

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	North Oakland Community Charter School		
Contact Name and Title	Stephen Ajani	Email and Phone	5106550540

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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:

1

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.

2

- 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.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Please see the "Our Story" Section

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Recruitment of English Learners & Low income Students- We are very proud that our school community is becoming a better reflection of the community we serve. We are creating a place where students from all backgrounds learn together and interact in a positive way(Low suspension rate)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Our greatest need is in the area of mathematics. Below are the steps being taken to address the need:

- New Data System to follow math progress
- New 6-8 Math teacher with a track record of results
- 6-8 Teacher Intern with a Math focus
- Math RTI to be implemented

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

We are currently seeing our largest gaps with our “Socioeconomically Disadvantaged Students”. To Improve our service to this population we are taking the following steps:

- New Data System to follow math progress
- New 6-8 Math teacher with a track record of results
- 6-8 Teacher Intern with a Math focus
- Math RTI to be implemented

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 2408825
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 2408825

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Our LCAP is directly linked to our strategic plan.

\$ 1739651	Total Projected LCFF Revenues for LCAP Year
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Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

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 demonstrating 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

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

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) 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.

ACTUAL

(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

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
<p>Data Systems Infrastructure All</p> <ul style="list-style-type: none">- 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.	<p>Data Systems Infrastructure</p> <ul style="list-style-type: none">- 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 <p>Assessment Tools and Systems</p> <ul style="list-style-type: none">- 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, scoring, and data entry for interim assessments- Evaluate key data analysis practices and protocols- Conduct an evaluation of the Assessment Tools and

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, 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

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.

Curriculum, Instruction, and Professional Development

- Continue to implement Math Curriculum (K-8) with a focus on 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

planning for the 17-18 program year.

Curriculum, Instruction, and Professional Development

Continue to implement Math Curriculum (K-8) with a focus on effective tier 1 differentiation strategies and materials

- Adopt the use of Ten Marks or other adaptive technology resources (4-5)

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- Pilot supplemental (technology-based) reading resources (K-8) to be used as tier 1 differentiation strategies and materials
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- 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.

Expenditures

BUDGETED
5878 - \$5,000 (student assessment)
5820 – consultants – ed tec data team - \$5,500
1300 – certificated admin - % of salary - .1 of \$176,163
4320 – education software – ten marks - \$4000
1100 – certificated teacher - 1% of salary = \$613,336

ESTIMATED ACTUAL
\$5,000 Less than budgeted. We moved to the CASSP interim assessment

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	NOCCS produced data 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.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While we are excited about many of the services we put in place. A lack of timely data and tier 1 effectiveness hurt us in reaching some of our goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	\$5,000 Less than budgeted. We moved to the CASSP interim assessment
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We have purchased a tool that will allow us to turn around data faster and have increased our tier 1 support.

Goal 2

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 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

State and/or Local Priorities Addressed by this goal:

STATE x 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

(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.

ACTUAL

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.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

PLANNED

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 as 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

ACTUAL

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 as 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. 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

Actions/Services

understand and interface with program
 - Conduct an evaluation of the RTI-SPED Program 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.

BUDGETED

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

ESTIMATED ACTUAL

Close to budgeted amount(purchased 20 new Chromebooks)

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We will stay the course with all actions, services, and expenditures for this section with a focus on increasing PD and collaboration.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted and actuals were close.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next year we will be increasing our push-in support to students for both SPED and RTI

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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.

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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
 School Climate

- (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

ACTUAL

- (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.

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.

- Develop walkthrough/observation checklist for school climate (classroom and playground).

BUDGETED

2300 – classified administrator - \$50,000

1100 – Certificated Teacher - \$55,000

1300 – certificated admin - \$14,000 of salary

ESTIMATED ACTUAL

Close to budgeted

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	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 are learning from Playworks to teach a peacemaking in the 17-18 SY.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our School currently highly ranked for safety and climate through our family survey.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted and actuals are close
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will be increasing the tier 1 behavior coaching and the number of classroom walkthroughs.

Goal 4

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

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:

Mathematics

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

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.

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.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
<p>Data Systems Infrastructure</p> <ul style="list-style-type: none"> - Partner with Ed Tec to support and establish best practices related to data systems - 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,

ACTUAL
<p>Data Systems Infrastructure</p> <ul style="list-style-type: none"> - 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

- 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.

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.

Curriculum, Instruction, and Professional Development

- Continue to implement Math Curriculum (K-8) with a focus on effective tier 1 differentiation strategies and materials
- Continue to implement the use of Ten Marks or other adaptive technology resources (6-8)

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.

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.

