



**North Oakland Community Charter School  
Board of Director's Meeting Agenda**

September 21, 2015

6:00pm-8:00pm

Location: NOCCS 1000 42<sup>nd</sup> St. Oakland CA

ITEM	OBJECTIVE OR ACTION	PRE-READ MATERIALS	FACILITATOR	TIME
Public Comment			Mia/Tracy	6:00-6:05
Approval of Minutes	Vote to approve Board meeting minutes from September 2015 Board Meeting	NOCCS Board Minutes 8.19.15	Ann	6:05-6:15
Director's Update		September Director's Report	Stephen	6:15-6:35
Financial Update	Ed-Tec will present their report on NOCCS's finances for the 15-16 year		Sahra / Ed-Tec	6:35-6:55
Committee Updates		September Committee Report	Tracy	6:55-7:10
Strategic Planning	Vote to Approve Strategic Plan	Strategic Plan	Ann	7:10-7:30
Closed Session	2 Items: One personnel related, one legal related			7:30-8:00

## **NOCCS Board Minutes August 19, 2015**

A meeting of the Board of Trustees of North Oakland Community Charter School was held on **August 19, 2015 at 6 pm** at the School. The meeting was called to order at **6:06 pm**.

The following members of the Board were present:

Stephen Ajani, Leslie Bell, Mia Birdsong, Stephen Fox, Juliana Germak, Ann Gordon, Sahra Halpern, Tracy Hanna, Mariah Landers, Kristen McClusky, Luis Rodriguez, Rachel Vyda-Venning, Lakisha Young

**David Bond** was also present.

### **Public Comment**

There was no public comment.

### **Board Member Introductions**

Board members and staff introduced themselves.

### **Board Agreement**

Mia reviewed the board agreements and asked board members to sign the agreements document. Board members should familiarize themselves with the NOCCS bylaws and charter. The bylaws have been emailed to all board members and the NOCCS Charter is available on the NOCCS Website.

### **Committee Assignments**

Committee assignments were confirmed. The Technology committee needs additional people. Interested Board members can contact Luis. Chairs of each committee are designated to convene the first committee meeting, determine meeting dates, and set goals. The Board Chairs can help with goals if needed.

### **Approval of Minutes**

Tracy moved to approve the June minutes; Sahra seconded the motion. There were 5 votes in favor, 7 abstentions, and zero no votes.

### **Head of School Update**

Board members discussed the Head of School Update and Mr. Ajani answered questions.

Middle school teacher Ms. McMurdo resigned and accepted a position at BUSD. Johanna McCormick has been hired to fill the position. She is an experienced educator and administrator, and Mr. Ajani is excited to have her join NOCCS.

Luis asked how the SPED goals were determined and whether it would be worthwhile to raise them. Mr. Ajani responded that they were selected to align with the LCAP. He also reported

that NOCCS has been removed from the SPED lawsuit due to work done over the summer to secure adequate space for SPED. After discussion, the Board agreed to leave the current SPED goal as is for the LCAP, and to raise the goal to 75% of students meeting 75% of goals for internal purposes. This will be communicated to parents at Back to School Night.

Leslie asked about how to raise funds from other sources. Mr. Ajani agreed that this needs to be done and explained that he will be working on communicating NOCCS' story to the community and funders. Getting more families aware of and applying to NOCCS will help raise the school's profile. The OUSD common application process will also make more families aware of NOCCS.

### **Finance Update**

Sahra reviewed the 2015-16 budget. A number of items from June are awaiting reconciliation. Energy efficiency grant funds were spent on classroom lighting and refrigerators. Sahra explained the process of getting annual grant from the PEC which owns the building. Current financial goals include being in the black at the end of the year; determining the size of reserves including the SPED set aside, and improving the balance sheet so the Board has more detail on how cash is divided and designated. At the Board offsite, Sahra will do a Finance 101 for interested Board members.

