



Renewal Charter Petition for

North Oakland Community Charter School

SUBMITTED TO OAKLAND SCHOOL DISTRICT

October 23, 2019

Primary Contact

D. M. Kloker

Head of School

North Oakland Community Charter School

kloker@noccs.org

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Statement of Assurances

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. The most up-to-date version of this form can be found on our website.

As the authorized representative of the petitioner group, I hereby certify under the penalty of perjury that the information submitted in this petition for a charter for (name of school) to be located at 1000 42nd Street, Oakland CA is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations, including but not limited to Education Code section (d)(2)(B).
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the reauthorization of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act . 20 U.S.C. ch. 28 § 1001 et seq.
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school

and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145).

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools.

20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers’ Retirement System, and/or the California Public Employees’ Retirement System, and/or other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold under EC Section 47605(I).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will comply with Government Code section 1090 et seq. and the Political Reform Act (Government Code section 87100 et seq.)
32. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
33. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.
34. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.
35. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.
36. Follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 ([42 U.S.C. ch. 119 § 11431 et seq.](#)) and Education Code 48850-48859 to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
37. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)
38. If the school offers a transitional kindergarten program: (Education Code 48000)
 - a. Comply with the age requirement for transitional kindergarten (students whose fifth birthday is from September 2 through December 2.)

- b. Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000(g) by August 1, 2020
39. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691).
40. The charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with [Section 3540](#)) of [Division 4 of Title 1 of the Government Code](#), and shall meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)
41. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)
42. If the school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92.)
43. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus (Education Code 39831.3.)
44. Provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding (Education Code 222).
45. If the school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist
46. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)
47. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61).
48. Adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600).
49. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5).
50. Ensure the availability and proper use of emergency epinephrine auto-injectors by: (Education Code 49414)
-

- a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools, one regular device if there are no students who require a junior device
- b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive
- c. Providing defense and indemnification to volunteers for any and all civil liability from such administration

51. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)

52. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705).

53. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950.)

Signature

Date

D. M. Kloker, Head of School _____

Print Name

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Executive Summary

Introduction

The North Oakland Community Charter School (NOCCS) is a school and organization that is aligned to and driven by a powerful mission, vision, and set of guiding principles.

In 1998 a diverse group of parents and educators began meeting in North Oakland to share a dream of starting a new school. Those founders talked about how they could design a school that respected and nurtured young learners. They developed NOCCS's ten Core Principles, which are still at the heart of NOCCS today.

NOCCS opened its doors in 2000 and has proudly served the Oakland community for 20 years – and has evolved as an organization over this time. The families it serves today are different demographically than those who founded the school, yet they share the common passion and purpose of wanting a small school environment that develops their children to become thoughtful, informed, and inquisitive citizens. The diversity of student body that NOCCS serves in its current iteration is a true asset in this work – and underscores the core principles upon which the school was founded.

Why We Exist and Where We Are Going Next

NOCCS is dedicated to helping the children of Northwest Oakland become thoughtful, informed, and inquisitive citizens. This is a diverse community with a wealth of cultural assets as well as socio-economic impacts. NOCCS seeks to be a welcoming, vibrant, engaging, and academically challenging environment for these students and families - and does so by respecting each child's unique culture, history, and intelligence.

NOCCS has a twenty-year history in this work, with a strong track record overall of developing students academically and social-emotionally. While a tumultuous mid-year departure two years ago by the previous Head of School and many school families led to a dip in performance, NOCCS has quickly and nimbly corrected course for this. Within a single school year, the new Head of School has shown promising improvement in academic performance, as well as the underlying conditions of equity and inclusion necessary to achieve this success. The school has shifted in demographics to be highly reflective of Oakland and its local neighborhood - and has taken multiple concrete steps, as detailed in this charter, to ensure that this diverse student body is both celebrated and supported.

To ensure continued success in the next charter term, the Board has taken specific, proactive actions as follows:

- **Leadership** - NOCCS brought on a seasoned administrator as Head of School, whose expertise is aligned to both the programmatic elements of the school and the needs of our students, families, and teachers.
- **Structure** - NOCCS made the strategic decision to scale back its program over the next charter term from K-8 to K-5, and to move from multi-age to single grade classrooms. The model will provide better focus for a school of its size, support teachers in

developing mastery of grade level content, and allow all teachers to have a grade level partner as there will be two cohorts per grade level.¹

- **Diversity** - NOCCS is doing the hard work of being an intentionally diverse community, including lifting up the voices of traditionally marginalized communities, and helping privileged families understand how they ultimately benefit from a diverse community as well. As a result, the school has seen a dramatic shift in who it serves - which brings it into alignment with its local neighborhood as well as OUSD.
- **Distinction** - NOCCS has elevated its arts integration, as it is a key differentiator in the program and provides students and families with a unique choice option.

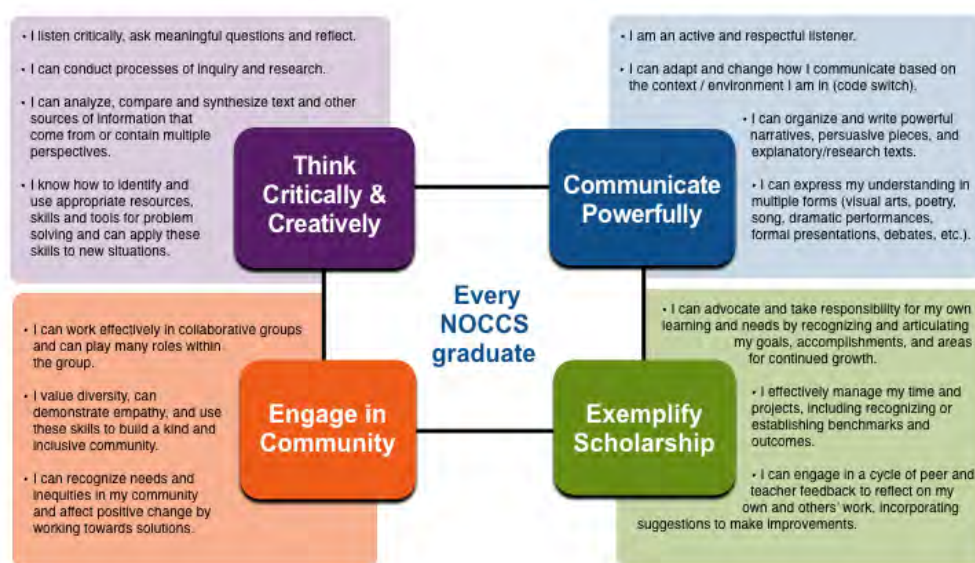
These shifts have already resulted in significant gains at the school and NOCCS looks forward to realizing even greater gains in the next charter term.

What We Do

The NOCCS Graduate Profile, as seen in **Figure ES.1**, sets forth our school's vision for what each student, throughout their career and upon graduation from NOCCS, shall know and be able to concretely evidence through various forms of assessment and student work in four domains:

1. Critical and creative thinking
2. Powerful communication
3. Community engagement
4. Exemplary scholarship

Figure ES.1 NOCCS Graduate Profile



¹ In order to honor current families, and in alignment with the advice of the Office of Charter Schools, the middle school will be offered for two years to rising students from the existing 6th and 7th grade cohorts. Should families choose not to exercise this option, the middle school program will be phased out sooner.

To support our students in achieving this objective, NOCCS is driven by ten core principles that anchor and guide our community and its work. They provide a vision of what we aspire to be as a learning community. These principles include:

1. Respect for children and their learning
2. High expectations
3. 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

Who We Serve

NOCCS is an intentionally diverse school that serves the students and families of the community within which it is located – the Longfellow and Santa Fe neighborhoods of Northwest Oakland. NOCCS hopes to continue to be part of the community of schools serving this region, both in terms of providing a high-quality K-5 education and ultimately becoming a feeder school to Claremont Middle School as it phases out its own middle school program.

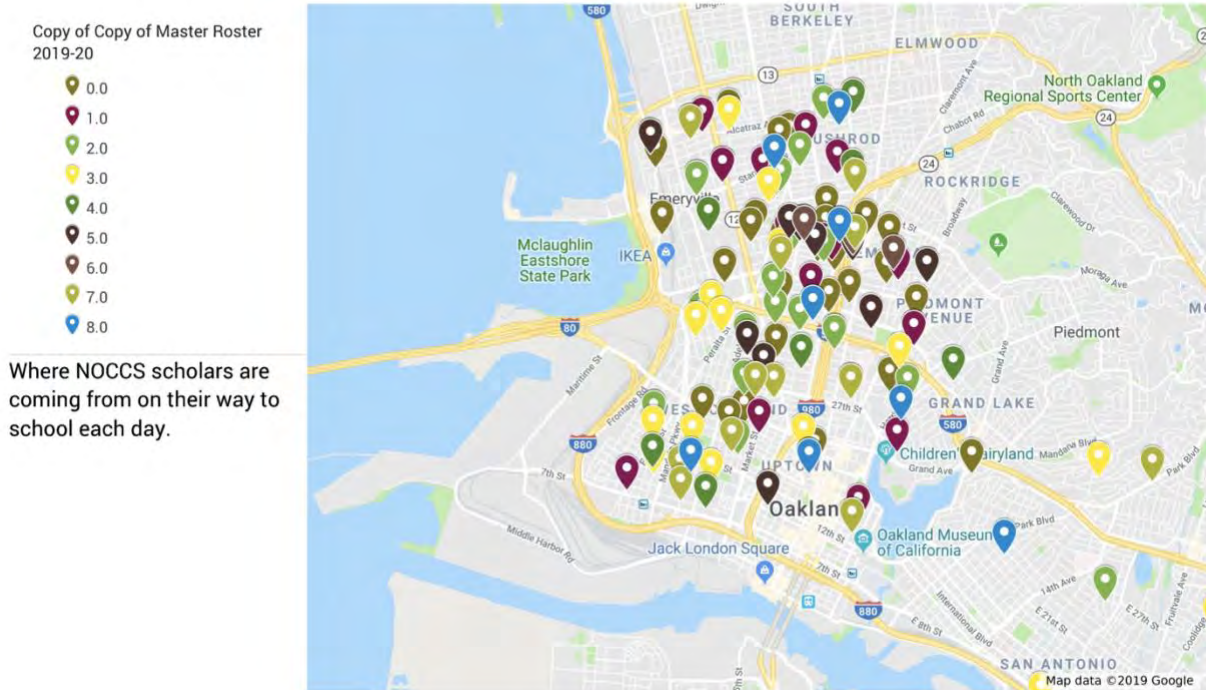
We believe this for three main reasons:

1. **Sense of Place** – With a permanent facility in Northwest Oakland, NOCCS is a place-based institution that believes it is our obligation and mandate to first and foremost serve our local community.
2. **Intentional Diversity** – NOCCS prides itself on its work over the past two years creating an intentionally diverse student and family population. NOCCS uniquely brings together different races and ethnicities, linguistic backgrounds, religions, gender identities, and neuro-diversities in a way that is not often seen in the charter sector and is in fact unique within the district itself.
3. **Access for Equity** – Many students within our neighborhood face both geographic and economic barriers in accessing their OUSD zoned school, such as walking distance and traffic/safety concerns. Once at NOCCS, data demonstrates that students who stay at NOCCS grow at NOCCS.

