Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description
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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percent of students meeting the standard in Math, as measured by CAASSP assessment and informed by CCSSaligned, curriculumembedded Math	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.	Our scholars have met significant milestones in Math based on our mid-year I-Ready testing. We're focusing on increasing the percentage of students meeting the standard, as measured by CAASSP assessment and	Student mastery rate in math will exceed 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessments will grow by +5% annually until the goal of 75% is met.				CCSS-aligned curriculum-embedded Math assessments. Our goal is a yearly growth of +5% until we hit 75%.	
Percent of African American students meeting standard in Math, as measured by CAASSP assessment and informed by CCSSaligned, curriculumembedded Math assessments will grow by 10 percent annually until 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.	Our African American students have made strides in meeting math standards, per our mid-year I-Ready testing.	African American students will be within 5% of the school average for mastery in math.
Percent of students meeting the standard in Math, as measured by CAASSP assessment and informed by CCSSaligned, curriculumembedded Math assessments will grow by +5% annually until the 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.	Our scholars have met significant milestones in Math based on our mid-year I-Ready testing. We're focusing on increasing the percentage of students meeting the standard, as measured by CAASSP assessment and CCSS-aligned curriculum-embedded Math assessments. Our goal is a yearly growth of +5% until we hit 75%.	Student mastery rate in math will exceed 50%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Curriculum Use** Deepen use of adopted CCSS and NGSS aligned curriculum to support student mastery of standards.	Yes	Fully Implemented	Waiting on mid year data to be reported.	N/A	$12,000.00	$8,957.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	**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.	Yes	Partially Implemented	Staff receive. monthly professional development and coaching support around CCSS	N/A	$6,000.00	$6,000.00
1.3	**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.	Yes	Fully Implemented	we are continuing to use our i ready assessments to drive our instruction.	N/A	$5,000.00	$5,000.00
1.4	**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.	Yes	Fully Implemented	our students receive personalized support to address their academic, socio-emotional, and behavioral needs. This support is provided through our SEL	N/A	$243,300.00	$53,114.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				curriculum, with Assistant Teachers aiding in classrooms to ensure differentiation and enhance learning.			

Goal 2

Goal Description
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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Average daily attendance of students, as measured by attendance audit, increases by 0.5% annually on average until a 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	NOCCS have an average attendance rate of 95%	Average attendance will meet or exceed 95%
Suspension rate, as measured by discipline audit, decreases by - 0.5% annually on average until a goal of 3% or less is met overall and for all numerically	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 was no suspension during the 2021-2022 school year, however students were only able to attend inperson between April 19th and May 27th of 2021.	There was no suspension during the 2022-2023 school year,	Suspension rate of 4% or lower.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
significant subgroups.					
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.	Chrome absenteeism is currently not a problem	Students receiving NOCCS absenteeism rate will be at or below 13%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**DEI Training/Anti-racist Training** Provide professional development on how to include diversity, equity, and inclusion practices with monitoring consistent implementation across classrooms and use in response to existing schoolwide expectations.	Yes	Fully Implemented	NOCCS staff receives DEI and trauma training each trimester.	N/A	$5,000.00	$5,000.00
2.2	**Socio-Emotional Training** Provide professional development to support socio-emotional wellness in support students and staff	Yes	Fully Implemented	Staff is constantly receiving Socio - Emotional training	N/A	$6,000.00	$6,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	**Support Service Refinement** Refine existing structure and staffing for support services that leverages staff talent in providing targeted support for students and families. (Reallocation of existing staffing.)		Fully Implemented	We are currently refining our structure and staffing for support services to better leverage staff talent in providing targeted assistance for students and families. This involves reallocating existing staffing resources to ensure more effective support.	N/A	$0	$0
2.4	**Community Welcome** Actively engage families in the life of the school through activities, events, and structures that both welcome and empower. (Reallocation of existing staffing.)		Fully Implemented	we've successfully engaged 85% of our families in the life of the school through various activities, events, and structures. This accomplishment highlights our commitment to creating a welcoming and empowering environment for all.		$0	$0
2.5	**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. (Reallocation of existing staffing.)		Partially Implemented	we're implementing 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. This initiative, supported by reallocation of existing staffing, aims to foster a culture of regular attendance and academic engagement.	N/A	$0	$0