

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	Contact Name and Title	Email and Phone
North Oakland Community Charter School	David Kloker Head of School	kloker@noccs.org 510.655.0540

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

North Oakland Community Charter School (NOCCS) was awarded its charter by the Oakland Unified School District in 2000. NOCCS began as a K/1 school and expanded to a K-8 school in its own building during the fall of 2010. NOCCS currently serves approximately 167 students in K-8 from the Longfellow/Linden Park Neighborhood Area.

Our school's mission is to help children become thoughtful, informed, and inquisitive citizens. Ten core principles guide and anchor this work:

1. Respect for children and their learning
2. High expectations
3. Fostering a caring community of learners
4. Valuing diversity
5. Connections to the world
6. A commitment to equity
7. Families' contributions
8. Respect for teachers and teaching
9. Creativity
10. Teaching for understanding

Student Demographics are as follows:

School Year	Free & Reduced Price Lunch	English Language Learners	Special Education
2015-16	22%	5%	7%
2016-17	27%	7%	10%
2017-18	49%	7%	12%

LCAP Highlights

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

North Oakland Community Charter School (NOCCS) developed a Strategic Plan to guide development of program, following a period in which the student demographic rapidly shifted and the leadership was not sufficient to meet these needs. 2018-19 was the first year of full implementation of this plan under new leadership and new staffing, with working continuing on 2019-20. NOCCS continues to be committed to equity and artful innovation and its staff is committed to serving all children, especially our most vulnerable learners.

The goals below will allow us to narrow our focus on the school's priority areas and deepen our approach to pursuing and achieving the ambitious vision set forth in our 2015-2020 Strategic Plan.

Goal 1– NOCCS will prepare students to succeed in high school, college and career.

- **Action 1a** - Implement adopted CCSS and NGSS aligned curriculum to support student mastery of standards.
- **Action 1b** - Provide professional development and ongoing observation and coaching to support teachers in deep understanding of the CCSS and NGSS, implementation of the adopted curriculums with fidelity, and use of culturally relevant practices that both honor and engage students.
- **Action 1c** - Implement interim assessments in ELA and Math, then provide structures for analyzing data individually, in grade level teams, as a whole staff, and in leadership bodies to inform instruction and school practice.
- **Action 1d** - Ensure students receive differentiated support to meet their academic, socio-emotional and behavioral needs through the staffing on Intern Teachers to support in classrooms.

Goal 2 – NOCCS will foster a sense of community by providing a healthy, safe, and thriving school environment. NOCCS will engage historically disenfranchised populations to provide accessible and quality educational opportunities.

- **Action 2a** -

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

North Oakland Community Charter School made progress in its Goal areas as follows:

Goal 1– NOCCS will prepare students to succeed in high school, college and career.

- **Curriculum** – Successfully adopted and implemented CCSS and NGSS aligned core curriculum: Wit and Wisdom in ELA, Curriculum Associates Ready for Common Core in Math, and Amplify Science. Professional development supported implementation, with a focus on the ELA curriculum in 2018-19. The Wit and Wisdom curriculum text selection contains more culturally relevant core texts, which supported not just academics but positive self-identity for students.
- **Assessment** – Interim benchmark assessments were implemented. In ELA, the Wit and Wisdom Unit assessments are strong but did not provide quantitative data. As such, the TCRWP was implemented for K and 1st and the Scholastic Reading Inventory was implemented for 2nd and above in ELA at three times over the year to measure student proficiency and growth. The iReady was implemented in Math three times and will be implemented four times in 2019-20. Interim benchmark assessment data allowed for stronger data-driven instructional practices, as well as monitoring and evaluation of the overall program by the Instructional Leadership Team.
- **Intern Teachers** – The Intern teacher program provided much needed support in differentiation for students based on need, to ensure all students accelerated in their academic, socio-emotional, and behavioral development at their optimal pace. These teachers provided a “bench” that was able to be deployed to address mid-year departures of core teaching staff. They have all been rehired and will be returning in either a core teaching or instructional aide capacity in 2019-20.