### **Employee Handbook**

David reviewed employee handbook updates. Updates will be communicated to teachers during upcoming professional development days and they will be asked to read the handbook and sign a document acknowledging receipt. Mr. Ajani's title has been changed to Head of School due to the new organizational structure. Mia recommended changing the bereavement policy so that the definition of immediate family allows for broader interpretation. Mariah noted that the K1 family unit can be used as a reference for the definition of family. The Personnel committee was asked to follow through on this and bring proposed language back to the Board..

The Board reviewed the organization chart and recommended changes to clarify reporting relationships and reporting processes. This included:

- having job descriptions for administrative roles
- clarifying how the Deans will conduct evaluations so feedback is aligned and consistent
- putting teachers at the top of the chart rather the bottom
- adjusting the direct and indirect reporting lines so it is clear to staff who they report to

Luis moved to approve the Employee Handbook with the recommended changes. Steve seconded the motion. The board voted unanimously to amend and approve the Handbook.

An updated version will be shared with the Board at the next meeting.

### **Development Update**

David reviewed the updated development plan. NOCCS still needs \$800 per child beyond what State funding provides. The Development Committee is working to communicate how the

results of the family survey are aligned with the fundraising priorities. Discussions are underway to have the FTO take a more prominent role in fundraising and to clarify their role in determining how FTO raised funds are spent. The FTO has agreed to take on responsibility for the Walkathon this year.

Due to his new role as Operations Manager, David will not be able to spend as much time on fundraising. Parents will need to take on more leadership for fundraising. Parent leaders are already secured for the walkathon and annual fund. A parent leader is still needed for the auction.

Rachel agreed to serve as the unofficial Board liaison to the FTO. Mr. Ajani will be the primary liaison to FTO from the staff. He will add FTO updates to his Board reports.

It was recommended that the portion of David's time spent on fundraising be reflected in the overall fundraising costs.

### **SELPA Local Plan Assurances**

David presented the local plan for the new El Dorado SELPA and explained that the new SELPA is very collaborative. Steve and Christine have read the detailed document and will make sure it's followed.

Mia moved that Mr. Ajani sign the El Dorado SELPA Local Plan Assurances. Luis seconded the motion. The Board voted unanimously for Mr. Ajani to sign the LPA.

### **Adjourn**

There being no further business to be transacted, and upon motion duly made, seconded and approved the meeting was adjourned at 7:45 pm

Respectfully Submitted, Ann Gordon, Secretary



**Head of School Report**

**Date: September 21, 2015**

**To: North Oakland Community Charter School Board of Directors**

**From: Stephen Ajani, Head of School**

**Staffing Update**

We are looking to hire a one-on-one aide to meet the IEP needs of an 8<sup>th</sup> grade student at 25 hours per week.

**Academics**

The Smarter Balanced Assessment Consortium (SBAC) conducts California’s annual test. Results were released on September 9th. Please click on link to view results. The leadership team has met to discuss the results and we have begun digging into the data, which we will share in more depth at an upcoming Board meeting. To view NOCCS’s schoolwide results as well as the overall state averages, please use the following links:

- [NOCCS SBAC results](#)
- [California’s SBAC results.](#)

**Enrollment**

Target Enrollment	Current Enrollment	# of offered Seats	# of Open Seats
225	215	9*	1**

**\*seats are offered for 3 business days. If declined or rescinded, offers are made to next family on waiting list**

**\*\*for 8th grade, pending updating of late-summer application data**

There are also 2-3 other additional students who are very likely to either dis-enroll or be dis-enrolled due to not attending class for the minimum number of consecutive days (in grades 2 and 4).

**Waitlists that are empty or almost empty:**

- Grade 8: 0 remaining
- Grade 7: 4 remaining (i.e. one more cycle of offers, if none of current offers accepts.)
- Grade 4: 4 remaining (i.e. two more cycles of offers, if none of current offers accepts.)