As seen in **Figure ES.2**, NOCCS students are heavily concentrated within the Santa Fe, Hoover, and Sankofa Attendance Areas. As part of its commitment to diversity, NOCCS has worked with OUSD to provide an enrollment preference for these students and families. And while the student demographics of the past were influenced by the availability of facilities, with the first two facilities located in the Rockridge neighborhood, this is the first charter renewal that reflects a school population that has only been served by the current site, which was acquired in 2007.

Figure ES.2 NOCCS Heat Map of Student Residences

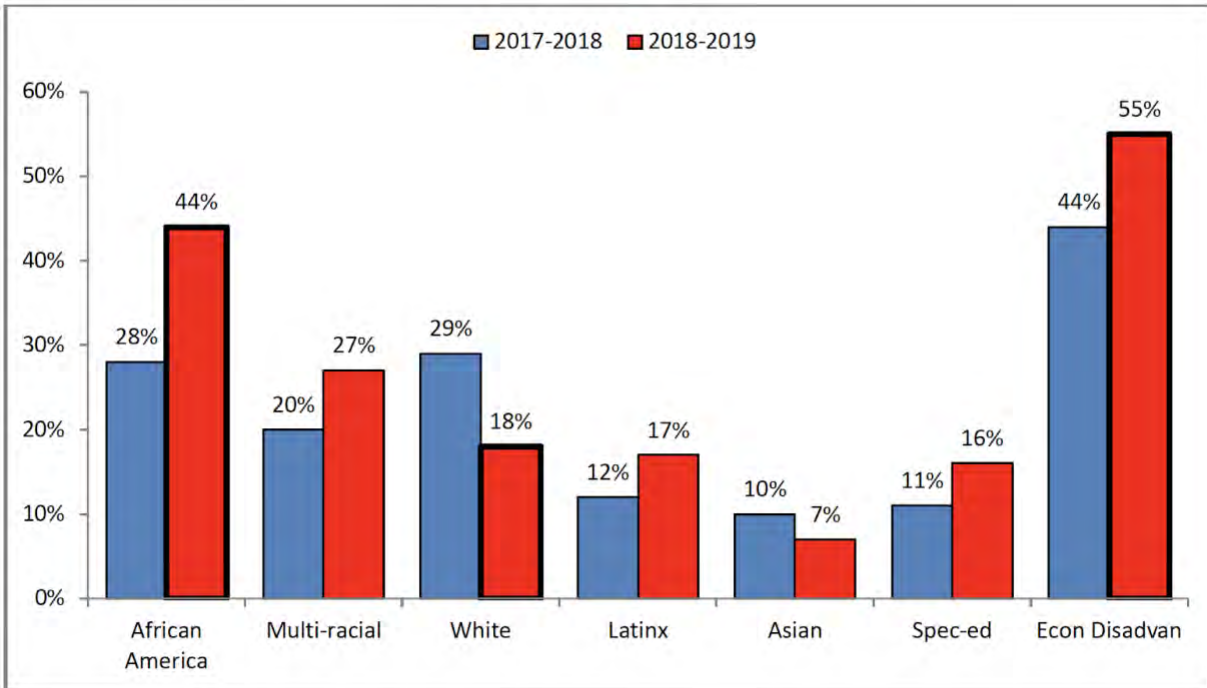
NOCCS Family Locations 2019-20



As a result of its location since 2007 - and the deliberate work to diversify the student body - our school population now represents the composition of our neighborhood and the diversity of Oakland. In the last two years in particular, NOCCS has experienced a significant shift resulting in a higher percentage of African American students, students from low income families, and students with special needs – and a significant decrease in White students – as seen in **Figure ES.3**. Important to note is that the overall student enrollment declined from 224 students in 2017-18 to 181 students in 2018-19, with most of the departing students being from more affluent and White families.

Figure ES.3 Changes in NOCCS Population

CHANGES IN NOCCS POPULATION OVER 2 YEAR PERIOD 2 Year Comparison



Student population decrease of 43 students:
 2017-2018: 224 Students
 2018-2019: 181 Students

As stated, these shifts have allowed NOCCS to become more reflective of the demographics of the Longfellow neighborhood within which it operates, as well as OUSD as whole, as seen in **Figure ES.3** using the most recently available public data from 2018-19 as a comparison. In fact, NOCCS now serves one of the highest percentages of African American students and students with special needs across all Oakland charter schools.

Figure ES.3 Demographics for NOCCS, OUSD, and Neighborhood

Demographic Subgroups	NOCCS (K-8)	OUSD (TK-12)	Longfellow (All Ages)
Ethnicity / Race			
African American	38.4% (44.4% in 2019-20)	23.5%	34.1%
White	18.6% (17.2% in 2019-20)	10.3%	31.7%

Latinx	16.9%	50.0%	20.4%
Two or More Races	13.4%	4.0%	7.6%
Asian	7.0%	12.2%	4.2%
Program Participation			
Low-income	52.3% (56% in 2019-20)	74.2%	-
English Learner	14.5%	31.2%	-
Special Education	11.6% (17% in 2019-20)	13.0%	-

Source: 2018-19 Data for NOCCS and OUSD is available at <https://dq.cde.ca.gov/dataquest/>. Ethnicities for the neighborhood are available at <https://statisticalatlas.com/neighborhood/California/Oakland/Longfellow/Overview>

Our Achievements to Date

NOCCS has a twenty-year history of serving the students and families of Oakland - and serving them well. While the unexpected mid-year departure of the previous Head of School and many school families created a disappointing “blip” in our twenty year history, the school has taken action to “right the ship” and these actions are showing results.

Under our new administration, we saw significant increases in ELA and Math both across the 2018-19 school year and in terms of growth from 2017-18 to 2018-19, when controlled for returning students only (as NOCCS experienced a significant decrease in enrollment between those two years, with many of the more academically proficient and affluent families leaving).

Figure ES.4 provides the growth on internal benchmarks overall and by subgroup. **Figure ES.5** demonstrates the growth on the SBAC.

Full page versions of each graphic are provided in **Appendix 1 - Performance Report**.