Goal 2 – NOCCS will foster a sense of community by providing a healthy, safe, and thriving school environment. NOCCS will engage historically disenfranchised populations to provide accessible and quality educational opportunities.

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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

North Oakland Community Charter is currently “Orange” in terms of Academic Performance as measured by ELA and Math SBAC achievement, “Orange” in terms of Academic Achievement as measured by Chronic Absence rate, and “Red” for Conditions and Culture as measured by the Suspension rate. As the previous administration did not submit Local Indicators, these are “Not Met.”

The new administration is working diligently to address the decline experienced under the last administration and return the school to the stature it held in the first 15 years of operation. To accelerate improvement, North Oakland Community Charter School will engage in work within Goal areas as follows:

Goal 1– NOCCS will prepare students to succeed in high school, college and career.

- **Curriculum** – Support implementation with fidelity of the newly adopted CCSS and NGSS aligned curriculum in ELA, Math, and Science.
- **Assessment** – Implement interim benchmark assessments, then support data analysis and data-informed instructional practices to support all students through differentiated instruction that enable them to grow at their optimal pace.
- **Intern Teachers** – Hire, train, and deploy Intern teachers to support core classroom teachers providing much needed support in differentiation for students based on need, to ensure all students accelerated in their academic, socio-emotional, and behavioral development.

Goal 2 – NOCCS will foster a sense of community by providing a healthy, safe, and thriving school environment. NOCCS will engage historically disenfranchised populations to provide accessible and quality educational opportunities.

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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

North Oakland Community Charter School has no student group at two or more performance levels below the “all student” performance.

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.

Increased or Improved services

Increased and improved services for students from low-income families and English Language Learners will be provided as follows:

- Increased teacher expertise in the CCSS and NGSS, as well as culturally relevant curriculum and practices, through targeted professional development, collaborative planning, observation, and coaching.
- Regular benchmark assessments to monitor student subgroup data, identifying needs and adjusting instructional program and resources accordingly.
- Differentiated supports within the classroom, supporting students those who require intervention (are not meeting status or growth targets).

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

North Oakland Community Charter School

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The NOCCS head of School worked with the Instructional Leadership Team, Board of Directors, Family Leadership, and Staff to develop the CSI plan. This plan was developed in alignment with the NOCCS Strategic Plan as well as with the LCAP. Input from families regarding priorities informed the development of the plan.

Evidence-based interventions to address student performance were identified as follows:

- **Curriculum and Assessment** – Students and teachers must have access to rigorous, standards-based, and culturally relevant curriculum. They also require assessment tools that allow them regularly analyze learning to inform next steps (strategies for students, instructional plan for teachers). CSI Funds will support:
 - PD training to support Wit and Wisdom adoption in ELA
 - PD training to support Core Math adoption in Math
 - Six additional PD days for teachers
 - Three additional PD days for Assistant/Intern
- **Professional Development** – Teachers must receive professional development that builds a base of expertise in key foundational understanding (i.e. CCSS, NGSS) and evidence-based practices (i.e. data-informed instruction, culturally relevant curriculum and practices)
- **Instructional Practice** – Teachers must have regular opportunities to collaborate and plan with peers, as well as receive regular feedback to elevate practice. CSI Funds will support:

- Executive Coaching & Leadership Training
- Instructional Consultant from Reading Partners
- **School Culture** – Students must have a school in which they feel welcome and that supports their socio-emotional and behavioral development, in addition to academic. Evidence-based interventions such as a trauma-informed model and restorative practices support this work. CSI Funds will support:
 - Culturally Responsive Teaching and Linguistically responsive Teaching and Learning Texts
 - Culturally Responsive Teaching and the Brain Workshops
 - PAX Behavior Training

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NOCCS will review disaggregated data every six weeks within its Instructional Leadership Team, to monitor the implementation and effectiveness of the CSI plan. Data will be shared with key stakeholder groups (i.e. families, staff, Board) in the Fall, Winter, and Spring as part of the overall review of the strategic plan.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1: NOCCS will prepare students to succeed in high school, college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: n/a