**New students enrolled since Sept 2 (first day of school):**

- Kinder: 2
- 2<sup>nd</sup> Grade: 1
- 3<sup>rd</sup> Grade: 1

- 6<sup>th</sup> Grade: 1
- 8<sup>th</sup> Grade: 1
- **TOTAL: 6**

### **Goal Updates**

**1. Response to Intervention (Rti) / Special Education (SPED): In 15-16, 75% of NOCCS students receiving RTI and/or Special Education services will meet or exceed 75% or more of their individual RTI/SPED goals.**

Goal percentages have been adjusted based on board feedback.

We have scheduled meetings with every family with an IEP. They are going well so far. As an example, one NOCCS parent stated after our meeting: “It feels good to have a logical meeting to discuss my child’s needs”.

Families have expressed concern about OUSD not following through with their mandate to make up services to students. These services were recommended to take place at NOCCS. I want to make sure students receive their make up services. At the same time my hope is to separate us from the OUSD SELPA

**2. Financial: By the end of 15-16 NOCCS will have a plan for a school model that can run its core program without raising additional funds.**

No progress to date. I am looking forward to working with the finance and development committees on this.

**3. School Culture: By the end of 15-16 families – including all significant subgroups – will rate the school at a 3.5 or higher in the annual family survey data.**

Our current focus is on our lowest rated survey question by parents: *It is evident from student behavior that there are clear expectations and consistency in the discipline policy.* : 2.9

Low level behaviors are causing classrooms to lose far too much instructional time. Krea, as the Dean of Student, and I will be spending most of our days in classrooms holding students to high behavior and academic expectations. Teachers are increasing the amount of praise and incentives for students meeting expectations.

**4. External Engagement #1: By the end of 15-16 NOCCS will double the number of applications of students who are zoned to Hoover or Emerson and qualify for free and reduced lunch.**

No heavy lifting has been done today to date. I have been introducing myself to families in the neighborhood and telling them about NOCCS. We have many families who either play in Linden Park or pass NOCCS on their way to school who have never submitted an application. The work

we are doing around school culture will support us in serving the diverse community we serve.

**5. External Engagement#2: By the end of 15-16 NOCCS will interview at least two high quality candidates for every open position.**

Increasing the number of high quality teacher applicants starts with the satisfaction of our current high quality teachers. NOCCS needs to be a destination school for mission fit teachers.

**6. Talent: By the end of 15 16 NOCCS will have piloted and codified our talent pipeline program.**

The relationship with the Elev8 team has been strong to date. Their director is looking to place a 4<sup>th</sup> member at NOCCS free of charge. We are currently paying Elev8 \$21,000 for 3 corps members. I find this program to be an excellent entry into our teacher pipeline. Our Elev8 members play a key role in our RtI model, and participation in the program is saving us approximately \$40,000 per year. We should also consider contingency programs that could serve as a low expense entry point to our teacher pipeline.

**Successes**

*Returning Staff members*

Our returning staff members have been amazing in supporting many of our new staff while at the same time welcoming their new ideas and expertise. Please thank them for their leadership when you see them.

*Positive Feedback from many families*

Many families have commented on how inviting the school is this year, which has been wonderful to hear.

**Challenges**

*Internet access*

Our Internet access is inconsistent at best. This is the most frustrating issue I am working to resolve. We are running into complications making the switch to our new network. After my first meeting with our Technology and Data committee I am excited about the expertise they are bringing to the school and look forward to working with them.

*8<sup>th</sup> Grade parent math concerns*

Math at NOCCS is designed to teach the national common core standards through eighth grade. Some high schools in Oakland, Oakland Tech being one of them, are expecting students arrive having already learned algebra, even though Common Core standards do not teach algebra until the 9<sup>th</sup> grade. Larger middle schools are able to offer this accelerated course because they have more teachers who can teach a variety of courses. NOCCS has one 6-8 math teacher and has chosen to focus on the Common Core standards.



**North Oakland Community Charter School**

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## **Board of Directors Committee Reports September 2015**

### **Strategic Planning Committee**

**Members: Pam Rich, Mia Birdsong, Mariah Landers, Juliana Germak, Stephen Ajani**

Members of last year's Strategic Planning Committee met in order to complete work on the strategic plan as created during the 2014-2015 year. This work is presented in the pre-reads. Slides 1-12 will be discussed at the Board meeting; and slides 13-33 will be discussed in further detail during the Board retreat. The 15-16 committee will regroup after the retreat to help ensure the implementation of the plan moving forward.