Figure ES.4 2018-19 Growth in Internal Benchmarks

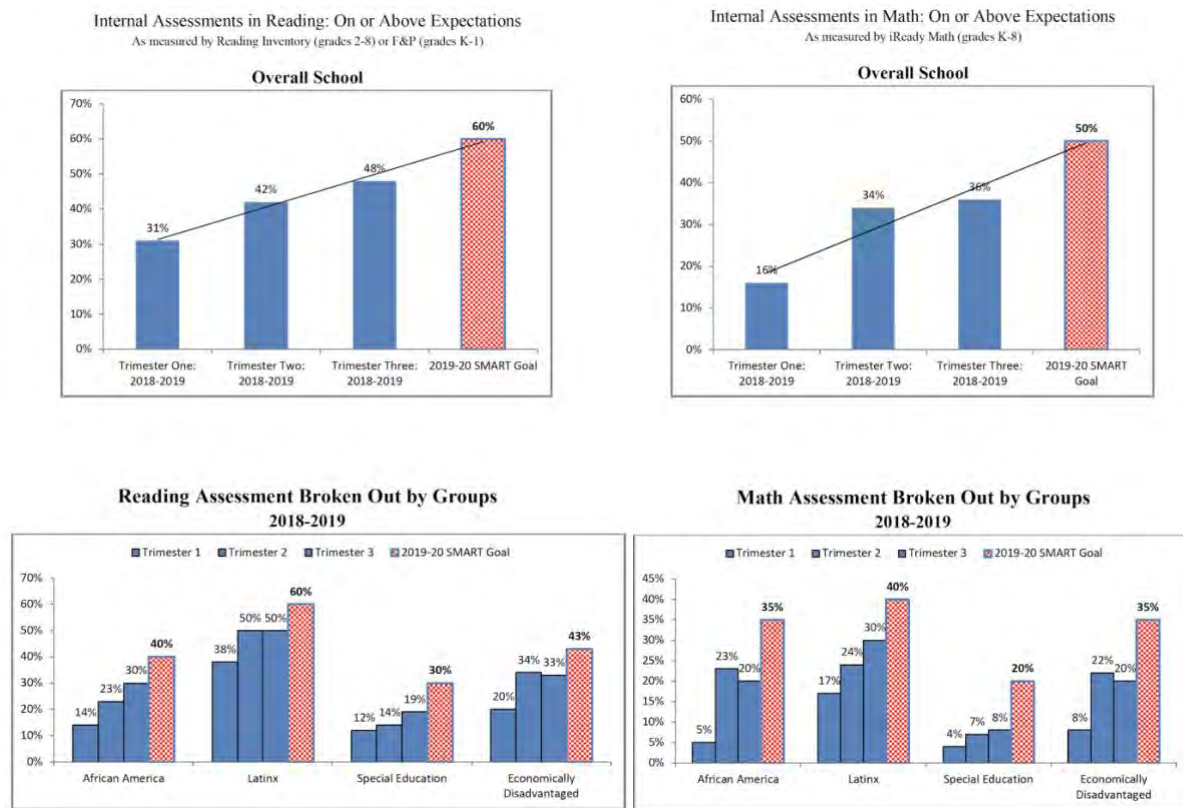
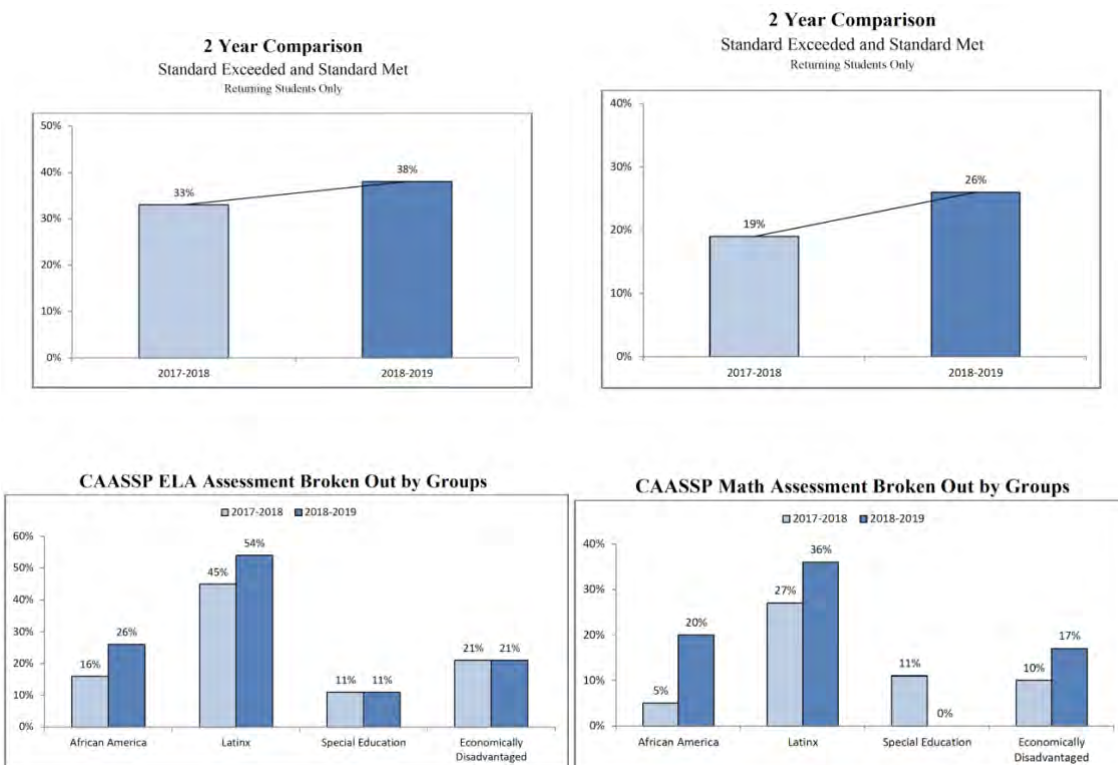
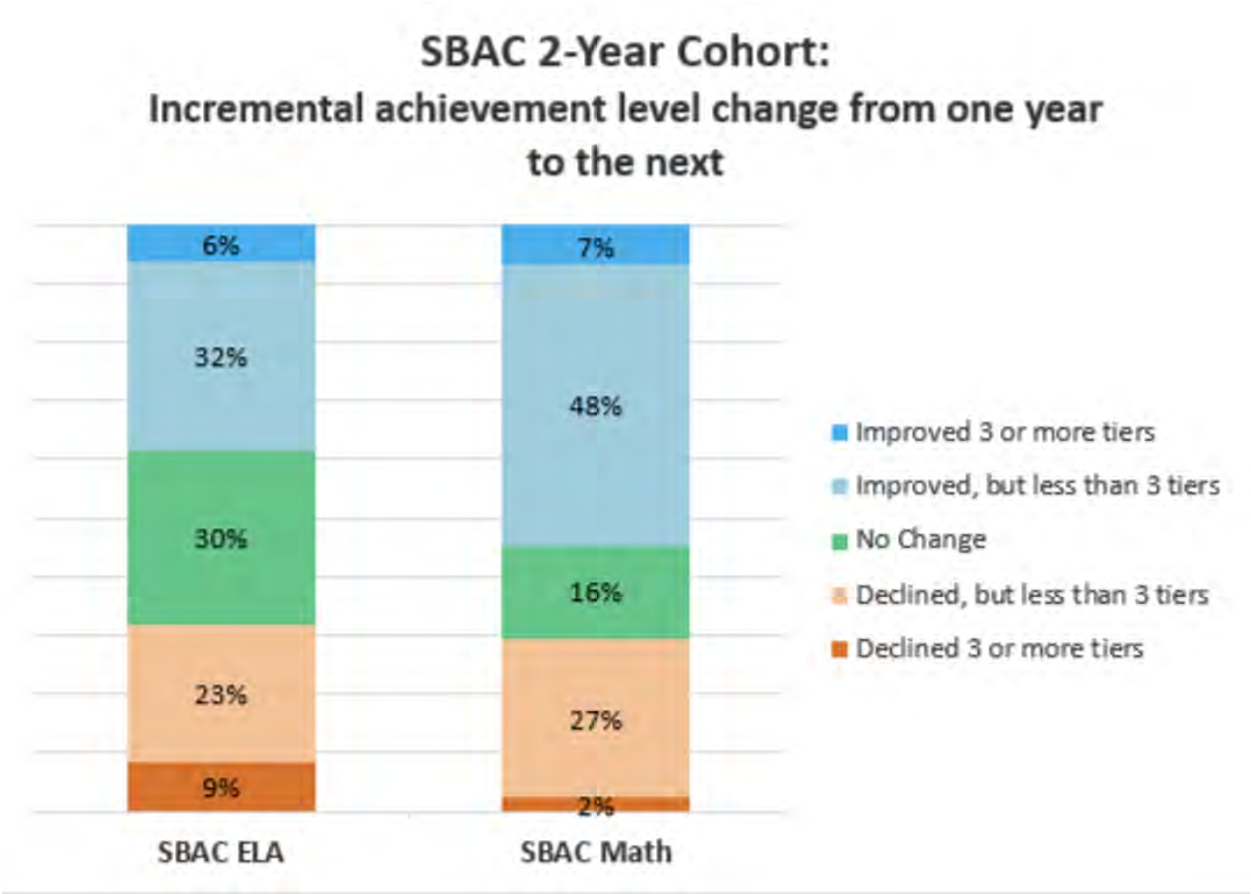


Figure ES.5 2017-18 to 2018-19 Growth on SBAC



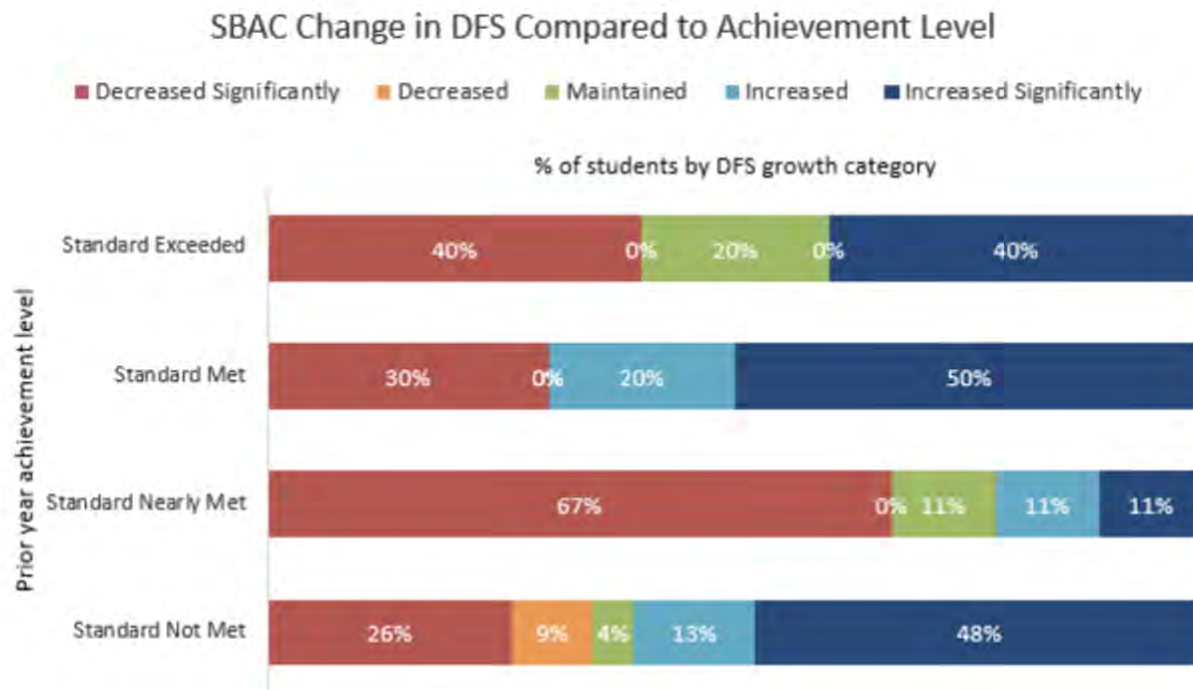
To ensure validation of these results, NOCCS contracted with EdTec, a leading back office provider to charter schools, to conduct an independent analysis of our SBAC results. As seen in **Figure ES.6**, NOCCS realized significant year-to-year growth for students. In ELA, 68% of students either maintained or increased their achievement level while also advancing a grade level of content. In Math, 71% of students did so.

Figure ES.6 2017-18 to 2018-19 Growth on SBAC



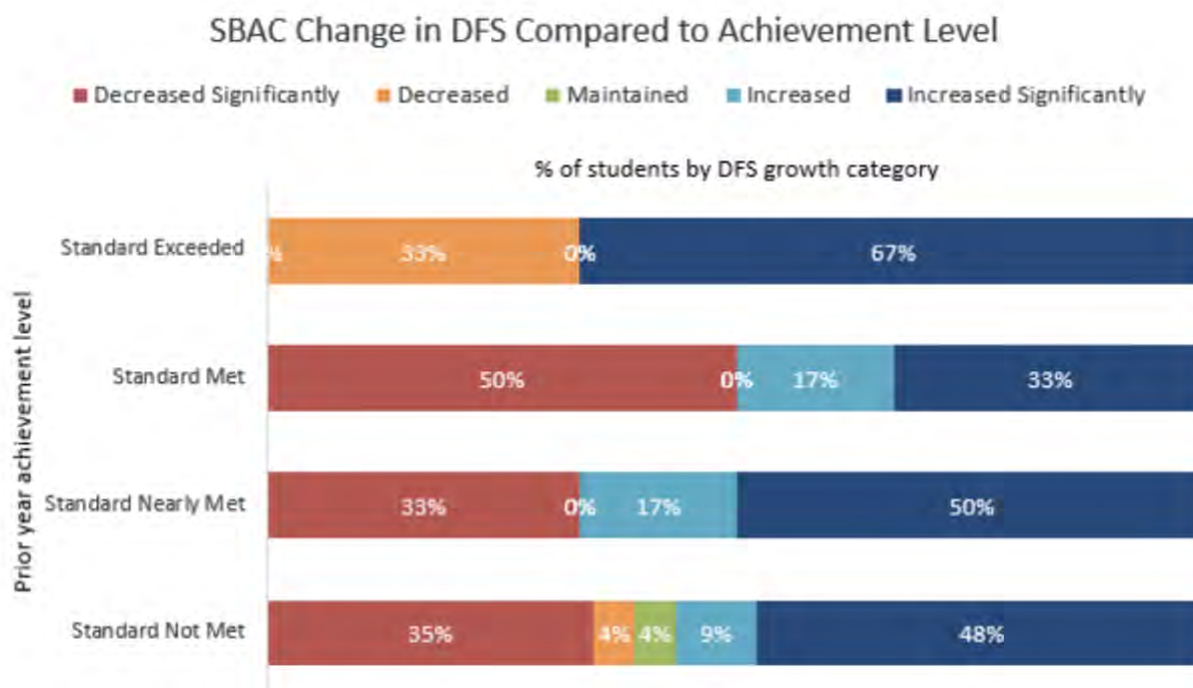
In looking at student growth based on their previous year’s achievement level for ELA, as seen in **Figure ES.7**, we find that the majority of students who were at or above the standard either maintained their level or continued to advance. Students who were furthest from the standard also showed significant gains, reflecting the focus on intervention. Students who were “near” the standard showed the least growth, which is a focal area in the current year.