Curriculum, Instruction, and Professional Development

- Continue to implement Math Curriculum (K-8) with a focus on effective tier 1 differentiation strategies and materials
- 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

- 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.

- 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.
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5878 - \$5,000 (student assessment)
 5820 – consultants – ed tec data team - \$5,500
 1300 – certificated admin - \$14,000 of line item
 1100 – certificated teacher - \$11,000

5200 – conference travel and lodging - \$6,000

ESTIMATED ACTUAL

Close to budgeted amount

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation was not effective in the this area. Losing our 6-8 teacher Midyear played a role in lack of implementation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our lack of timely data and tier 1 support hurt our effectiveness in this area.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted and actuals are close
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	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 are looking for tools to use in K-5.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

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 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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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 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

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
 - (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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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.

TfU/STEAM Professional Development

- 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.
- Evaluate PD/Coaching effectiveness for next year implementation.

ACTUAL

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.

TfU/STEAM Professional Development

- 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.
- Evaluate PD/Coaching effectiveness for next year implementation.

Expenditures

1300 – certificated admin - \$14,000 of salary
1100 – certificated teacher - \$11,000 of salary

ESTIMATED ACTUAL
Close to budgeted amount

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have been effective in the implementation of this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This year we were able to get out 6-8 Instructional Lead to Steam trainings. We are looking for to having more of our new teachers trained as we are seeing the impact it is having in the building.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

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 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 above) will be rated full proficient or above in area of classroom environment as per the NOCCS Summative Teacher Evaluation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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.

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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

- 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,

ACTUAL

School Climate

- 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

- 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 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.

BUDGETED
1300- Certificated admin- \$14,000 of salary

ESTIMATED ACTUAL
Close to budgeted amount

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We made the decision to hold off on the graduate profile work until the 17-18 SY.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We fell short of our attendance goal this year by less than 1 percentage point.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Close to budgeted amount

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will move forward with all work around the graduate profile. The word was delayed this year. We will use our new data tool to help recognize parents and students for attendance.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

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 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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. (SP/LCAP-Talent-9) Implement strategies that result in a 90% 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

ACTUAL

1. (SP/LCAP-Talent-9) Implement strategies that result in a 90% 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

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

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

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

Teacher Effectiveness Tools

- Head of School (HoS) will maintain an Instructional Leadership Team (ILT)

ACTUAL

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 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 sections Also see SP-LCAP-Talent-1,2,3,4,5,6 in the sections*

- 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.

Expenditures

<p>BUDGETED 1300- Certificated admin- \$14,000 of salary 1100 Certificated teacher= 55,000</p>	<p>ESTIMATED ACTUAL Close to budgeted amount</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We are pleased with the steps we’ve made towards improving our professional development.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We were successfully able to retain all of our effective teachers this year. However, We need to better developing staff members who are under performing.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Close to budgeted amount
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We have received a teacher leadership and retention 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.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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 the sustainability and value add of our Intern Teacher program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Goal 1

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

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 demonstrating 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

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

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.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

Goal 2

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:

(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

(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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[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.



Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Goal 3

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 LCAP term. These **goals** include the following:*

- (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.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Goal 4

.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

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:

Mathematics

3. *(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.*
4. *(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

5. *(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.*
6. *(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.*
7. *(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.*
8. *(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.*

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 5	NOCCS Strategic Priority Area 2: Our Students <i>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.</i>

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.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

[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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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Goal 6

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 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 above) will be rated full proficient or above in area of classroom environment as per the NOCCS Summative Teacher Evaluation.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
COE 9 10

LOCAL _____

Identified Need

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 7

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

2. (SP/LCAP-Talent-10) By 2020 NOCCS will fully implement a new teacher coaching and evaluation system 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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$\$81,049

Percentage to Increase or Improve Services:

4.78% %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Our RTI/Sped work has the one of the most impressive aspects of NOCCS of the last year. We have build trust with families and ensured that our RTI/Sped support is an effective use of time that students are looking forward to.

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)- 5820 – consultants – ed tec data team - \$5,500

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.- 4346 – Intervention Materials and Curriculum – SPED/RTI - \$1,500

Acquire technology/hardware (such ad additional chromebooks) to be used within the program 4420 – Computers for SPED/RTI - \$10,000

Partner with Ed Tec to support and establish best practices related to data systems- 5820 – consultants – ed tec data team - \$5,500

Hire instructional coach to provide support and coaching related to math curriculum and instruction- 1100 – certificated teacher - \$11,000

Provide intensive training related to the TCRWP curriculum and instructional strategies to one K-5 teacher via the TCRWP Reading Institute- 5200 – conference travel and lodging - \$6,000

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 CCR Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?