### **Data & Technology**

**Members: Luis Rodriguez, Raja Antony**

The committee met with Stephen to understand NOCCS's current technology infrastructure, software, and data reporting.

Challenges:

- Unreliable wireless internet connectivity
- Only a part time staff member knowledgeable about this area and focused on resolving current needs

Goals:

- After resolving short term challenges, develop a multi-year plan to meet instructional needs (connectivity and devices)

Software and data reporting:

- Currently using TenMarks for middle school math and GDrive as a LMS-lite
- ACTION: Raja/Luis to help assess if Illuminate Ed can replace existing PowerSchool functionality and recommendations on how other schools are using data and software to improve instructions and cut costs
- Future: Explore ELA software options

### **Finance Committee**

**Members: Sahra Halpern, Rachel Venning, Tracy Hanna, EdTec, David Bond, Stephen Ajani**

The committee has not yet met. Sahra will coordinate with committee members to find a time to meet before the next board meeting.

### **Governance Committee**

**Members: Ann Gordon, Joy Sherrod, Teresha Freckleton-Petite**

The committee has not yet met. Ann will coordinate with committee members to find a time to meet before the next board meeting. The committee is requesting that Board members who have not yet turned in their bios send them to Ann immediately for posting on the website.



**Development Committee**

**Members: Steve Fox, Leslie Bell, David Bond**

The committee has not yet met. Steve will coordinate with committee members to find a time to meet before the next board meeting.

**Personnel Committee**

**Members: Kristen McClusky, Luis Rodriguez, Lakisha Young, Stephen Ajani**

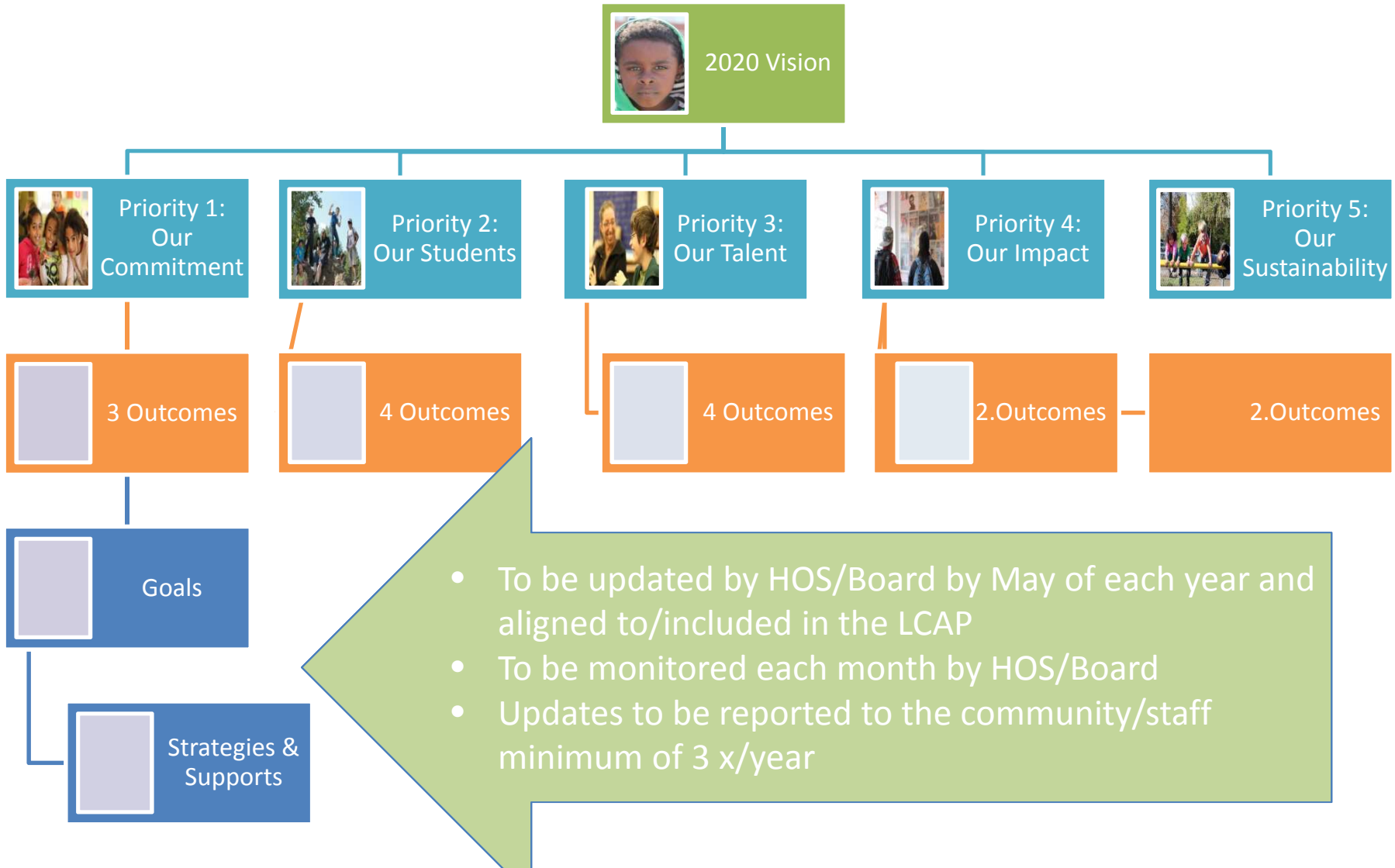
The committee has not yet met. Kristen will coordinate with committee members to find a time to meet before the next board meeting.