Figure ES.7 2017-18 to 2018-19 Growth on SBAC in ELA



In looking at student growth based on their previous year's achievement level for Math, as seen in **Figure ES.8**, we find significant growth across achievement levels.

Figure ES.8 2017-18 to 2018-19 SBAC in Math



NOCCS is both proud of and encouraged by these results, as they are a strong indicator that it has taken the right steps to continue to improve outcomes for our students in the next charter term.

The Next Charter Term

NOCCS looks forward to the opportunity to build on its results to date to further outcomes for the students of Oakland in the next charter term. Toward that end, the school has developed a comprehensive plan for the next charter term, as detailed in the Charter Petition. With the submission of this renewal petition, NOCCS Leadership and the NOCCS Board of Directors look forward to the continued opportunity to serve the students of the Oakland Unified School District in partnership with the district for a term of July 1, 2020 through June 30, 2025.

Education Code § 47607 (3) (A) requires the authorizer to consider as the most important factor for charter school renewal, “increases in pupil achievement for all groups of pupils served by the charter school.” The review of student outcomes as detailed above provides clear evidence that NOCCS is a high-quality school that is increasing pupil achievement for its target student population within Oakland Unified School District.

Prerequisite to the submittal of the Charter Renewal Application, governed by the “standards and criteria” in Education Code § 47605, a charter school must demonstrate its eligibility for renewal by meeting the minimum standard for renewal delineated in Education Code § 47607(b) which requires that the charter school met “at least one” of the following criteria:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10 inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the public school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the school in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Based on the shift to Common Core State Standards and the revamping of the state accountability system, three of the data points listed above are no longer available (criteria one through three). NOCCS firmly believes that it meets criteria four and has demonstrated “clear and convincing data” to support this assertion as required by Education Code § 47607(B)(i).

Element A. Education Program

Governing Law: The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. California Education Code Section 47605(b)(5)(A)(i).

Governing Law: The annual goals for the Charter School, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. California Education Code Section 47605(b)(5)(A)(ii).

OUSD Required Language

1. Annual Goals for All Pupils and Subgroups of Pupils in the State Priorities

Under Education Code section 47605(b)(5)(A)(ii), North Oakland Community Charter School (“NOCCS” or the “Charter School”) sets forth the following pupil outcomes related to annual academic achievement goals, set and disaggregated by all numerically significant subgroups as defined in Education Code section 52052(including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations), in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals. NOCCS further sets forth any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals as follows: Please see **Figure B.1 in Element B.**

2. Local Control Accountability Plan (LCAP)

NOCCS shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, NOCCS shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

NOCCS shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that NOCCS “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. (Ed. Code § 47606.5(e).)”

3. Student Enrollment and Grade Levels Served

For the term of the Charter, NOCCS shall maintain the following grade levels and enrollment: Please see **Figure A.1 in Element A** on the following pages.

NOCCS acknowledges that it is the position of the District that any deviation from the enrollment or grade levels served above exceeding 5%, by grade level or total, shall be considered a material revision of the Charter under Education Code section 47607(a).

Introduction

The North Oakland Community Charter School (NOCCS) is a school and organization that is aligned to and driven by a powerful mission, vision, and set of guiding principles.

In 1999 a diverse group of parents and educators began meeting in North Oakland to share a dream of starting a new school. Those founders talked about how they could design a school that respected and nurtured young learners. They developed NOCCS's ten Core Principles, which are still at the heart of NOCCS today.

NOCCS opened its doors in 2000 and has proudly served the Oakland community for 20 years – and has evolved as an organization over this time. The families it serves today are very different demographically than those who founded the school, yet they share the common passion and purpose of wanting a small school environment that develops their children to become thoughtful, informed, and inquisitive citizens. The diversity of student body that NOCCS serves in its current iteration is a true asset in this work – and underscores the core principles upon which the school was founded.

Mission

The North Oakland Community Charter School (NOCCS) is a public school dedicated to helping children to become thoughtful, informed, and inquisitive citizens.

NOCCS is a vibrant, diverse learning community driven by respect for each child’s unique intelligence and history. Our school’s dynamic and challenging educational approach deepens the intellectual and social capacities of each child that we serve.

Core Principles

NOCCS is driven by ten core principles that anchor and guide our community and its work, providing a vision to which we aspire as a learning community. These principles include:

1. Respect for children and their learning
2. High expectations
3. 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

Vision

Our graduate profile sets forth our school's vision for what each student, throughout their career and upon their graduation from NOCCS, shall know and be able to concretely evidence through various forms of assessment and student work in four domains:

1. Critical and creative thinking
2. Powerful communication
3. Community engagement
4. Exemplary scholarship

Please see **Appendix 2 – Theory of Action** for the NOCCS “We Believe” Overview.

Population Served and Community Need

NOCCS celebrates the assets and meets the unique needs of our student and family population within a small school setting. Since its founding in 2000, after which the school slowly grew in terms of grade levels and student enrollment, NOCCS has graduated nine classes of 8th graders. While NOCCS has traditionally served students in Kindergarten through 8th grade, it will gradually reduce the grade span to Kindergarten through 5th grade in the next charter term. This shift is in response to two core needs:

- Enabling two cohorts of students at each grade level, to support program development and teacher collaboration
- Staying within the student enrollment limits as set by OUSD through the chartering process

Age, Grade, and Student Enrollment Plan

In the next charter term, NOCCS intends to shift its model to enroll 225 students in Kindergarten through 5th grade. For the first two years of the next charter term, NOCCS will continue to serve a small cohort of 7th and 8th grade students through its existing multi-age classroom to allow its current middle school students to matriculate. As has been seen throughout OUSD, small schools are both in demand by our students and families and also have an economic threshold at which they are sustainable. The 225 threshold maintains NOCCS as a small school by

design, while allowing it to have long term financial sustainability. **Figure A.1** below illustrates NOCCS's approximate enrollment plan for the next charter through 2025, which will be followed as state and federal funding and our parent community needs allow.

Figure A.1 NOCCS Enrollment Plan

	2020-21	2021-22	2022-23	2023-24	2024-25
K	41	41	41	41	41
1	42	46	44	42	40
2	24	42	44	42	38
3	25	23	40	42	39
4	26	24	22	38	40
5	26	25	23	21	38
6	-	-	-	-	-
7	9	-	-	-	-
8	8	8	-	-	-
Total	201	209	214	226	236

Geographic Conditions

NOCCS is proud to be a part of the Oakland public school community, and to join other district and charter operated schools in moving towards the vision of providing an array of high-quality options for the students and families in our city.

Over the past twenty years, the public school landscape in northwest Oakland², where NOCCS is currently located, has evolved and changed. In 2000, OUSD operated two elementary schools in northwest Oakland (Golden Gate and Santa Fe). Since that time, both district-operated public schools were closed and attendance zones redrawn. Students living in these neighborhood areas were reassigned to district operated public schools. All of these schools, however, were located east of Shattuck Avenue in North Oakland (Sankofa and Emerson) or south of 40th Street in West Oakland (Hoover).

At the same time, NOCCS and one other OUSD-chartered public school have opened/located in northwest Oakland. In the Fall of 2006, NOCCS moved to its current, and permanent, location at

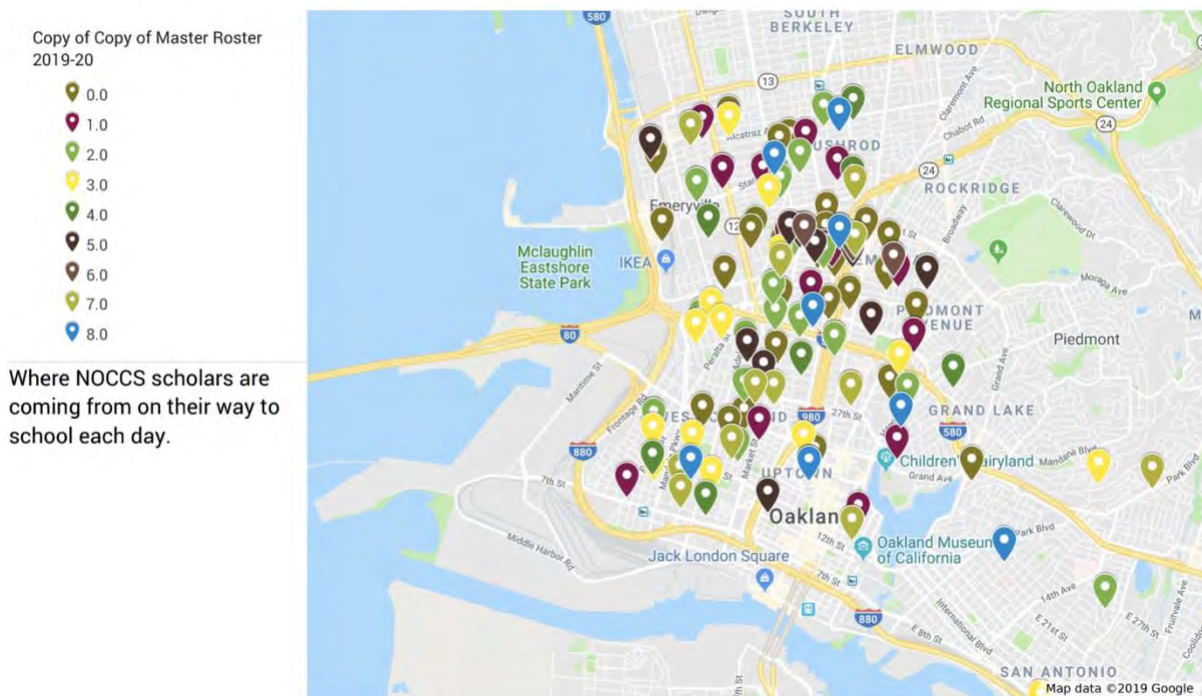
² For the purposes of this document, we rely on a combination of historical documentation and current geographic and school boundary areas to define Northwest Oakland as the Longfellow and Santa Fe Neighborhood areas. These two areas are located west of Shattuck/Telegraph Avenue, south of the Berkeley border, and north of 33rd Street.

1000 42nd Street. In our 2010 charter renewal, we stated, “now in its permanent facility, NOCCS seeks to be a school of choice for the local community.”

Over the past ten years, and specifically with the closure of Santa Fe Elementary School and more school closures and consolidations in the future, NOCCS has taken important steps in playing an increasingly important role in providing a high-quality public school option for the students in our area. This includes collaborating with OUSD’s Office of Charter Schools to adjust our admissions procedures to provide a lottery preference for students zoned to attend Sankofa, Emerson, and Hoover Elementary Schools – all of which were rezoned to accept students who formerly attended Santa Fe prior to its closure in 2012 and who will be impacted again with the consolidation of schools under the blueprint. As seen in **Figure A.2**, the majority of NOCCS students now come from these Neighborhood Attendance Areas.