Annual Measureable Outcomes

Expected	Actual
Percent of students meeting standard in Math, as measured by CCSS-aligned, curriculum-embedded Math assessments, will establish a baseline.	Percent of students meeting standard in Math, as measured by CCSS-aligned, curriculum-embedded Math assessments was: <ul style="list-style-type: none"> • Baseline - TBD
Percent of students who decreased their distance from meeting standard (DF3) in Math, as measured by the SBAC, will be 30%.	Percent of students who decreased their distance from meeting standard (DF3) in Math, as measured by the SBAC, was: <ul style="list-style-type: none"> • TBD
Percent of students meeting standard in ELA, as measured by CCSS-aligned, curriculum-embedded Math assessments, will establish a baseline.	Percent of students meeting standard in ELA, as measured by CCSS-aligned, curriculum-embedded Math assessments was: <ul style="list-style-type: none"> • Baseline - TBD
Percent of students who decreased their distance from meeting standard (DF3) in ELA, as measured by the SBAC, will be 30%.	Percent of students who decreased their distance from meeting standard (DF3) in ELA, as measured by the SBAC, was: <ul style="list-style-type: none"> • TBD
Percent of teachers who are credentialed and properly assigned, as measured credential audit, will be 90%.	Percent of teachers who are credentialed and properly assigned, as measured credential audit, was: <ul style="list-style-type: none"> • TBD
Percent of English Learners who improve one or more levels in English Proficiency over previous year, as measured by the ELPAC, will establish a baseline.	Percent of English Learners who improve one or more levels in English Proficiency over previous year, as measured by the ELPAC, was: <ul style="list-style-type: none"> • TBD
Percent of English Learners who are reclassified as English Proficient, as measured by reclassification rate, will be greater than 50%.	Percent of English Learners who are reclassified as English Proficient, as measured by reclassification rate, was: <ul style="list-style-type: none"> • TBD

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 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1a. Purchase and implement Curriculum Associates along with implementation training for teachers and develop instructional support systems to monitor implementation and professional development (Relay and Standards Institute).</p>	<p>1a. Purchased and implemented CCSS aligned curriculum: Curriculum Associates Ready for Common Core in Math and Wit and Wisdom in ELA. Provided full-day professional development to support implementation of Wit and Wisdom. Implemented new interim assessment practices three times over the school year, with the TCRWP implemented for K-1st and Scholastic Reading Inventory for 2nd and above in ELA and iReady in Math. A focus was held on student growth.</p>	<p>\$4000 LCFF Supplemental & Concentration 4100 Approved Textbooks & Core Curriculum Materials</p>	<p>\$4000 LCFF Supplemental & Concentration 4100 Approved Textbooks & Core Curriculum Materials</p>

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1b. Teacher retention, support and development to support a stable faculty</p> <ul style="list-style-type: none"> • Teacher Observation and Coaching • One week of professional development before students arrive • Built in time once per week to meeting time with grade level teams. 	<p>1b. Supported teacher retention and development to enable a stable faculty through:</p> <ul style="list-style-type: none"> • Teacher Observation and Coaching, including a formal observation for every teacher. • One week of professional development before students arrive, to set culture and expectations as well as shared rituals and routines • Built in meeting time every other week for grade level teams, which was more sustainable. In addition to these meeting, all lead teachers met monthly as part of one of the following leadership teams: Response to Intervention (RTI), Community Culture, or Instructional Leadership Team (ILT). 	<p>\$6750 LCFF Supplemental & Concentration 4100 Approved Textbooks & Core Curriculum Materials</p>	<p>\$6750 LCFF Supplemental & Concentration 4100 Approved Textbooks & Core Curriculum Materials</p>

