

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

North Oakland Community Charter School (NOCCS) was founded in 2000 by a group of parents who wanted a progressive arts-based public education for their children. Now on its fifth charter, having just celebrated its 20th anniversary, NOCCS continues to serve students through its mission statement to help children become thoughtful, informed and inquisitive citizens. We are an intentionally diverse school that uses a robust arts programming to build cultural competency. Of our 160 students, 54% are African American, 14% are of Asian descent, 12% identify as Hispanic/Latino, and 19% are white. Twenty-one percent of our students are English Language learners and 12% of students receive special education services. We are fortunate to be both a community school and an intentionally diverse school, located in an area of north Oakland in which a wide variety of racial identities and socio-economic status live within walking distance.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The lack of state testing data from 2019-2020 prevents NOCCS from demonstrating the progress its interim assessments clearly demonstrated students were making in reading and math. The gains in reading based on the internal interim assessments were particularly promising, with the overall reading proficiency rate climbing 29 percentage points (to 53% on or above level) by the end of the second trimester. African American students and those eligible for free/reduced lunch both grew at a faster rate in their reading ability than the school as a whole, closing the achievement gaps for both groups.

NOCCS credits this success to consistent, unit-plan driven instruction with in-class differentiation and intervention groupings. Further, NOCCS welcomed Reading Partners, a nationally recognized reading tutoring program that trains community volunteers to do individual reading intervention sessions with students who are behind grade level expectations. NOCCS strongly believes the significant improvement in reading made during the 2029-2020 school year will show on state assessments once we are able to resume testing and repair the lost instruction caused by the COVID-19 pandemic.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

NOCCS still needs to make serious improvements in three key areas: overall math performance, chronic absenteeism, and academic performance in all subjects of students receiving special education services. In 2020-2021, NOCCS instituted an internal math intervention program for all students significantly behind grade level expectations. NOCCS is now able to offer a tier two or tier three intervention for every student behind grade level expectations in reading and math based on our internal interim assessments. We are awaiting a similar increase in school-wide math proficiency to last year’s reading improvements, as we are using a similar ‘intervention for all in need’ approach.

Chronic absenteeism has significantly improved in the last year, largely because most instruction has been virtual and we ensured every student had a laptop computer with internet access. We will need to improve our systems of support for families whose students are chronically absent when we return to in-person instruction. 2019-2020 was the first year of NOCCS instituting a Student Attendance Review Board process that invited families to meetings for support when students missed more than five days of school (or were consistently tardy). This system will be refined once we return to in-person instruction.

The NOCCS Instructional Leadership Team spent its first meetings this year developing a Special Education Plan in conjunction with the El Dorado SELPA to specifically address improving academic outcomes for our students receiving special education services. This plan became the working document for the scope and sequence of professional development sessions for NOCCS teachers in 2020-2021. Every staff meeting specifically addresses one of the parts of the Special Education Plan. Further, we are including students receiving special education services in the math intervention groupings, meaning that many are receiving two additional math supports beyond whole-class instruction.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

NOCCS continues to be committed to equity and artful innovation. Our staff is committed to serving all children, especially our most vulnerable learners. Despite a forced move to distance learning for the last trimester of 2019-2020, and the majority of 2020-2021, NOCCS has continued to prioritize serving its students in highest needs, using its resources to get computers in the hands of every student, small group intervention in reading and math, and individualized sessions for nearly all of the students receiving special education services.

Based on a reflection of data, both qualitative and quantitative, around the needs of our students the goals below will allow us NOCCS to grow its quality as a school, continuing to lift up the achievement of African American, Latinx, English Language Learners, and students eligible for free/reduced lunch.

Goal 1 (Pupil Achievement & Implementation of State Standards)– NOCCS increase the ability of all students to use mathematical thinking to solve standards-aligned math problems as measured by a significant increase in math achievement on internal and statewide assessments.

- Action 1a – Deepen use of adopted CCSS curriculums 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, implementation of the adopted curriculums with fidelity, and use of culturally relevant practices that both honor and engage students.
- Action 1c – Continue use of interim assessments in ELA and Math, providing 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 use of Assistant Teachers to support in classrooms.

Goal 2 (Pupil Engagement & School Climate) – NOCCS will increase the ability of students to articulate their needs and feelings using nonviolent communication as measured by increased attendance, increased time on task, and reduced removal from class.