Figure A.2 Heat Map of NOCCS Student Residences

NOCCS Family Locations 2019-20



Student Demographics

As required by Education Code Section 47605(d)(2)(A)-(B), NOCCS is open to all students in the State of California. NOCCS will serve all families that submit an application for their children in available grades up to its enrollment capacity, including the students currently attending, their siblings, as well as all others who wish to attend the school. Should applications exceed the number of available spaces, a random public lottery is held. Please see **Element H** for details on this process, including these preferences.

With this said, NOCCS seeks to be an intentionally diverse school that serves the students and families of the neighborhood within which it is located – the Longfellow and Santa Fe neighborhoods of Northwest Oakland. NOCCS hopes to continue to be part of the community of schools serving this region, both in terms of providing a high-quality K-5 education and ultimately becoming a feeder school to Claremont Middle School as it phases out its own middle school program.

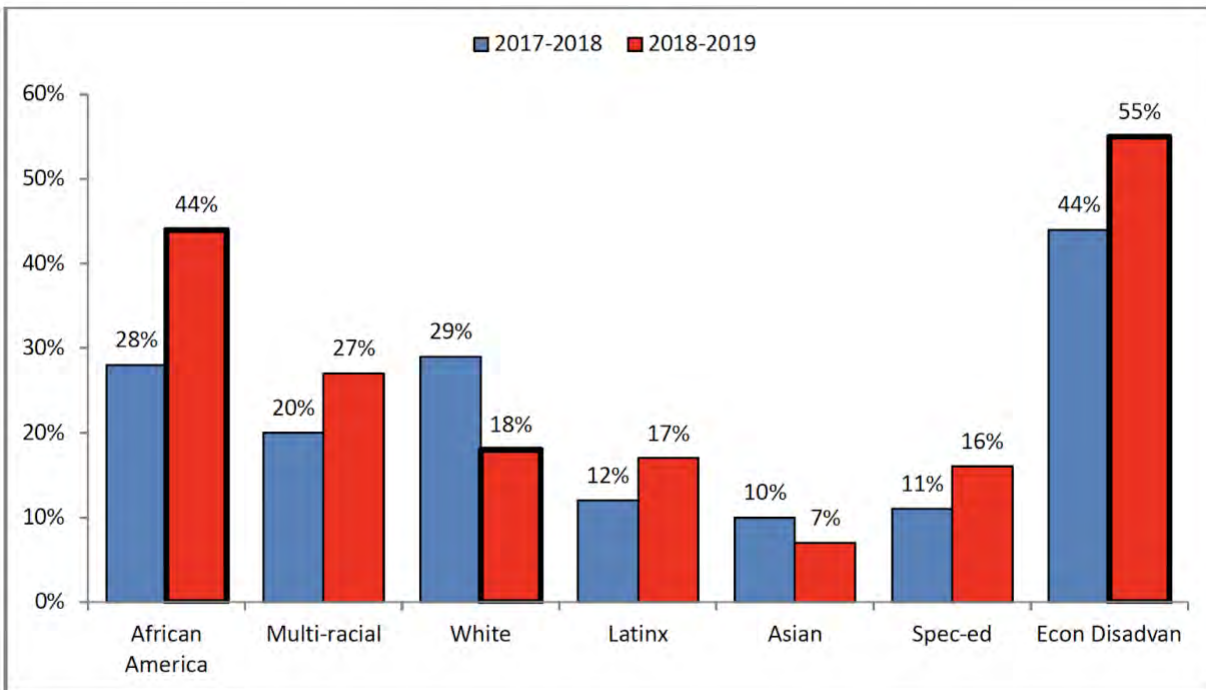
We believe this for three main reasons:

1. **Sense of Place** – With a permanent facility in Northwest Oakland, NOCCS is a place-based institution that believes it is our obligation and mandate to first and foremost serve our local community.
2. **Intentional Diversity** – NOCCS prides itself on its work over the past two years creating an intentionally diverse student and family population. NOCCS uniquely brings together different races and ethnicities, linguistic backgrounds, religions, gender identities, and neuro-diversities in way that is not often seen in the charter sector and is in fact unique within the district itself.
3. **Access for Equity** – Many students within our neighborhood face both geographic and economic barriers in accessing their OUSD zoned school, such as walking distance and traffic/safety concerns. Once at NOCCS, data demonstrates that students who stay at NOCCS grow at NOCCS.

NOCCS has experienced a significant shift in student population over the past two years resulting in significantly higher percentage of African American students, students from low income families, and students with special needs – and a significant decrease in White students. The demographic shifts between 2017-18 and 2018-19 are provided in **Figure A.3**.

Figure A.3 Shift in NOCCS Student Demographics

CHANGES IN NOCCS POPULATION OVER 2 YEAR PERIOD 2 Year Comparison



Student population decrease of 43 students:

2017-2018: 224 Students

2018-2019: 181 Students

As these shifts in students have occurred, NOCCS has become more reflective of the demographics of the Longfellow neighborhood within which it operates, as well as OUSD as whole as seen in **Figure A.4**, using the most recently available public data from 2018-19 as a comparison.

Figure A.4. 2018-19 Demographics for NOCCS, OUSD, and Neighborhood

Demographic Subgroups	NOCCS (K-8)	OUSD (TK-12)	Longfellow (All Ages)
Ethnicity / Race			
African American	38.4% (44.4% in 2019-20)	23.5%	34.1%
White	18.6% (17.2% in 2019-20)	10.3%	31.7%

Latinx	16.9%	50.0%	20.4%
Two or More Races	13.4%	4.0%	7.6%
Asian	7.0%	12.2%	4.2%
Program Participation			
Low-income	52.3% (56% in 2019-20)	74.2%	-
English Learner	14.5%	31.2%	-
Special Education	11.6% (17% in 2019-20)	13.0%	-

Source: 2018-19 Data for NOCCS and OUSD is available at <https://dq.cde.ca.gov/dataquest/>. Ethnicities for the neighborhood are available at <https://statisticalatlas.com/neighborhood/California/Oakland/Longfellow/Overview>

In looking at the educational attainment of adults in the Longfellow neighborhood - the families of NOCCS students - while 31.4% hold a higher degree the other 68.6% hold a high school diploma or less as seen in **Figure A.5**. NOCCS works to address these systemic challenges and generational trends, in partnership with our community.

Figure A.5 NOCCS Neighborhood Education Attainment Levels

Education Attainment	
	Longfellow
Higher Degree	31.4%
High School Graduate	41.7%
Not a High School Graduate	27.0%

Source: <https://statisticalatlas.com/neighborhood/California/Oakland/Longfellow/Overview>

Academic Day and Year

The NOCCS annual academic calendar is designed to support and maximize student achievement throughout the school year. The annual calendar is set to ensure compliance with all requirements set by the California Education Code 47612.5 with regard to both instructional days and minutes, which require, at a minimum, the following number of instructional minutes:³

- For students in Kindergarten: 36,000 instructional minutes.
- For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
- For students in 4th to 5th Grade: 54,000 minutes.

³ California Code of Regulations, Title 5, Section 11960

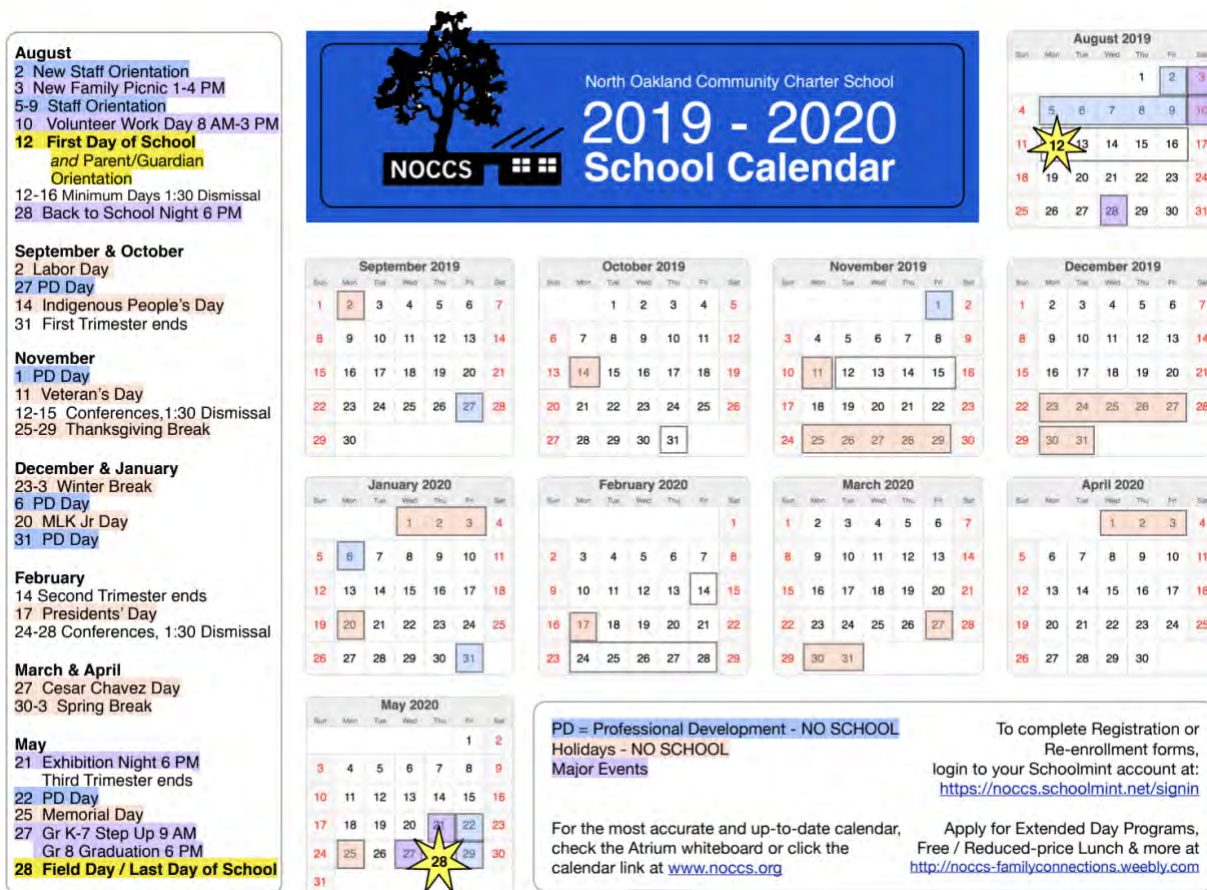
The academic calendar and instructional minutes will be approved by the NOCCS Board of Directors annually and will be sent to the Authorizer and NOCCS families.

School Year

NOCCS runs on a calendar similar to that of OUSD with the exception of additional staff days for Professional Development and Family-Teacher Conferences. This is done in order to accommodate families who may have a student at an OUSD school and another student at a district school. Lead Teachers have, at a minimum, 10 days of professional development.