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1c. Identify new curriculum that benefits our rapidly changing student population. Research and purchase 1 green-lighted K-8 English/Language Arts curriculum along with implementation training for teachers.	1c. Identified new curriculum that benefits the school's rapidly changing student population. Adopted Curriculum Associates Ready for Common Core in Math, Wit and Wisdom in ELA, and Amplify Science.	\$7011 LCFF Supplemental & Concentration 4100 Approved Textbooks & Core Curriculum Materials	\$7011 LCFF Supplemental & Concentration 4100 Approved Textbooks & Core Curriculum Materials

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1d. Hire K/1 Intern Teacher.	1d. Hired K/1 Intern Teacher. This Intern moved into the Lead Teacher position mid-year and has been rehired to teach in 2019-20.	\$28050 LCFF Supplemental 2100 Classified Staff (Instructional Aides)	\$28050 LCFF Supplemental 2100 Classified Staff (Instructional Aides)

Action 1e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1d. Hire 2/3 Intern Teacher.	1d. Hired 2/3 Intern Teacher. Added an additional Aide in the classroom for 1:1 support to meet student need.	\$36465 LCFF Supplemental 2100 Classified Staff (Instructional Aides)	\$36465 LCFF Supplemental 2100 Classified Staff (Instructional Aides)

Action 1f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1f. Hire 4/5 Intern Teacher.	1f. Hired 4/5 Intern Teacher. This position and staff member will continue in 2019-20.	\$25245 LCFF Supplemental 2100 Classified Staff (Instructional Aides)	\$25245 LCFF Supplemental 2100 Classified Staff (Instructional Aides)

Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1f. Hire SPED Aide.	1f. Hired SPED Aide. This position and staff member will continue in 2019-20.	\$28050 LCFF Supplemental 2100 Classified Staff (SPED Aide)	\$28050 LCFF Supplemental 2100 Classified Staff (SPED Aide)

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.

Highlights of the implementation in **Goal 1** are as follows:

- **Curriculum** – Successfully adopted and implemented CCSS and NGSS aligned core curriculum: Wit and Wisdom in ELA, Curriculum Associates Ready for Common Core in Math, and Amplify Science.
- **Assessment** – Interim benchmark assessments were implemented. In ELA, the Wit and Wisdom Unit assessments are strong but did not provide quantitative data. As such, the TCRWP was implemented for K and 1st and the Scholastic Reading Inventory was implemented for 2nd and above in ELA at three times over the year to measure student proficiency and growth. The iReady was implemented in Math three times and will be implemented four times in 2019-20.
- **Intern Teachers** – The Intern teacher program provided much needed support in differentiation for students based on need, to ensure all students accelerated in their academic, socio-emotional, and behavioral development at their optimal pace.

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

Highlights of the effectiveness in **Goal 1** are as follows:

- **Curriculum** – Professional development supported implementation, with a focus on the ELA curriculum in 2018-19. The Wit and Wisdom curriculum text selection contains more culturally relevant core texts, which supported not just academics but positive self-identity for students.
- **Assessment** – Interim benchmark assessment data allowed for stronger data-driven instructional practices, as well as monitoring and evaluation of the overall program by the Instructional Leadership Team.
- **Intern Teachers** – These teachers provided a “bench” that was able to be deployed to address mid-year departures of core teaching staff. They have all been rehired and will be returning in either a core teaching or instructional aide capacity in 2019-20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were as follows:

- None

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.

Changes to the Goal, Actions, and Measures are as follows:

- Shift Actions to focus on four core areas: curriculum implementation, professional development, data-driven instruction, teacher leadership, and differentiated supports.
- Shift SBAC Measures to focus on percent of students at or above DF3

Goal 2

Goal 2: NOCCS will foster a sense of community by providing a healthy, safe, and thriving school environment. NOCCS will engage historically disenfranchised populations to provide accessible and quality educational opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: n/a