# Planning & Development Process



# Strategic Plan Structure & Terms





Where will be in five years?

**2020 VISION**

# 2020 VISION



- NOCCS is an EQUITABLE , EXCELLENT , 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.

At NOCCS we believe that EQUITY means having a growth mindset about current practices and perspectives that will allow us to teach for social transformation and to promote rigorous learning outcomes for students of all racial, cultural, linguistic, socio-economic, gender identity, and ability groups....It means accommodating students differently in order to meet their diverse needs.

Our Students



Our Talent



Our Commitment

Our Sustainability



Our Impact



# STRATEGIC PLAN PRIORITIES & OUTCOMES

# Priority Areas

1. **Our Commitment** – *NOCCS is fully committed to supporting an equitable culture and the conditions that lead to excellence for all students.*
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.*
3. **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.*
4. **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.*
5. **Our Sustainability** – *NOCCS is committed to building systems and structures that support continuous improvement and the long term viability of our school and organization.*



# OUR COMMITMENT

*NOCCS IS FULLY COMMITTED TO SUPPORTING AN  
EQUITABLE CULTURE AND THE CONDITIONS THAT LEAD TO  
EXCELLENCE FOR ALL STUDENTS.*



## OUTCOMES:

- **Eliminate the achievement gap** that currently exists between African American, Hispanic-Latino, and Economically Disadvantaged and their peers.
- Develop, implement, support, and sustain an **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.

# 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.*



## OUTCOMES:

- 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.

# 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.*



## Outcomes

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

# 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.*



## Outcomes

- 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.

# OUR SUSTAINABILITY

*NOCCS IS COMMITTED TO COMMITTED TO BUILDING SYSTEMS AND STRUCTURES THAT SUPPORT CONTINUOUS IMPROVEMENT AND THE LONG TERM VIABILITY OF OUR SCHOOL AND ORGANIZATION.*



## Outcomes

- **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.