The calendar for 2019-2020 is included on the following pages as **Figure A.6**, which NOCCS intends to adhere to as state and federal funding allows. NOCCS retains the right to modify this draft calendar to coordinate with the calendar of the district and the calendars of NOCCS's professional development partners and such modification shall not be considered a material revision of the charter.

Figure A.6 2019-2020 School Calendar



School Day

The instructional day at NOCCS is currently from 8:30 am until 3:00 pm Monday, Tuesday, Thursday, and Friday. On Wednesday, the instructional day is 8:30 am until 1:30 pm, when students have early dismissal to provide professional development time for teachers and staff.

The school day is designed to support the development of the whole child, in alignment with our mission, vision, and guiding principles as well as the goals and outcomes of our school and organization. Key features of our schedule include the following:

- Students begin to arrive each day between 8:15 - 8:30 AM. Family members are encouraged to participate during this time, reading, reviewing the calendar and preparing for the day, and/or participating in a morning activity. Teachers are generally available for a quick check-in with family members as needed.
- Classes at NOCCS begin with a morning meeting. During this time, classroom communities participate in a greeting, engage in a team/community building activity, review the schedule, and share relevant news and announcements. Additional PAX lessons are also often taught during this time.
- On Wednesday mornings, students at NOCCS participate in a community building and social-emotionally focused learning through our bi-monthly all school meeting, extended classroom meetings, and/or buddy reading.
- K-5 students participate in three academic blocks within which core academic subjects, citizenship, and enrichment classes are taught. Academic blocks vary in duration from 70 – 150 minutes.
- 6-8 students participate in two core, one enrichment, and one elective class per day on Monday, Tuesday, Thursday, and Friday; and three core classes and an advisory class each Wednesday.
- Extended Day Programs are offered, based on a needs-based sliding scale, each day from 7:30 – 8:15 AM and 1:30 – 6:00 PM.

A sample bell schedule is provided as **Figure A.7**. NOCCS retains the right to modify this bell schedule and such modification shall not be considered a material revision of the charter.

Figure A.7 2019-2020 Bell Schedule

	Kindergarten	1st/2nd	3rd/4th	5th	6th	7th/8th
	Monday, Tuesday, Thursday, Friday	Monday, Tuesday, Thursday, Friday	Monday, Tuesday, Thursday, Friday	Monday, Tuesday, Thursday, Friday	Monday, Tuesday, Thursday, Friday	Monday, Tuesday, Thursday, Friday
8:30-8:45						
8:45-9:00						
9:00-9:15						
9:15-9:30	Literacy Block (including Reading, Writing, Phonics/Word Study)	Literacy Block, Part 1 (including Reading, Writing, Phonics/Word Study)	Literacy Block (including Reading, Writing, Phonics/Word Study)	Literacy Block (including Reading, Writing, Phonics/Word Study)	Integrals (Music/Movement or Visual Arts)	Integrals (Music/Movement or Visual Arts)
9:30-9:45						
9:45-10:00		Integrals (Music/Movement or Visual Arts)				
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00	Integrals (Music/Movement or Visual Arts)		Math Block (including fact practice)	Math Block (including fact practice)	Humanities with Ms. Kaitlyn (Reading, Writing, History, and Social Studies)	STEM with Mr. Rod (Science, Technology, Engineering, and Math)
11:00-11:15		Literacy Block, Part 2 (including Reading, Writing, Phonics/Word Study)				
11:15-11:30						
11:30-11:45						
11:45-12:00	Lunch & Recess (11:20-11:55)					
12:00-12:15		Math Block (including calendar)	Integrals (Music/Movement or Visual Arts)	Lunch & Recess (11:40-12:20)	Lunch & Recess (11:40-12:20)	Lunch & Recess (11:40-12:20)
12:15-12:30						
12:30-12:45	Math Block (including calendar)					
12:45-1:00		Lunch & Recess (12:20-12:55)	Lunch & Recess (12:20-12:55)	Science/Social StudiesBlock (experiments, exploration, and inquiries)	STEM with Mr. Rod (Science, Technology, Engineering, and Math)	Humanities with Ms. Kaitlyn (Reading, Writing, History, and Social Studies)
1:00-1:15						
1:15-1:30	Science/Social StudiesBlock (experiments, exploration, and inquiries)	Science/Social StudiesBlock (experiments, exploration, and inquiries)	Science/Social StudiesBlock (experiments, exploration, and inquiries)	Integrals (Music/Movement or Visual Arts)		
1:30-1:45						
1:45-2:00						
2:00-2:15						
2:15-2:30	Citizenship (classroom circles, peacemaking, positive behavior practice, & community building)	Citizenship (classroom circles, peacemaking, positive behavior practice, & community building)	Citizenship (classroom circles, peacemaking, positive behavior practice, & community building)	Electives	Electives	Electives
2:30-2:45						
2:45-3:00						
3:00-3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:15-3:30						
8:15-8:30	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting		
8:45-9:00					Humanities with Ms. Kaitlyn (Reading, Writing, History, and Social Studies)	STEM with Mr. Rod (Science, Technology, Engineering, and Math)
9:00-9:15	K-4 Gathering-MPR	K-4 Gathering-MPR	K-4 Gathering-MPR			
9:15-9:30						
9:30-9:45						
9:45-10:00	Literacy Block (including Reading, Writing, Phonics/Word Study)	Literacy Block (including Reading, Writing, Phonics/Word Study)	Literacy Block (including Reading, Writing, Phonics/Word Study)	Literacy Block (including Reading, Writing, Phonics/Word Study)	STEM with Mr. Rod (Science, Technology, Engineering, and Math)	Humanities with Ms. Kaitlyn (Reading, Writing, History, and Social Studies)
10:00-10:15						
10:15-10:30						
10:30-10:45						
10:45-11:00				Math Block (including calendar)	Arts Integration-Visual Arts (co-taught between Ms. Kaitlyn, Mr. Rod, & Ms. Mercer)	Arts Integration-Music and Movement (co-taught between Ms. Kaitlyn, Mr. Rod, & Ms. Concio)
11:00-11:15	Math Block (including calendar)	Math Block (including calendar)	Math Block (including calendar)			
11:15-11:30				Science/Social StudiesBlock (experiments, exploration, and inquiries)		
11:30-11:45						
11:45-12:00	Lunch & Recess (11:20-11:55)	Science/Social StudiesBlock (experiments, exploration, and inquiries)	Science/Social StudiesBlock (experiments, exploration, and inquiries)	Lunch & Recess (11:40-12:20)	Lunch & Recess (11:40-12:20)	Lunch & Recess (11:40-12:20)
12:00-12:15						
12:15-12:30	Science/Social StudiesBlock (experiments, exploration, and inquiries)					
12:30-12:45		Lunch & Recess (12:20-12:55)	Lunch & Recess (12:20-12:55)	Advisory	Advisory	Advisory
12:45-1:00						
1:00-1:15	Citizenship	Citizenship	Citizenship	K-4 Gathering-MPR	K-4 Gathering-MPR	K-4 Gathering-MPR
1:15-1:30						
1:30-1:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Basic Learning Environment

NOCCS offers a site-based learning environment. If circumstances require (e.g. health needs), Independent Study is offered on a limited, short-term basis to existing students.

Attendance Requirements

NOCCS actively works with students and families to promote positive attendance, as it has been consistently demonstrated to have a positive effect on academic outcomes. In a nationally representative data set, chronic absence in kindergarten was associated with lower academic performance in first grade. The impact is twice as great for students from low-income families.⁴ Furthermore, missing school in Grades K - 2 has been found to have a more powerful and

⁴ The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. The Johns Hopkins University, on behalf of the Center for Social Organization of Schools, 2012. Retrieved from: http://www.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

negative effect on literacy development for low-income students than it does for their more affluent peers.⁵

NOCCS actively works to improve attendance for students, disseminating attendance requirements to families annually via the Student and Family Handbook, which also outlines the policies and procedures surrounding student attendance. When students are showing signs of chronic absence, the Campus Supervisor convenes a Student Attendance Review Board (SARB) to identify barriers to attendance and support the family in developing strategies to overcome them. A key part of these meetings is supporting students and families in understanding the correlation between attendance and achievement. Strategies for supporting attendance may also be discussed by the Coordination of Services Team (COST) as it looks to support the overall well-being of a child. The NOCCS Student and Family Handbook is available in **Appendix 11 – Handbooks**.

NOCCS implements a student attendance recording and accounting system which complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

An Educated Person in the 21st Century

NOCCS believes an educated person in the 21st century is a life-long learner who possesses self-motivation, competence, and responsibility – this is firmly rooted in our school’s mission and vision. Furthermore, we believe that an educated person is a thoughtful, informed, and inquisitive citizen.

North Oakland Community Charter School enables students to become thoughtful, informed, and inquisitive citizens in the 21st Century by ensuring that all students can concretely demonstrate knowledge, skills, and habits in each of the following four domains of our NOCCS Graduate Profile, as seen in **Figure A.8**:

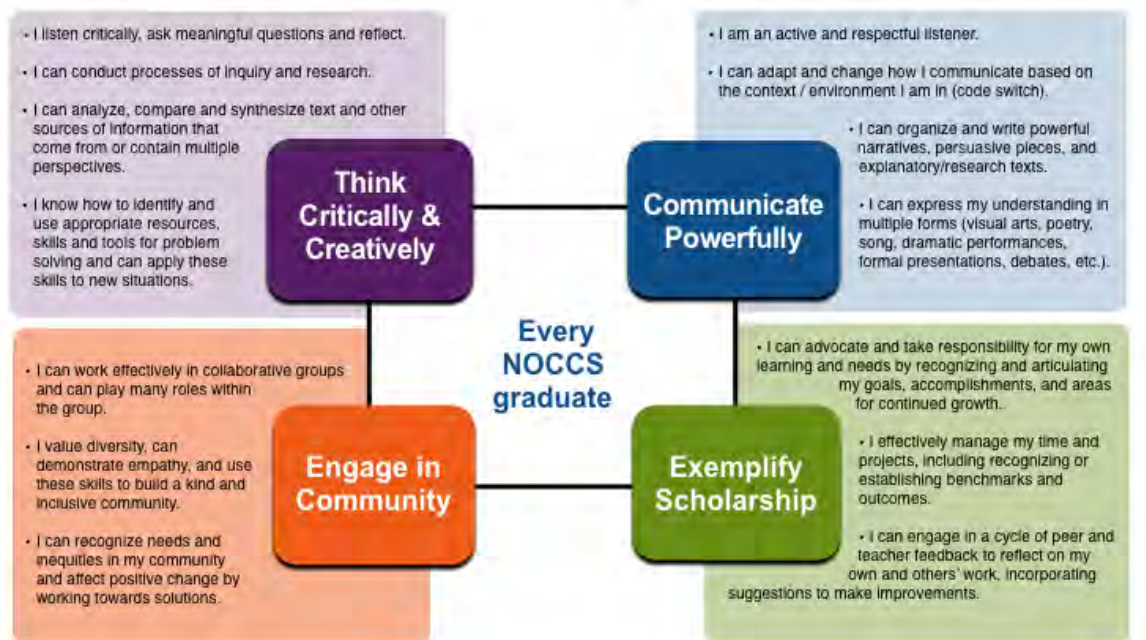
1. Critical and Creative Thinking
2. Powerful Communication
3. Community Engagement
4. Exemplary Scholarship

⁵ Ready, Douglas D., Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development, The Differential Effects of School Exposure, Sociology of Education, October 2010. Available at: <http://www.attendancecounts.org/wordpress/wp-content/uploads/2010/04/Ready-2010-2.pdf>

Figure A.8 NOCCS Graduate Profile

Graduate Profile

The NOCCS Graduate Profile articulates what we want all 8th grade graduates to know and be able to concretely demonstrate upon the completion of their educational careers at NOCCS. It also articulates what we want *all* students—at every developmental level—to grow into and work towards throughout their K-8 education.