Annual Measureable Outcomes

Expected	Actual
Percent of students suspended, as measured by Discipline Audit, will be less than 3%	Percent of students suspended, as measured by Discipline Audit, was: <ul style="list-style-type: none"> • TBD
Percent of students chronically absent, as measured by Attendance Audit, will be less than 10%	Percent of students chronically absent, as measured by Attendance Audit, was: <ul style="list-style-type: none"> • TBD
Percent of families who respond favorably to school safety and connection, as measured by family survey, will be greater than 90%	Percent of families who respond favorably to school safety and connection, as measured by family survey, was: <ul style="list-style-type: none"> • TBD
Percent of families who participate in family survey, as measured by audit of survey completion, will establish a baseline.	Percent of families who participate in family survey, as measured by audit of survey completion, was: <ul style="list-style-type: none"> • TBD
Percent of students who have access to standards-aligned instructional materials, as measured by curriculum audit, will be 100%.	Percent of students who have access to standards-aligned instructional materials, as measured by curriculum audit, was: <ul style="list-style-type: none"> • TBD

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 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a. Professional Development: Culturally Responsive Teaching and the Brain.	2a. Conducted professional development on culturally responsive teaching and the brain, based on the work of Zaretta Hammond. Addressed issues of white privilege, white fragility, and how educators navigate this when working with children of color.	\$1300 LCFF Supplemental & Concentration 4100 Approved Textbooks & Core Curriculum	\$1300 LCFF Supplemental & Concentration 4100 Approved Textbooks & Core Curriculum

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2b. Hire Director of Student Support	2b. Hired Director of Student Support, that served as an Assistant Principal supporting Tier 1 interventions in the classroom and working with teachers during grade level meeting times. The overall administrative structure will be adjusted to further streamline positions and increase services in 2019-20.	\$57120 LCFF Supplemental & Concentration 1100 Certificated Salaries	\$57120 LCFF Supplemental & Concentration 1100 Certificated Salaries

Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2c. Hire behavior support aide.	2c. Hired behavior support aide to work on the 2 nd /3 rd grade classroom, which will continue in 2019-20.	\$42075 LCFF Supplemental & Concentration 2100 Classified Salaries	\$42075 LCFF Supplemental & Concentration 2100 Classified Salaries

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2d. Hire 6-8 Math Interventionist/Behavior Support Aide.	2d. Hired 6-8 Math Interventionist/Behavior Support Aide, who stepped into the Lead Teacher role mid-year given a teacher transition.	\$47736 LCFF Supplemental & Concentration 2100 Classified Salaries	\$47736 LCFF Supplemental & Concentration 2100 Classified Salaries

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.

Highlights of the implementation in **Goal 2** are as follows:

- **Professional Development** – A strong foundation was put in place for deepening staff understanding of cultural competence, based on the work of Zaretta Hammond in exploring white privilege, white fragility, and how educators navigate these when working with children of color. This work will continue on 2019-20.
- **Support Services** – A Director of Student Support was hired and held Tier 1 interventions and teacher support. This position will transition into an AP role in 2019-20.
- **Intervention** – The Behavior Support Aide worked in the 2nd/3rd grade classroom providing one-on-one supports to students. This position will continue in 2019-20.

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

Highlights of the effectiveness in **Goal 2** are as follows:

- **Professional Development** – The school experienced mid-year turnover with staff, as it worked to fully align staff mindsets with how to best serve our students. Staffing for 2019-20 is in place, with returning staff well aligned to the mission and vision. Suspension rates remained at previous levels, which Restorative Justice and Positive Identity training will seek to address in 2019-20.
- **Support Services** - The current Campus Supervisor, upon completion of credentials, will transition into the Director of Student Services role (she currently holds a Doctorate in Counseling). A Social Worker will oversee mental health services and family outreach. The Head of School will hold SPED Administration.
- **Intervention** – A reading interventionist for K-5 will be added, to ensure students are ready for middle school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were as follows:

- None

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.

Changes to the Goal, Actions, and Measures are as follows:

- Shift Actions to focus on four core areas: positive school culture, professional development, support services, and family engagement.
- Shift Suspension and Expulsion measures to align with CA School Dashboard. Add attendance and survey measures.

Stakeholder Engagement

LCAP Year: 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?

North Oakland Community Charter School regularly engaged stakeholders in the LCAP Process over the 2018-19 School Year.

