NOCCS will maintain a suspension rate of under 3% annually
6. (SP/LCAP-Climate-6) NOCCS will maintain an expulsion rate at/under 1% for its charter term
7. (SP/LCAP-Talent-1) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective classroom environments with a focus | Actual Annual Measurable Outcomes: | 1. (SP/LCAP-Climate-5) NOCCS will maintain a suspension rate of under 3% annually
2. (SP/LCAP-Climate-6) NOCCS will maintain an expulsion rate at/under 1% for its charter term
3. (SP/LCAP-Talent-1) The NOCCS Summative Evaluation Tool will be revised based on the Marzano or another teacher effectiveness framework. The new evaluation tool will include criteria for effective classroom environments with a focus on traditionally underserved students as a part of the rating for classroom/school environment. |

	on traditionally underserved students as a part of the rating for classroom/school environment.		
LCAP Year: 2016-17			
Planned Actions/Services		Actual Actions/Services	

School Climate	Budgeted Expenditures	School Climate	Estimated Actual Annual Expenditures
- Administer and report results of family surveys with clear questions to measure key indicators of positive school climate. Use survey data to inform decision- making. - Acquire, as needed, additional peacemaking curriculum materials/programs and provide training to staff in its implementation - Provide professional development and coaching to staff related to effective Tier 1 and 2 social/emotional support/differentiation strategies. Document and collect data related to the efficacy of tier 1 and 2 support/differentiation strategies. - Implement walkthrough observations (classroom and playground) related to school climate and culture and use data to inform decision making and professional development/coaching - Implement junior coaches, peer mediators, and/or other student leadership programs - Implement tier 2 intervention strategies related to social-emotional learning and supports (e.g. lunch groups, pragmatic language skills, restorative justice groups, junior coaches, etc.	Certificated Teacher - $55,000 1300 – certificated admin - $14,000 of salary	- Administer and report results of family surveys with clear questions to measure key indicators of positive school climate. Use survey data to inform decision- making. - Acquire, as needed, additional peacemaking curriculum materials/programs and provide training to staff in its implementation - Provide professional development and coaching to staff related to effective Tier 1 and 2 social/emotional support/differentiation strategies. Document and collect data related to the efficacy of tier 1 and 2 support/differentiation strategies. - Implement walkthrough observations (classroom and playground) related to school climate and culture and use data to inform decision making and professional development/coaching - Implement junior coaches, peer mediators, and/or other student leadership programs - Implement tier 2 intervention strategies related to social-emotional learning and supports (e.g. lunch	Close to budgeted amount

• Train and support all staff in using the Playworks model for implementing recess and recreation programming • Conduct an evaluation of the School Climate Strategies Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 17-18 program year.		groups, pragmatic language skills, restorative justice groups, junior coaches, etc. • Train and support all staff in using the Playworks model for implementing recess and recreation programming • Conduct an evaluation of the School Climate Strategies Implementation that includes strengths, areas of further development, and recommendations for improvement. Report to stakeholder and board as part of the LCAP and Strategic Plan Update process in order to ensure appropriate budgeting and planning for the 17-18 program year.	
Scope of service:		Scope of service:	
_x_ALL		_x_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	

| Original GOAL from prior year LCAP: | NOCCS Strategic Priority Area 3: Our Talent
NOCCS is committed to attracting, training, supporting, and retaining highly skilled, talented, diverse, and committed staff by sustaining a supportive, collaborative, resource-rich environment to grow, advance, and thrive throughout their careers as leaders and educators.

Outcome 2: Provide state-of-the-art professional development and coaching relative to the priorities of the education program and developmental needs of teachers

For each key outcome, NOCCS has identified the following goals to be pursued and achieved within our 2015-2020 Strategic Plan, 2015-2020 Charter Term Measurable Pupil Outcomes, and 2015 – 2018 LCAP term. These include the following:

(SP/LCAP-Talent-9) By 2020, NOCCS will retain, on average, 90% of all high quality teachers per year
(SP/LCAP-Talent-10) By 2020 NOCCS will fully implement a new teacher coaching and evaluation system based on a | Related State and/or Local Priorities:

1_x_ 2__ 3__ 4_x_
5__ 6__ 7__ 8__

COE only: 9__ 10__ |

research-based teacher effectiveness tools such as Marzano or Danielson. The system will include a minimum of 5 walkthrough/mini-observations, 2 formal observations, and 3 performance conferences per year. The system will also include a formal, written summative evaluation based on/mirroring the criteria established in the teacher effectiveness tool.