Each of the domains of our Graduate Profile is further defined by a set of specific, developmentally appropriate outcomes that we support every student at NOCCS to concretely demonstrate throughout, at the completion of, and beyond their careers at our school. These include:

Creative and Critical Thinking

- I listen critically, ask meaningful questions, and reflect
- I conduct processes of inquiry and research
- I analyze, compare, and synthesize text and other sources of information that come from or contain multiple perspectives
- I identify and use appropriate resources, skills, and tools for problem solving and can apply these skills to new situations

Powerful Communication

- I am an active and respectful listener
- I adapt and change how I communicate based on the context/environment I am in
- I organize and write powerful narratives, persuasive pieces, and explanatory/research

texts

- I express my understanding in multiple forms (visual arts, poetry, song, dramatic performances, formal presentations, debates, etc.)

Community Engagement

- I work effectively in collaborative groups and can play many roles within the group
- I value diversity, demonstrate empathy, and use these skills to build a kind and inclusive community
- I recognize needs and inequities in my community and affect positive change by working towards solutions

Exemplary Scholarship

- I advocate and take responsibility for my own learning and needs by recognizing and articulating my goals, accomplishments, and areas of continued growth
- I effectively manage my time and projects including recognizing or establishing benchmarks and outcomes
- I engage in a cycle of peer and teacher feedback to reflect on my own and others' work, incorporating suggestions to make improvements

How Learning Best Occurs

Core Principles

The founders of the North Oakland Community Charter School developed ten core principles that continue to anchor and guide our community and its work, providing a vision to which we aspire, including how we structure and carry forth our educational programming, inform our decision making, and shape our school climate and culture. Our core principles are:

- **Respect for children and their learning** – At the heart of our school is a profound appreciation, attentiveness, and respect for children's ideas. Our teachers learn by looking closely at children's understanding, and how their questions and curiosity lead them to explore their world. The insights they garner from these observations inform their practice in a powerful way.
- **High expectations** – We believe that attention to children's thinking goes hand in hand with the high expectations and rigorous academic standards we hold for children's work. Sharing, critiquing, and reflecting on student work help our students improve their work and performance. In this way, our school encourages children to reach beyond their limits.
- **A caring community of learners** – Our school seeks to be a place where teachers, parents, and children create stable, warm, supportive relationships. We believe that the social climate is as important as the academic subjects taught in our classrooms. It is within the safe harbor of caring, compassionate relationships that children and adults are inspired to produce their best work.
- **Valuing diversity** – We are committed to ensuring that the diversity of North Oakland is represented in our school -- its students, faculty, and governance. Our learning community seeks to be a dynamic exchange of the perspectives, talents, and ideas of all

its members. Students, parents and faculty are encouraged to draw on, value, and respect the richness of their own and each other's cultures and histories, together with those of other communities.

- **Connections to the world** – Our school seeks to bring the world into the classroom and the classroom into the world to create a vital exchange between the two. When children connect what they learn to the world they live in and the problems they face, they come to see their lives in a new way.
- **A commitment to equity** – Our school believes that all children can learn at a high level and that any child's intellectual and social growth can be developed through practice and effort. Race, culture, income, and ethnicity will not be predictors of achievement. Instead, our school holds uncompromisingly high standards for all of its students, while providing active and flexible support to ensure their success.
- **Families' contributions** – Families are their children's first and most important teachers. They create the bridge between the cultures that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles. When they share their wealth of knowledge with teachers, both are better able to support children's social, academic, and intellectual growth.
- **Respect for teachers and teaching** – Our teachers bring a deep understanding of subject matter, children and their learning, and the craft of teaching. We respect their knowledge and support their growth and development as professionals and learners.
- **Creativity** – Our school seeks to be a place where learning is graced with the creativity and inventiveness of children. Art in all its forms – the visual arts, dance, music, drama, poetry, and storytelling – are routes for children to examine, interpret, and render the world. Art is a tool of the imagination, but it is also a vehicle of the intellect that allows children to demonstrate and construct their knowledge across the disciplines.
- **Teaching for understanding** – In our school, teachers seek to design thought-provoking tasks that call on students to demonstrate a deep understanding of important subject matter. Using various forms of inquiry that engage their curiosity and wonder, students ask probing questions, conduct research, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding on their own.

For a detailed description on how these ten core principles come to life in the classroom, please see **Appendix 3 – Curriculum and Instruction**.

Educational Philosophy and Research-Based Pedagogical Principles

Directed by and aligned to our powerful guiding principles, NOCCS embraces and is built upon a progressive and equitable educational philosophy and program. A NOCCS education seeks to develop in all students the ability to think critically and creatively, communicate powerfully, engage in community, and exemplify scholarship in an increasingly complex and interconnected world.

We believe that deep and authentic learning – the type of understanding, thinking, and acting needed to succeed in the 21st century – occurs best when students are consistently challenged – from a very young age – to critically consider, analyze, and synthesize multiple viewpoints and

sources of data; consciously understand and implement a variety of strategies when attempting to solve problems; effectively work both autonomously as well as collaboratively to develop, revise, expand and express their understanding of concepts and their demonstration of skills; and to authentically empathize and to work in a kind, caring manner to understand and resolve conflicts in a way that strengthens and builds our community of learners. As such, our educational program is centered around the following research-based pedagogical principles:

- **Cognitive** – The most powerful learning comes from developing sophisticated understanding of concepts and higher order thinking associated with various fields of inquiry (Bruner, 1966 & 1996; Wiggins & McTighe, 2005).
- **Developmental** – Schooling matches its activities to the developmental level of children and then accelerates learning. Investigating students' own questions should take precedence when studying content and teachers must “hook” students when necessary content does not naturally pique student interest (Bruner, 1966 & 1996; Piaget 1969; Wiggins & McTighe, 2005).
- **Rigorous** – Students learn best when faced with genuine challenges to think about new interpretations and possibilities, to see patterns and analyze them (Doll, 1993; Bruner, 1966; Vygotsky, 1978; Wiggins & McTighe, 2005).
- **Promoting Critical Thinking** – Children should be taught how to think and be offered questions to think about. Through authentic dialogue students develop an awareness of reality and bias which then helps them examine new possibilities (Burbules, 1993; Cortez, 1986; Freire, 1996; Olsen, 1999; Shor, 1992; Wiggins & McTighe, 2005;).
- **Reflective** – Ample opportunities for learners to look back, to reflect, and to debrief about both what they know and don't yet know must be provided (Dewey, 1971; Doll, 1993; Freire, 1996).
- **Authentic** – Real, rich, complex ideas and materials are at the heart of the curriculum because active, hands-on, minds-on, concrete experiences are the most powerful form of learning. Children learn best when they encounter whole, real ideas, events, and materials in purposeful context and not by only studying sub-parts isolated from actual use. Content is made relevant by making connections to life outside the classroom and being culturally relevant (Doll, 1993; Gardner, 1991; Hammond, 2014; Piaget, 1969; Singleton, 2005; Wiggins & McTighe, 2005).
- **Standards-Based** – To adequately prepare students for academic success as measured by state indicators, our students will be fully immersed in the articulated content standards (Ainsworth, 2003).
- **Collaborative** – Cooperative learning activities tap the social power of learning especially for children learning a second language. Learning is socially constructed; students working together collaboratively in a variety of different groupings and engaging in academic conversations maximizes learning for all students regardless of their achievement levels (Cummins, 1986; Lindholm-Leary, 2001; Lazarowitz & Karsenty; Slavin, 1994; Zwiers & Crawford, 2011; Vygotsky, 1978, 1990).
- **Recursive** – Ideas, concepts and themes are not just taught once and forgotten. They are revisited throughout a child's education, building understandings into more sophisticated levels each time (Bruner, 1966; Dewey, 1971; Doll, 1993; Piaget, 1969; Whitehead, 1967; Wiggins and McTighe, 2005).

- **Transformational** – Children do not just receive knowledge; they create it within the cognitive systems they encounter; fostering new ways to see and act (Doll, 1993; Freire, 1996; Bruner, 1966; Shor, 1992).
- **Promoting the Development of Character** – The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning (Nelson, 2000; Kohn, 1993).
- **Data-Driven** – In order to be effective, teachers must provide instruction within a child's zone of proximal development. In order to provide this finely calibrated instruction, teachers must use a variety of assessments and informational sources to effectively target their instruction to meet the needs of the learner (Bruner, 1966 & 1996; Piaget 1969; Jamentz, 1996; McTighe, 2005; Wiggins, 1998; Leahy, Lyon, Thompson, William, 2005).
- **Professional Learning Community** – Students learn best when their teachers are engaged in continuous and collaborative reflection and professional learning (Darling-Hammond, 1993; Nelson & Hammerman, 1996; McLaughlin & Oberman, 1996).
- **Parent and Community Involvement** – Students are successful when they are supported by caring, culturally competent adults and when school and home work as partners to set high expectations for student behavior and achievement (Brandt, 1989; Delgado-Gaitan, 1990; Hammond, 2014; Singleton, 2005).

Instructional Program Structures

Our educational program structure, school day, calendar, and culture are explicitly designed to support an ambitious and authentic vision of student achievement. Historically, NOCCS has used a combination of both multi-aged and cohort-based classroom groupings to deliver its program across the K - 8 grade span. In the next charter term, however, NOCCS will be moving to a strictly cohort-based model with two classrooms at each grade level once the transition is complete. This shift will allow teachers – many of whom are newer to the profession – to develop a tighter understanding of and focus on grade level standards, which in turn will support student achievement. During this transition, NOCCS will continue to use multi-aged classrooms at some grade levels as the new single grade model “rolls up” through the grades. NOCCS will continue to leverage its twenty years of experience in multi-age classrooms – the more complex of the two models – as it offers and then phases out this configuration.