- **Families** - Families were actively engaged in monitoring of the school program and LCAP, in order to build transparency and agency. Data and actions were reviewed, as well as results to date. Formal meetings specific to the Annual Update process were held with the Family Teacher Organization (SSC) on March 6, April 3, and May 1 of 2019.
- **Staff** - Staff regularly reviewed actions and data on measures during whole staff professional development, in bi-weekly grade level meeting time, and in the monthly Instructional leadership Team meetings.
- **Board and Community** - The Board of Directors regularly reviewed data in relation to the Goals, Actions, Measures and Expenditures at their Board Meetings. The AAAC reviewed these specific to the Annual Update process on March 7, April 4, and May 2 of 2019. The LCAP process was first noticed for Public Hearing as part of the May 16, 2019 Board Meeting. The Executive Summary of the 2018-19 LCAP, as well as the 2018-19 Annual Update and 2019-20 LCAP will be presented for approval at the June 20th, 2019 Board Meeting, both of which occur in Public Forum.

Impact on LCAP and Annual Update

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

North Oakland Community Charter School (NOCCS) will continue its focus across goal areas, based on stakeholders priorities to:

- **Academics** – A focus will be held on implementation with fidelity of the newly adopted CCSS and NGSS aligned ELA, Math, and Science curriculums, including professional development and coaching to support staff in this effort.
- **School Climate** – The school will open a Wellness Center, to support students' socio-emotional and behavioral needs and reduce the rates of suspension when these needs are not met.
- **Support Services** – The current Campus Supervisor, upon completion of credentials, will transition into the Director of Student Services role (she currently holds a Doctorate in Counseling). A full time Social Worker will oversee mental health services and family outreach, with assessments contracted out (replacing a 0.4 Psychologist position). The Head of School will hold SPED Administration.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Goal 1: NOCCS will prepare students to succeed in high school, college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: n/a

Identified Need:

The data from the California Assessment of Student Performance and Progress (CAASPP) reveal a three-year decline in Mathematics. Using the California Dashboard, local educational agencies and schools receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red. The performance level of NOCCS is Orange.

The data from California Assessment of Student Performance and Progress (CAASPP) reveal a three-year decline in English Language Arts. Using the California Dashboard, local educational agencies and schools receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red. The performance level of NOCCS is Orange.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students who have access to standards-aligned instructional materials, as measured by curriculum audit, will be 100%.	n/a	n/a	100%	100%
Percent of students meeting standard in Math, as measured by CCSS-aligned, curriculum-embedded Math assessments will grow by +5% annually until goal of 75% is met subgroups.	n/a	n/a	Baseline	Baseline + 5% or goal is met
Average distance from meeting standard (DF3) in Math, as measured by the SBAC, will increase by 3 points or be Met Overall and for All Numerically Significant Subgroups	n/a	n/a	Baseline	Baseline + 3 points or goal is met
Percent of students meeting standard in			Baseline	Baseline + 5% or goal is met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA, as measured by CCSS-aligned, curriculum-embedded ELA assessments will grow by +5% annually until goal of 75% is met subgroups.				
Average distance from meeting standard (DF3) in ELA, as measured by the SBAC, will increase by 3 points or be Met Overall and for All Numerically Significant Subgroups	n/a	n/a	Baseline	Baseline + 3 points or goal is met
Percent of teachers who are credentialed and properly assigned, as measured credential audit	n/a	n/a	25%	Baseline + 25% or goal is met
Percent of English Learners who make Annual Progress, as measured by the CA School Dashboard	n/a	n/a	Baseline	Baseline + 1.5% or goal is met
Percent of families who positively rate	n/a	n/a	n/a	Baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
academic instruction				
Percent of students who positively rate academic instruction	n/a	n/a	n/a	Baseline

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	New	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	1a. Identify new curriculum that benefits our rapidly changing student population.	1a. Implement adopted CCSS and NGSS aligned curriculum to support student mastery of standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	\$4000	\$4000
Source	n/a	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	n/a	4100 Approved Textbooks & Core Curricula Materials	4100 Approved Textbooks & Core Curricula Materials