- Action 2a - Provide professional development on how to run restorative justice practices with monitoring consistent implementation across classrooms and use in response to existing schoolwide expectations.
- Action 2b - Engage a social worker to evaluate and revamp our response to intervention process, emphasizing access to necessary resources (especially mental health) for students (and their families) in need.
- Action 2c - Refine existing structure and staffing for support services that leverages staff talent in providing targeted supports for students and families.
- Action 2d - Actively engage families in the life of the school through activities, events, and structures that both welcome and empower.
- Action 2e- Reduce Chronic Absenteeism through a Student Attendance Review Board (SARB) process for students who miss more than 3 days and/or are tardy for more than 5 days of instruction.
- Action 2f- Reduce barriers to learning through hunger by making universal a breakfast program from 8:00 to 8:30 a.m. each school day.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

North Oakland Community Charter School (NOCCS) was identified for CSI for the 2019-2020 school year.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The NOCCS Head of School worked with the Instructional Leadership Team, Board of Directors, Family Leadership, and Staff to develop the Comprehensive School Improvement plan for the 2019-2020 school year. 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. NOCCS is continuing the most successful aspects of this plan in the 2020-2021 school year, and incorporating parts of its Special Education Plan for 2020-2021 as well.

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). Including:

Professional Development- Professional development is aligned to the adopted curriculums and emphasizing improved service for students receiving special education services. Further, 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). Finally, this professional development must incorporate culturally & linguistically responsive teaching, using resources like those offered by Dr. Sharroky Hollie.

Instructional Practice – Teachers must have regular opportunities to collaborate and plan with peers, as well as receive regular feedback to elevate practice, including:

- 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. including:

- Culturally Responsive Teaching and Linguistically responsive Teaching and Learning Texts

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the 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 continuing Comprehension School Improvement plan Special Education 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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

NOCCS regularly engaged stakeholders in the LCAP process over the 2019-2020 school year and into the 2020-2021 school year

Families – Families were given frequent updates about the programming, progress, and goals of NOCCS through the Family Teach Organization that meets monthly. Families were given an opportunity to set funding and programming priorities at one of these meetings in May of 2021. Further the NOCCS administration held multiple special community forums around the shifting emergency responses necessary as part of the shelter in place orders that closed in-person instruction due to COVID-19

Staff – Staff are given not just updates of school progress, but meaningful voice in the shaping of curriculum and programmatic priorities. The NOCCS staff shape schoolwide curricular and programmatic goals through one of three leadership teams: Response to Intervention, Community and Grounds, and the Instructional Leadership Team. The leadership teams meet bi-monthly, with grade level teams meeting on the other weeks of each month. Then the staff has a weekly staff meeting that includes professional development, discussion of schoolwide data, and decision making around next steps.

Board and Community - The Board of Directors regularly reviewed data in relation to the Goals, Actions, Measures and Expenditures at their Board Meetings. The 2020-2021 LCAP will be reviewed and submitted for final approval on January 21st, 2021.

A summary of the feedback provided by specific stakeholder groups.

NOCCS Families have consistently expressed support for continued intervention services. This prompted NOCCS to continue its partnership with Reading Partners, and expand intervention services for students behind grade level expectations in math. NOCCS staff expressed a desire for more staff leadership opportunities, which led to the majority of professional development for the 2020-2021 school year to be designed and facilitated by NOCCS staff. The NOCCS Board and larger community have expressed desire to see more behavioral support programming, which led NOCCS to continue with tier one classroom culture training into professional development and tier two behavioral interventions into its Response to Intervention team process of supporting students with acute needs.

Additionally, every stakeholder group expressed a strong desire for increasing our collective cultural competency towards creating a school that serves all of its students, especially those historical underserved (African American, Latino, eligible for Free/Reduced lunch, experiencing housing insecurity, and eligible for special education services).

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

NOCCS expanded math intervention, gave more staff leadership in professional development design/facilitation, and expanded social-emotional supports. Further, NOCCS has engaged in a reoccurring process of reflection and growth around cultural competency. These sessions have been for staff (through staff meetings), for students (as embedded in curriculum), and for families (as offered through a monthly group designed to reflect on anti-racist parenting practices). Each of these actions are directly linked to goals 1 and 2 above and the respective actions planned for each.

In addition, staff asked for the expansion of an already existing breakfast program to be available to all students. Families asked for the inclusion of a language class (Spanish to be piloted in 5th grade) that while not explicitly reflected in the LCAP is in the spirit of taking seriously stakeholder input.

Goals and Actions

Goal

Goal

Goal #	Description
1	Goal 1 (Pupil Achievement & Implementation of State Standards)– NOCCS increase the ability of all students to use mathematical thinking to solve standards-aligned math problems as measured by a significant increase in math achievement on internal and statewide assessments.