Our Students



Our Talent



Our Commitment

Our Sustainability

Our Impact



**STRATEGIC PLAN  
PRIORITIES – OUTCOMES - GOALS**

# OUR COMMITMENT

*NOCCS IS FULLY COMMITTED TO SUPPORTING AN EQUITABLE CULTURE AND THE CONDITIONS THAT LEAD TO EXCELLENCE FOR ALL STUDENTS.*



# OUR COMMITMENT

## OUTCOME:

ELIMINATE THE ACHIEVEMENT GAP THAT CURRENTLY EXISTS BETWEEN AFRICAN AMERICAN, HISPANIC-LATINO, AND ECONOMICALLY DISADVANTAGED STUDENTS AND THEIR PEERS IN MATH & SCIENCE.



## Goals:

- Students from each significant sub-group will become fully proficient in Mathematics within three years of continuous enrollment, as measured by the two or more of the following measures: (1) SBAC, (2) Interim assessments, (3) Progress reports (end year), (4) Meet/exceed all annual mathematics IEP goals
- 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.



# OUR COMMITMENT

## OUTCOME:

DEVELOP, IMPLEMENT, SUPPORT, AND SUSTAIN AN RTI-MODEL THAT PROVIDES INCREASED RESOURCES FOR STRUGGLING STUDENTS.



## Goals:

- NOCCS student receiving RTI and/or SPED services will meet or exceed 75% or more of their individual six week/RTI Cycle goals set as per the COST and/or IEP process
- RTI/SPED students will become fully proficient in **Mathematics and ELA** within three years of continuous enrollment, as measured by the two or more of the following measures: (1) SBAC, (2) Interim assessments, (3) Progress reports (end year), (4) Meet/exceed all annual IEP goals
- The RTI/SPED program model will be documented, shared, and updated with the community on an annual basis.

# OUR COMMITMENT

## OUTCOME:

CREATE AND SUSTAIN AN EQUITABLE, SAFE, RESPECTFUL, COLLABORATIVE, CARING, AND JOYFUL SCHOOL CULTURE THAT PRIORITIZES HIGH EXPECTATIONS AND EXCELLENT OUTCOMES FOR ALL STUDENTS.



## Goals:

- By 2020, a minimum of 90% of all NOCCS students – including all significant subgroups - will demonstrate proficiency as community members as measured by End of Year Graduate Profile – Engage in Community & Exemplify Scholarship Ratings on the NOCCS Progress Report
- By 2020, a minimum of 90% of all students and families across all subgroups) will positively rate the school climate according to survey data.
- By 2020, a minimum of 90% of all NOCCS Teachers will be rated full proficient or above in area of classroom environment as per the NOCCS Summative Teacher Evaluation.
- By 2020, a minimum of 90% of all rising 5<sup>th</sup> graders will elect to remain at NOCCS for the 6-8<sup>th</sup> grade education.

# 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 STUDENTS

## OUTCOMES:

IMPLEMENT A RELEVANT, RIGOROUS, AND INNOVATIVE COMMON CORE ALIGNED CURRICULUM – WITH A PARTICULAR FOCUS ON MATH.



## Goals:

- NOCCS students will become fully proficient in Mathematics and ELA within three years of continuous enrollment, as measured by the two or more of the following measures: (1) SBAC, (2) Interim assessments, (3) Progress reports (end year), (4) Meet/exceed all annual mathematics IEP goals
- By 2017, 90% of all Lead Teachers will be rated as fully proficient or above in area of mathematics and ELA curriculum development/planning/implementation (Math/ELA/TfU) as per the NOCCS Summative Teacher Evaluation.
- By 2020 NOCCS will revise, develop, implement, pilot, improve, and document its K-8 TfU Scope and Sequence, at all grade level spans, that integrates STEAM principles/practices and the Next Generation Science Standards into a minimum of 75% of all units implemented.

# OUR STUDENTS

## OUTCOMES:

STEAM-UP OUR EXISTING TFU CURRICULUM.



## Goals:

- By 2020 NOCCS will revise, develop, implement, pilot, improve, and document its K-8 TfU Scope and Sequence, at all grade level spans, that integrates STEAM principles/practices and the Next Generation Science Standards into a minimum of 75% of all units implemented.
- By 2018, a minimum of 90% of all NOCCS Teachers will be rated full proficient or above in area of curriculum development/project based curriculum planning as per the NOCCS Summative Teacher Evaluation.
- By 2020 NOCCS will implement a sufficient technology infrastructure including bandwidth and hardware

# OUR STUDENTS

## OUTCOMES:

FULLY DEVELOP AND IMPLEMENT OUR REAL/PEACEMAKING APPROACH AND CURRICULUM.