Note – also see the following related teacher evaluation goals found in the priority areas (commitment, students) above:

(SP/LCAP-Talent-1) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of classroom environment as per the NOCCS Summative Teacher Evaluation.

(SP/LCAP-Talent-2) By 2017, 90% of all Lead Teachers (in their second year of employment or above) will be rated as fully proficient or above in area of mathematics curriculum development/planning/implementation as per the NOCCS Summative Teacher Evaluation.

(SP/LCAP-Talent-3) By 2017, 90% of all Lead Teachers (in their second year of employment or above) will be rated as fully proficient or above in area of ELA curriculum

(SP/LCAP-Talent-4) By 2018, 90% of all Lead Teachers (in their second year of employment or above) will be trained in the TCRWP Reading Workshop Strategies & Methods.

(SP/LCAP-Talent-5) By 2020 a minimum of 80% of all NOCCS Lead Teachers (in their second year of employment or above) will be certified as Arts Integration Specialists and/or will have received a minimum of 50 hours of training/professional development related to one or more of the following (1) the implementation of the Next Generation Science Standards, (2) Technology/Engineering Integration, (3) Common-Core Mathematics Curriculum and Instruction, (4) Art Integration.

SP/LCAP-Talent-6) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of curriculum development/project based curriculum planning as per the NOCCS Summative Teacher Evaluation.

(SP/LCAP-Talent-11) By 2018, The NOCCS Teacher Evaluation System will be housed in a database. All observation and evaluation data will be accessible to individual teachers at all

SP/LCAP-Talent-12) By the end of the 2016-2017 academic year, Lead Teachers will establish individualized professional

Local : Specify
_____

—

	development goals and plans based on data from summative evaluation tools and systems	

(SP/LCAP-Talent-13) By 2017, a minimum of 30% of all PD and/or coaching for Lead Teachers will be based on individualized goals established via the (new) NOCCS Teacher Evaluation System

(SP/LCAP-Talent-14) By 2018, Intern Teachers will receive tuition assistance to be leveraged towards their teacher credential program participation

(SP/LCAP-Talent-15) By 2020, 90% of all NOCCS Lead Teachers (in their second year and above) will be fully trained in key methods and strategies that are critical to the implementation of the NOCCS education model and 2020 Strategic Plan Priorities.

Note – also see the following related professional development goals found in the priority areas (commitment, students) above:

(SP/LCAP-Talent-5) By 2020 a minimum of 80% of all NOCCS Lead Teachers (in their second year of employment or above) will be certified as Arts Integration Specialists and/or will have received a minimum of 50 hours of training/professional development related to one or more of the following (1) the implementation of the Next Generation Science Standards, (2) Technology/Engineering Integration, (3) Common-Core Mathematics Curriculum and Instruction, (4) Art Integration.

SP/LCAP-Talent-6) By 2020, a minimum of 90% of all NOCCS Teachers (in their second year of employment or above) will be rated full proficient or above in area of curriculum development/project based curriculum planning as per the NOCCS Summative Teacher Evaluation.

Goal Applies to:	Schools:	NOCCS
	Applicable Pupil Subgroups:	