An explanation of why the LEA has developed this goal.

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.

Further, 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students meeting standard in Math, as measured by CAASSP assessment and informed by CCSS-aligned, curriculum-embedded Math assessments will grow by +5% annually until goal of 75% is met.	In 2018-2019, 20% of students were meeting or exceeding standards in math as measured by the CAASSP.	Unable to collect outcome due to state testing being canceled in 2019-2020.	Unable to collect outcome due to state testing being canceled in 2020-2021.	Student mastery rate in math with exceed 35%	Student mastery rate in math will exceed 50%
Percent of African American students meeting standard in Math, as measured by CAASSP assessment and informed by CCSS-aligned, curriculum-embedded Math assessments will grow by 10 percent annually until with 5% of the school average.	In 2018-2019, 10% of African American students were meeting or exceeding standards in math as measured by the CAASSP.	Unable to collect outcome due to state testing being canceled in 2019-2020.	Unable to collect outcome due to state testing being canceled in 2020-2021.	African American student mastery rate in math with exceed 30%	African American students will be within 5% of the school average for mastery in math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students receiving special education services meeting standard in Math, as measured by CAASSP assessment and informed by CCSS-aligned, curriculum-embedded Math assessments will grow by 10 percent annually until with 5% of the school average.	In 2018-2019, zero percent of students receiving special education services were meeting or exceeding standards in math as measured by the CAASSP.	Unable to collect outcome due to state testing being canceled in 2019-2020.	Unable to collect outcome due to state testing being canceled in 2020-2021.	Students receiving special education services mastery rate in math will exceed 20%.	Students receiving special education services mastery rate in math will exceed 40%.

Actions

Action #	Title	Description	Total Funds	Contributing
1a	Curriculum Use	Deepen use of adopted CCSS and NGSS aligned curriculum to support student mastery of standards.	\$30,000.00 (connected to 1b)	Y
1b	Feedback cycle	Provide professional development and ongoing observation and coaching to support teachers in deep understanding of the CCSS, implementation of the adopted curriculums with fidelity, and use of culturally relevant practices that both honor and engage students.	\$30,000.00 (connected to 1a)	Y
1c	Interim Assessment	Continue use of interim assessments in ELA and Math, providing structures for analyzing data individually, in grade level teams, as a whole staff, and in leadership bodies to inform instruction and school practice.	\$21,000.00	Y
1d	Differentiated Support	Ensure students receive differentiated support to meet their academic, socio-emotional and behavioral needs through the use of Assistant Teachers to support in classrooms.	\$195,340.00	Y

Goal Analysis 2020-2021

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

NOCCS was unable to administer all of the interim assessments planned at the end of the 2019-2020 school year at for the first half of the 2020-2021 school year due to continued distance learning (necessary because of the COVID-19 pandemic). We tried to have student take assessments at home, with not all students participating. As a result, we are moving forward with curriculum refinement and intervention based on limited assessment information.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Almost all of our budgeted resources in this year have gone into increased differentiation for students. NOCCS has already adopted several high-quality, standard-aligned curriculums for use in instruction. In addition, in the 2021-2022 school year, NOCCS is piloting a new math curriculum—Achievement First’s Math Lessons—in the 2nd and 3rd grade as part of the Navigator Math coaching and professional development program. Students who are not performing well academically were consistently at even greater risk during distance learning. NOCCS has responded to this reality by increasing one-on-one interventions and tutoring services, especially for those students receiving special education services.

An explanation of how effective the specific actions were in making progress toward the goal.

We are waiting to receive better interim data and CAASSP testing data to see the increase in academic achievement, particularly in math for all students, and particularly those most at risk identified above (African American and those receiving special education services).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on a year of forced distance learning due to the COVID-19 pandemic, including for grades in which the independence and technology savvy required for meaningful participation are not development appropriate (kindergarten through 2nd), all of the educators at NOCCS are needing to refocus their skills on classroom instruction. As a result, the principal of NOCCS will be incorporating a weekly observation and feedback cycle into the already existing coaching support.

Goal

Goal #	Description
2	NOCCS will increase the ability of students to articulate their needs and feelings using nonviolent communication as measured by increased attendance, increased time on task, and reduced removal from class.

An explanation of why the LEA has developed this goal.