## Goals:

- By 2018 NOCCS will revise, develop, implement, pilot, improve, and document its K-8 Peacemaking/Advisory Scope and Sequence and accompanying assessments related to the Graduate Student Profile at all grade level spans.
- By 2020, a minimum of 90% of all NOCCS students – including all significant subgroups - will demonstrate proficiency as community members as measured by End of Year Graduate Profile – Engage in Community and Exemplify Scholarship Ratings on the NOCCS Progress Report
- By 2020, a minimum of 90% of all students and families across all subgroups) will positively rate the school climate according to survey data.
- By 2020, a minimum of 90% of all rising 5<sup>th</sup> graders will elect to remain at NOCCS for the 6-8<sup>th</sup> grade education.
- By 2018, a minimum of 90% of all NOCCS Teachers will be rated full proficient or above in area of classroom environment and curriculum development-peacemaking as per the NOCCS Summative Teacher Evaluation.



# OUR STUDENTS

## OUTCOMES:

IDENTIFY, IMPLEMENT, AND EFFECTIVELY USE ASSESSMENT SYSTEMS -- INCLUDING INTERIM ASSESSMENTS AND PORTFOLIOS.



## Goals:

- By 2017 NOCCS will fully Implement robust interim assessment system
- By 2017 NOCCS will fully Implement clear and transparent processes for community (board, staff, and community) to review and provide input on student achievement data
- By 2020 NOCCS will broaden the indicators used to measure/describe student achievement to include performance-based assessments and portfolio defense

# 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 TALENT

## OUTCOMES:

INCREASE TOTAL COMPENSATION TO COMPETITIVE LEVELS....AND BEYOND



## Goals:

- By 2020, NOCCS will retain, on average, 90% of all high quality teachers per year
  - (sub goal/objective) By February 2016, NOCCS will complete a compensation study and revise its salary scale/strategy based on findings and best practices of surrounding districts and/or other established high quality charters and CMOs
  - (sub goal/objective) By 2018, NOCCS will achieve a salary schedule/compensation plan for highly effective teachers that meets or exceeds the average salaries of the surrounding districts of Berkeley and Oakland and/or other established high quality charters and CMOs

# OUR TALENT

## OUTCOME

CREATE A TEACHER/PROFESSIONAL PIPELINE TO PROVIDE OPPORTUNITIES FOR PROFESSIONALS AT ALL STAGES OF THEIR CAREER(S).



## Goals:

- By 2020 implement a robust early pipeline to attract new/emerging (pre-credential) talent to NOCCS
- By 2020 implement a robust talent pipeline that leads to expanded leadership opportunities for excellent teachers and staff
  - By 2017, NOCCS will establish and implement a staffing and compensation structure that provides competitive teacher leadership roles, opportunities, and incentives for high quality NOCCS teachers
  - By 2020, a minimum of 20% of NOCCS lead teachers will be designated as Teacher Leaders and/or take on new instructional leadership/administrative roles according to the new staff and compensation structure.
- By 2020, NOCCS will retain, on average, 90% of all high quality lead teachers per year

# OUR TALENT

## *OUTCOME*

PROVIDE STATE-OF-THE-ART PROFESSIONAL DEVELOPMENT AND COACHING RELATIVE TO THE PRIORITIES OF THE EDUCATION PROGRAM AND DEVELOPMENTAL NEEDS OF THE TEACHERS.