| Expected Annual Measurable Outcomes: | 1. (SP/LCAP-Talent-9) Implement strategies that result in a 80% retention rate of high quality teachers.
2. (SP/LCAP-Talent-10) NOCCS will research, acquire/develop, and pilot new teacher coaching and evaluation system based on a research-based teacher effectiveness tools such as Marzano or Danielson. (Also see SP-LCAP-Talent-1,2,3,4,5,6 in the sections above)
3. (SP/LCAP-Talent-10) The NOCCS board will, with the Head of School and Instructional Leadership team, establish goals for the number of walkthrough/mini-observations, formal observations, and performance conferences conducted/held per year.
4. (SP/LCAP-Talent-10) The Head of School will develop and implement a formal, written summative evaluation based on/mirroring the criteria established in the teacher effectiveness tool.
5. (SP/LCAP-Talent-11) The Head of School/Instructional Leadership Team will research and recommend strategies for the development and implementation of a database to house NOCCS Teacher Evaluation System.
6. (SP/LCAP-Talent-13) The Head of School will develop a system whereby Lead Teachers will identify PD and/or coaching plans based on individualized goals established via the (new) NOCCS Teacher Evaluation System | Actual Annual Measurable Outcomes: | 1. (SP/LCAP-Talent-9) Implement strategies that result in a 80% retention rate of high quality teachers.
2. (SP/LCAP-Talent-10) NOCCS will research, acquire/develop, and pilot new teacher coaching and evaluation system based on a research-based teacher effectiveness tools such as Marzano or Danielson. (Also see SP-LCAP-Talent-1,2,3,4,5,6 in the sections above)
3. (SP/LCAP-Talent-10) The NOCCS board will, with the Head of School and Instructional Leadership team, establish goals for the number of walkthrough/mini-observations, formal observations, and performance conferences conducted/held per year.
4. (SP/LCAP-Talent-13) The Head of School will develop a system whereby Lead Teachers will identify PD and/or coaching plans based on individualized goals established via the (new) NOCCS Teacher Evaluation System |

LCAP Year:2016-17	
Planned Actions/Services	Actual Actions/Services

Teacher Effectiveness Tools	Budgeted Expenditures	Teacher Effectiveness Tools	Estimated Actual Annual Expenditures
Teacher Effectiveness Tools - Head of School (HoS) will maintain an Instructional Leadership Team (ILT) - HoS and ILT will implement and refine their use of a teacher effectiveness tool and framework - HoS and ILT will receive training (as needed) related to the implementation of the teacher effectiveness tool and framework - HOS/ILT will provide staff with training (as needed) related to the teacher effectiveness tool and framework - HOS/ILT will use the teacher effectiveness tool and calibrate results via instructional rounds and ILT meetings - HOS/ILT will implement and refine tools and systems to store and share observational data - HOS/ITL will use observational data to inform professional development and coaching plans with staff, grade level teams, and individual teachers - By October 2017, the NOCCS Board and HoS will establish goals related to the number of walkthrough/mini-observations, formal observations, and performance conferences conducted/held per year. - HOS/ILT will develop will revise/improve and implement a summative evaluation system and form based on the criteria within the selected teacher effectiveness tool - By May 2017, based on summative evaluations, teachers and the HoS will establish individualized PD goals and plans to be implemented in 17-18. The HoS/ILT will ensure that a	**1300 – certificated admin - % of salary $14,000**	Teacher Effectiveness Tools - Head of School (HoS) will maintain an Instructional Leadership Team (ILT) - HoS and ILT will implement and refine their use of a teacher effectiveness tool and framework - HoS and ILT will receive training (as needed) related to the implementation of the teacher effectiveness tool and framework - HOS/ILT will provide staff with training (as needed) related to the teacher effectiveness tool and framework - HOS/ILT will implement and refine tools and systems to store and share observational data - HOS/ITL will use observational data to inform professional development and coaching plans with staff, grade level teams, and individual teachers - By May 2017, teachers and the HoS will establish individualized PD goals and plans to be implemented in 17-18. The HoS/ILT will ensure that a minimum of 30% of PD time and funds will be devoted to supporting individualized PD goals and plans.	

minimum of 30% of PD time and funds will be devoted to supporting individualized PD goals and plans. *Also see SP-LCAP-Talent-1,2,3,4,5,6 in the sectionsAlso see SP-LCAP-Talent-1,2,3,4,5,6 in the sectionssections above*			
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have applied for a teacher leadership grant that will assist us in continuing to provide our coaching team with training. We will also move to a co-teaching model in one of our 2/3 Classrooms to provide more time for our teacher-coach to conduct walkthroughs and observations with the HOS and well as more individual support in the that 2/3 classroom.		

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:	$_____ $73,126_____

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.

4.67% %