Students receiving referrals and suspensions are disproportionately students of color. Further, NOCCS has an unacceptably high rate of chronic absenteeism.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	In 2019-2020 until march 2020, NOCCS had an average attendance rate of 94%	The recorded attendance rate during distance learning (March 2020 to the present) is significantly better because NOCCS was able to get internet-ready computers	Online attendance was monitored during the 2021-2022 school year, but was not reflective of the in-person attendance necessary to monitor average daily attendance	Average attendance will meet or exceed 95%	Average attendance will meet or exceed 95%
Suspension rate, as measured by discipline audit, decreases by - 0.5% annually on average until goal of 3% or less is met overall and for all numerically significant subgroups.	In 2019-2020, there were 22 suspensions of students (14 unduplicated) for a suspension rate of 7%	No suspensions during distance learning (March 2020 to the present)	There were no suspension during the 2021-2022 school year, however students were only able to attend in-person between April 19 th and May 27 th of 2021.	Suspension rate of 5% or lower	Suspension rate of 4% or lower.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absence rate, as measured by attendance audit, decreases by -1% annually on average until goal of 10% or less is met overall and for all numerically significant subgroups.	In 2018-2019, NOCCS has a chronic absenteeism rate of 17%	The recorded chronic absenteeism rate during distance learning (March 2020 to the present) is significantly better because NOCCS was able to get internet-ready computers	Chronic absenteeism was not a problem during 2021-2022 as most of the year was online and every family was issued a chrome book computer for their child to access classes.	NOCCS absenteeism rate will be at or below 14%	Students receiving NOCCS absenteeism rate will be at or below 13%

Actions

Action #	Title	Description	Total Funds	Contributing
2a	Restorative Justice Training	Provide professional development on how to run restorative justice practices with monitoring consistent implementation across classrooms and use in response to existing schoolwide expectations.	\$5,000.00	Y
2b	Social Worker	Engage a social worker to evaluate and revamp our response to intervention process, emphasizing access to necessary resources (especially mental health) for students (and their families) in need.	\$70,000.00	Y
2c	Support Service Refinement	Refine existing structure and staffing for support services that leverages staff talent in providing targeted supports for students and families.	\$70,000 (tied in with goal 2b)	Y
2d	Community Welcome	Actively engage families in the life of the school through activities, events, and structures that both welcome and empower.	\$0 (reallocation of existing staffing)	N
2e	Chronic Absenteeism	Reduce Chronic Absenteeism through a Student Attendance Review Board (SARB) process for students who miss more than 3 days and/or are tardy for more than 5 days of instruction	\$70,000 (tied in with goal 2b)	Y
2f	Breakfast Program	Reduce barriers to learning through hunger by making universal a breakfast program from 8:00 to 8:30 a.m. each school day.	\$9,000.00	Y

Goal Analysis 2020-2021

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

NOCCS significantly shifted its professional development and response to intervention structures to accommodate distance learning during the COVID-19 pandemic. The last half of the 2020-2021 school year was primarily focused on the logistics of safe reopening for in-person instruction while the pandemic continued. As a result, this LCAP reflect many goals from previous LCAPs because the public health conditions prevented NOCCS from taking the actions necessary to achieve the actions related to goal 2 entirely and significantly hampered the actions related to goal 1.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the budgeted expenditures related to goal 2 occurred during the 2019-2020 fiscal year. None of the actions for goal 2 were undertaken during the 2020-2021 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

NOCCS did the best it could to continue professional development, instruction, and coaching related to the first goal during distance learning. All were hampered by the forced distance learning of most of the 2020-2021 school year. The effectiveness of these actions related to goal 1 unfortunately mitigated slides in instructional quality rather than prompting a significant increase in academic outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The actions related to goal 2 are in some ways even more relevant with the return to in-person instruction in August of 2021, as so many students experienced significant trauma around the pandemic.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.05%	\$204,437

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

All of the actions under both of our goals are designed with the improvement in outcomes academically and socio-emotionally for the most at-risk students (foster youth, English learners, and low-income students chiefly among these). As our tier-one instruction improves, our tier-two interventions, and socio-emotional response improves, also will the outcomes for all of those students.

This is the addition to the base programs (not including title one or additional federal money): higher wages, intervention, reading partners, etc.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

During the forced distance learning, NOCCS has focused all of its staffing resources and additional movies for Learning Loss Mitigation towards more small-group and individualized systems of support including tutoring and intervention groups. As we return to in-person instruction, NOCCS will return to restorative justice practices and trauma-informed response to intervention.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The increase in responsiveness to students experiencing trauma outlined in the actions under goal 2 are especially focused on the most at-risk, vulnerable students identified in 5 CCR Section 15496. As such, all of the actions will more than account for the required increase and improvement asked for in this provision. Further, The actions in goal 2 will then allow all students, especially the most at-risk, to benefit from the increased academic quality detailed in the actions of goal 1.