Action 1b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

n/a

2018-19 Actions/Services

1b. Teacher retention, support and development to support a stable faculty

- Teacher Observation and Coaching
- One week of professional development before students arrive
- Built in time once per week to meeting time with grade level teams

2019-20 Actions/Services

1b. Provide professional development and ongoing observation and coaching to support teachers in deep understanding of the CCSS and NGSS, implementation of the adopted curriculums with fidelity, and use of culturally relevant practices that both honor and engage students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	\$6750	\$6750
Source	n/a	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	n/a	4100 Approved Textbooks & Core Curricula Materials	5000-5999 Contract Providers (Professional Development)

Action 1c

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

n/a

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

1c. Implement interim assessments in ELA and Math, then provide structures for analyzing data individually, in grade level teams, as a whole staff, and in leadership bodies to inform instruction and school practice.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$2000
Source	n/a	n/a	LCFF Supplemental & Concentration
Budget Reference	n/a	n/a	4000-4999 – Instructional Materials

Action 1d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

n/a

2018-19 Actions/Services

Hire K/1 Intern
Hire 2/3 Intern
Hire 4/5 Intern
SPED Aide

2019-20 Actions/Services

1d. Ensure students receive differentiated support to meet their academic, socio-emotional and behavioral needs through the staffing of Intern Teachers to support in classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	\$28050 \$36465 \$25245 \$28050	\$28050 \$36465 \$25245 \$28050 \$29453
Source	n/a	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	n/a	2000-2999 Classified Salaries (K/1 Intern) 2000-2999 Classified Salaries (2/3 Intern) 2000-2999 Classified Salaries (4/5 Intern) 2000-2999 Classified Salaries (SPED Aide)	2000-2999 Classified Salaries (K/1 Intern) 2000-2999 Classified Salaries (2/3 Intern) 2000-2999 Classified Salaries (4/5 Intern) 2000-2999 Classified Salaries (SPED Aide) 3000-3999 Associated Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Goal 2: NOCCS will foster a sense of community by providing a healthy, safe, and thriving school environment. NOCCS will engage historically disenfranchised populations to provide accessible and quality educational opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: n/a

Identified Need:

Students receiving referrals and suspensions are disproportionately students of color.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average daily attendance of students, as measured by attendance audit, increases by 0.5% annually on average until goal of 95% or higher is met overall and for all numerically significant subgroups.	n/a	n/a	Baseline	Baseline +0.5% or goal is met
Suspension rate, as measured by discipline audit, decreases by -0.3% annually on average until goal of 3% or less is met overall and for all numerically significant subgroups.	n/a	n/a	Baseline	Baseline -0.3% or goal is met
Chronic absence rate, as measured by attendance audit, decreases by -0.5% annually on average until goal of 10% or less is met overall and for all numerically	n/a	n/a	Baseline	Baseline -0.5% or goal is met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
significant subgroups.				
Families who complete the annual survey, as measured by audit of survey completion rates, will increase annually on average by 5% annually until goal of 50% is met.	n/a	n/a	29%	Baseline +5% or goal is met
Percent of families who positively rate school safety will increase annually on average by 1% until the goal of 85% is met.	n/a	n/a	n/a	Baseline
Percent of students who positively rate school safety will increase annually on average by 1% until the goal of 85% is met.	n/a	n/a	n/a	Baseline
Percent of families who positively rate voice in decision-making will increase annually on average by 1% until	n/a	n/a	n/a	Baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the goal of 85% is met.				
Percent of students who positively rate school voice in decision-making will increase annually on average by 1% until the goal of 85% is met.	n/a	n/a	n/a	Baseline

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	New	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	Hire Director of Student Support	2a. Establish routines and rituals that are culturally responsive and promote a positive school culture. Provide professional development that ensures clarity of expectations and consistent implementation across classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	\$57,120	\$57,120 \$14,280
Source	n/a	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	n/a	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries 3000-3999 Associated Benefits

Action 2b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

n/a

2018-19 Actions/Services

2b. Professional Development: Culturally Responsive Teaching and the Brain

2019-20 Actions/Services

2b. Engage staff in ongoing professional development that builds cultural competency and deep understanding of culturally relevant pedagogy and practices within an asset-based orientation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	\$1300	\$1300
Source	n/a	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	n/a	4100 Approved Textbooks & Core Curricula Materials	4100 Approved Textbooks & Core Curricula Materials

Action 2c

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

n/a

2018-19 Actions/Services

2c. Hire Behavior Support Aide.