## Goals:

- By 2020 NOCCS will implement a research-based teacher effectiveness, support, and evaluation system that is tightly aligned to the teacher professional development offerings and system
- By 2020 NOCCS will implement a robust early pipeline system that includes differentiated training and compensation structures for pre-service staff

# OUR TALENT

## *OUTCOME:*

**FOSTER A CULTURE OF FEEDBACK THAT BUILDS A POSITIVE AND EFFECTIVE PROFESSIONAL LEARNING COMMUNITY.**



## Goals:

- By 2018, in the annual staff survey, 90% of all NOCCS staff will rate the coaching/support they receive from their supervisor as effective (strongly agree or agree)
- By 2018, in the annual staff survey, 90% of all NOCCS staff will rate the training/professional development they receive as effective (strongly agree or agree)
- By 2018, in the annual staff survey, 90% of all NOCCS staff will rate their professional learning community as effective (strongly agree or agree)

# 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.*



# 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



## Goals:

- By 2018, a minimum of 60% of all NOCCS students will live within the attendance zones of Emerson, Sankofa, Hoover, and/or Claremont Middle School
- By 2018, NOCCS will establish/lead and/or participate in a minimum of one formal initiative and/or partnership focused on improving educational outcomes for students residing in the North-West Oakland public school zone
- By 2018, NOCCS will actively participate in a minimum of one formal effort focused on strengthening district-charter relationships, such as the Oakland Common Enrollment System or the District-Charter Compact
- By 2018, NOCCS will devise a set of formal strategic goals, strategies, and partnerships that will result in increased high quality public school options for students and families in North West Oakland

# OUR IMPACT

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.



## Goals:

- By 2018, NOCCS will establish/lead and/or participate in a minimum of one formal initiative and/or partnership focused on improving educational outcomes for students residing in the North-West Oakland public school zone
- By 2018, NOCCS will actively participate in a minimum of one formal effort focused on strengthening district-charter relationships, such as the Oakland Common Enrollment System or the District-Charter Compact
- By 2018, NOCCS will devise a set of formal strategic goals, strategies, and partnerships that will result in increased high quality public school options for students and families in North West Oakland



# OUR SUSTAINABILITY

*NOCCS IS COMMITTED TO COMMITTED TO BUILDING SYSTEMS AND STRUCTURES THAT SUPPORT CONTINUOUS IMPROVEMENT AND THE LONG TERM VIABILITY OF OUR SCHOOL AND ORGANIZATION.*





# OUR SUSTAINABILITY

ENSURE RESOURCES TO ACHIEVE OUR GOALS.



## Goals:

- By October 2015, the NOCCS Board will establish a plan to complete its Capital Campaign by the end of 2015, including setting forth a plan for the expenditure of all remaining funds to be leveraged toward the priorities and outcomes established in this strategic plan
- By Fall 2016, NOCCS will conduct and complete an rigorous analysis and feasibility study to create a new revenue model for the school aimed at reducing the reliance on fundraising
  - Note - fundraising is currently at approximately 8% of total annual revenues. We need to research and then set a goal for moving towards reduced fundraising.
  - Need to create new sustainable business model (e.g. fee for service, replication, increased enrollment or class size)
  - Need to defines/establish what constitutes “core program”
  - By 2016 NOCCS will establish a system and mechanism for annual fundraising that is primarily implemented by volunteers
- Annually, the NOCCS Board will increase its annual giving/leveraging by x% per year for the next five years (NOTE – to be discussed by the board as a whole prior to finalizing the plan)
- By 20xx establish and build financial reserves to cover \$x or at least x-x months of operational expenses
- By Spring 2017 create and implement long term facilities plan that includes implementation of the prop 39 plan and considers/explores strategies for utilizing the Santa Fe Site
- By Spring 2016, develop and update financial policies and systems (as needed)

# OUR SUSTAINABILITY

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.



## Goals:

- By 2017 Implement robust interim assessment system
- By 2017 Implement clear and transparent processes for community (board, staff, and community) to review and provide input on student achievement data
- By 2020 broaden the indicators used to measure/describe student achievement to include performance-based assessments and portfolio defense
- By Spring 2016, conduct a review/analysis of board effectiveness and then use this data to develop a board effectiveness plan that is implemented by Spring 2017
  - Should include succession planning, director/admin evaluation and support, other TBD