2019-20 Actions/Services

2c. Establish a structure and staffing for support services that leverages staff talent in providing targeted supports for students and families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	\$42,075 \$47,736	\$42,075 \$47,736 \$22,453
Source	n/a	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	n/a	2100 Classified Salaries (Behavior Interventionist) 2100 Classified Salaries (6-8 Math Interventionist)	2100 Classified Salaries (Behavior Interventionist) 2100 Classified Salaries (6-8 Math Interventionist) 3000-3999 Associated Benefits

Action 2d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

n/a

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

2d. Actively engage families in the life of the school through activities, events, and structures that both welcome and empower.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$2000
Source	n/a	n/a	LCFF Supplemental & Concentration
Budget Reference	n/a	n/a	2000-2999 Classified Salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Goal 3: Sound Organization

North Oakland Community Charter School (NOCCS) is a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: n/a

Identified Need:

To achieve Goals 1 – 2, NOCCS must be a sound organization.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update	n/a	n/a	Baseline	Meet

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 5a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

n/a

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$TBD \$TBD \$TBD
Source	n/a	n/a	LCFF Base, Categorical, & Other Revenue
Budget Reference	n/a	n/a	1000 Certificated Staff 2000 Classified Staff 3000 Benefits

Action 5b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

n/a

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

5b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$TBD
Source	n/a	n/a	LCFF Base, Categorical, & Other Revenue
Budget Reference	n/a	n/a	4000 Books, Supplies, and Materials

Action 5c

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

n/a

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$TBD
Source	n/a	n/a	LCFF Base, Categorical, & Other Revenue
Budget Reference	n/a	n/a	5000 Operating Expenses

Action 5d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

n/a

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$TBD
Source	n/a	n/a	LCFF Base & Other Revenue
Budget Reference	n/a	n/a	6000 Capital Outlay

Action 5e

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

n/a

Select from New, Modified, or Unchanged for 2018-19

n/a

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$TBD
Source	n/a	n/a	LCFF Base & Other Revenue
Budget Reference	n/a	n/a	7000 Other Outgo

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ TBD

TBD%

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).

North Oakland Community Charter School will utilize all LCAP funds to support each of the eight state priorities. Supplemental and concentration dollars will be used to support subgroups of students at the school to ensure they achieve at the level of their peers, including students who are from low-income families, are English Language Learners (ELLs), and are Latino. As NOCCS is a small school, expenditures are made in a combination of both targeted and school-wide manners. Schoolwide expenditures are focused on improving instruction for all students, including student subgroups.

Targeted expenditures are focused on unique services and supports for the student subgroups. These expenditures include the following:

- Acquisition of additional curriculum and instructional materials to support alignment with the CCSS and NGSS and that provide systematic supports and differentiation for subgroups
- Professional development for teachers, specific to supporting student mastery of CCSS and NGSS and culturally relevant pedagogy and practices
- Ongoing Professional Development, Observation, and Coaching for teachers, including strategies for differentiation and acceleration of learning for all students
- Assessment and data-based instruction
- Targeted support services

Increased and improved services for students from low-income families and English Language Learners will be provided as follows:

- Increased teacher expertise in serving English Language Learners, through targeted professional development, observation, and coaching on ELD strategies
- Monitoring of student subgroup data, identifying needs and adjusting resources accordingly using an RTI process and trauma-informed model
- Dedicated small group instruction, to provide intervention supports and scaffolds as needed
- Mental health services within a trauma-informed model

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fq/ac/sal/>). (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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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. S 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?