Across both constructs, core aspects of the program remain as follows:

- Build strong relationships between teachers and their students/families in order to support both academic achievement and social-emotional and behavioral growth.
- Emphasize and focus on the developmental growth of each student – and its support and nurturance – by the teacher.
- Support a caring community of learners between and among students in various grade level cohorts.
- Support the leadership development of students by providing authentic opportunities for students to lead and work with peers in heterogenous groupings.
- Support interdisciplinary learning and teaching, especially within the humanities.

- Support the well-rounded development of each child through deliberate integration of the arts – referred to as Integrals as they are a critical component of the educational model – and physical education.

Within multi-age classrooms, as they are being phased out, ELA, mathematics, Science will be taught in grade level groupings in order to meet the content specific and rigorous demands of the subject matter and CCSS in ELA and Mathematics and the NGSS.

NOCCS retains the right to modify classroom structures and offerings based on the needs of our students and/or other factors related to our continuous improvement as a school. Any such modifications will be made such modification will be made in keeping with our mission, vision, and guiding principles as well as all applicable laws and regulations. Any such modifications shall not be considered a material revision of the charter.

Curriculum and Instructional Design

The NOCCS curriculum and modes of instruction are designed to enable students to develop strong foundational academic knowledge and skills and meet and/or exceed grade level standards, while also developing each child's cognitive capacity to gain and construct a deep understanding of concepts and higher order thinking associated with various disciplines and fields of inquiry.

Our approaches and strategies to teaching each of the core curriculum areas of language arts, mathematics, science, and social studies are detailed below.

Additionally, because NOCCS believes that in order for students to reach high academic standards and, more globally, to develop as thoughtful, engaged, and inquisitive citizens, there must be an explicit and thoughtful curriculum and school culture that supports and engages all stakeholders in this work, our school's citizenship and enrichment/elective programs are also described in this section.

English-Language Arts Outcomes, Curriculum and Instruction

English Language Arts Program Outcomes

Through our English Language Arts curriculum and instructional approach, we strive to support and enable all NOCCS students to think (1) critically and creatively, and (2) communicate powerfully as readers, writers, listeners/consumers, and speakers by demonstrating mastery of the Common Core State Standards (CCSS) in English Language Arts.

NOCCS students will⁶:

- Demonstrate independence as critical readers, writers, speakers, and listeners/consumers of text and media.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.

⁶ This set of outcomes is aligned to and articulated in the California Common Core ELA Standards. For a full description see: <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

ELA Curriculum and Instruction

NOCCS implements a Common Core aligned balanced literacy program that draws primarily from the principles, curriculum, instructional strategies, and research base of Great Minds.⁷ NOCCS has adopted and implements Wit & Wisdom, a K-8 English curriculum that supports students and teachers in meeting the expectations of the CCSS in ELA through rich, knowledge-building reading and writing. The Wit & Wisdom curriculum is research based and reputable, earning exceptional scores in both alignment and usability from EdReports.org.⁸

The Wit & Wisdom curriculum supports the NOCCS approach of teaching for understanding, with four topical modules at each grade level that develop depth of understanding and inspire curiosity. At the core of each module is a selection of literary works, informational texts, and visual art – a further connection to the NOCCS focus on arts integration. Modules are made up of 30 lessons which are covered in 6-8 weeks of study. All modules integrate reading, writing, speaking, listening and language instruction.

Focus standards for a module meet the following criteria:

- They are explicitly taught through explanation, modeling, or gradual release of responsibility.
- Students practice them in multiple lessons.
- The Focusing Question Task(s), New-Read Assessment(s), Socratic Seminar(s), and End-of-Module (EOM) Task formally assess them.

Please see **Appendix 2 – Theory of Action** for the research behind the Wit & Wisdom program. Please see **Appendix 3 – Curriculum and Instruction** for the Wit & Wisdom K-8 Scope and Sequence.

As the Wit and Wisdom curriculum does not cover the Foundational Skills of the CCSS in ELA, NOCCS supplements the program with the following additional resources in K-2:

- **Zoo-phonics** – A research-based and proven Multisensory Language Arts Program that is a kinesthetic, multi-modal approach to learning all aspects of language arts, including vocabulary development and articulation, based on phonics and phonemic awareness. The principle of Zoo-phonics maximizes understanding, memory, utilization and transference to all areas of the reading, spelling, and writing process in a playful and concrete manner.⁹

⁷ More information available at: <https://greatminds.org/english>

⁸ More information available at: <https://www.edreports.org/reports/overview/wit-wisdom-2016>

⁹ E3 Research. (2014) Research Demonstrates the Effectiveness of the Zoo-phonics® Multisensory Language Arts Program with Kindergartners in California and Michigan Schools. Available at: <https://zoo-phonics.com/wp-content/uploads/2016/01/01-101315-Kindergarten-%E2%80%93-CA-and-MI.pdf>

- **Words their Way** – A research-based and proven program that supports instruction in phonics, vocabulary, and spelling.¹⁰ The developmental model of this program leverages the integrated nature of reading, writing, and spelling, and has identified common characteristics of readers, writers, and spellers along the literacy continuum.¹¹
- **Handwriting Without Tears** – A program that offers multisensory strategies and materials to teach pencil grip, letter formation, and the literacy skills that are needed for print and cursive handwriting.¹²
- **Fountas and Pinnell Leveled Literacy Intervention System** – An early intervention program, designed to provide small group intervention based on individual student reading levels as part of the intervention program.¹³

Please see **Appendix 2 – Theory of Action** for the research supporting Zoo-phonics and Words their Way.

Finally, NOCCS teachers also integrate the CCSS for Literacy in History/Social Studies, Science, and Technical Subjects into their internally developed Teaching for Understanding (TfU) Curriculum Maps and Units in Social Studies and Science.

In implementing the curriculum, NOCCS teachers employ the workshop model as their primary mode of instruction. Key components of the workshop model include:

- An opening structure to engage students in the objective for the lesson and to elicit prior knowledge/understanding.
- A mini-lesson to explicitly demonstrate and/or model a skill, strategy, or point of inquiry directly related to the objective of the lesson.
- Guided practice and meaning making by the students whereby they engage with the skill or strategy introduced in the mini-lesson under the direction and observation of the teacher.
- Introduction of a student task or assignment by the teacher, usually accompanied by a gradual release of responsibility for students to work autonomously during the workshop time.
- Workshop time that includes student observation, conferencing, literature group meetings, additional small group instruction/support/practice for students in need of additional resources and strategies to support access and equitable inputs.
- Mid-workshop instruction, “catch”, and/or adjustments.
- Post-workshop debriefing, demonstration, sharing, and/or reflection.

¹⁰ Cobblestone Applied Research and Evaluation (2011). Pearson Words Their Way: Word Study in Action Intervention Efficacy Study Final Report. Available at: <https://www.pearsoned.com/wp-content/uploads/WTW-Final-Report-Revised.pdf>

¹¹ More information available at:

<http://www.pearsonschool.com/index.cfm?locator=PSZw84&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=3289&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDBProgramId=82341>

¹² More information available at: <http://www.hwtears.com/hwt>

¹³ More information available at: <http://www.heinemann.com/products/E01198.aspx>

- On-going assessment (student work product from workshop, exit ticket, short assessment).
- Review/analysis of observation/conferencing notes, student work, and/or assessments.
- Planning/adjustment of next objective, differentiated instruction, etc. based on student data

In addition to the workshop approach, other instructional strategies are also deployed within the NOCCS ELA Program. These may include, but are not limited to:

- Socratic seminars
- Literature circles
- Inquiry/research groups
- Foundational and/or technology skills instruction, centers, or practice.

English Language Arts Assessments

Assessment is critical to the NOCCS ELA program, ensuring all students progress at their optimal pace toward grade level proficiencies.

- **Foundational Skills** – Assessments of students’ foundational skills such as phonemic awareness and phonics inventories are administered to all early, emergent, and/or struggling readers a minimum of four times per year and/or until they demonstrate mastery of sound-letter correspondence and other phonics skills. Developmental spelling assessments are administered to students in order to track each child’s orthographic knowledge and skill and appropriately group each child for targeted instruction and/or placement into an appropriate developmental spelling group.
- **Reading** – All students are assessed at the beginning, middle, and end of the year using a research-based reading assessment (currently the Fountas and Pinnell Reading Assessment in K-2 and the Houghton Mifflin Reading Inventory in 3-8). For early and upper emergent readers or students whose independent reading levels are at levels A-J, teachers conduct on-going running records and other assessments of student reading progress a minimum of every six weeks. For early to advanced fluent readers or students whose independent reading levels range from levels K-Z, NOCCS teachers administer a leveled reading assessment a minimum of once per trimester.
- **Writing** – Through the writing process, students receive frequent on-going feedback on their writing through a variety of formats and resources ranging from a self-assessment checklist and peer feedback to teacher-directed one-on-one conferences, editing, and assessment. NOCCS has developed and implements writing form-specific rubrics and/or checklists that are aligned to the CCSS in ELA for Writing for each grade level span to support this work. These and other CCSS aligned assessment tools are used to assess and support the on-going development and improvement of student writing. Student achievement and progress, based on this range of data towards mastery of the CCSS in ELA Writing Standards for each grade level is compiled and reported through the NOCCS progress report three times per year.

As needed, and on an on-going basis, teachers also implement a variety of classroom-based assessments to monitor student achievement toward instructional objectives through a variety of measures such as reader response assignments and journals, anecdotal notes, checklists,

reading rubrics, student conferences, spelling and vocabulary tests, and labeling exercises. Student achievement and progress, based on this range of data towards mastery of the CCSS in ELA for each grade level, is compiled and reported through the NOCCS progress report three times per year.

The data from these assessments are used for several purposes including the provision of:

- Accurate grouping of students for targeted reading instruction
- Feedback for students, teachers, and families in terms of student growth in reading fluency and comprehension
- Data concerning the efficacy of instructional practices
- Information for on-going professional development and support needs of NOCCS teachers
- Data for identification of students in need of extra support, practice, and/or acceleration
- Critical information for the monitoring of school-wide progress towards literacy goals and objectives.

Please see **Appendix 2 – Theory of Action** for supporting a detailed bibliography of research that provides the foundation for the NOCCS ELA program.

Mathematics Outcomes, Curriculum, Instruction, and Assessments

Mathematics Outcomes

Through our Mathematics program, we strive to support and enable all NOCCS students to think (1) critically and creatively, and (2) communicate powerfully as readers, writers, listeners/consumers, and speakers by demonstrating mastery of the Common Core Mathematics Standards.

NOCCS students will¹⁴:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for make use of structure.
- Look for express regularity in repeated reasoning.

Mathematics Curriculum and Instruction

NOCCS implements a Common Core aligned balanced mathematics program that draws primarily from the principles, curriculum, instructional strategies, and research base of

¹⁴ This set of outcomes is aligned to and articulated in the California Common Core Mathematic Standards – Mathematics Practices. For a full description see <https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandarAug2013.pdf>

Curriculum Associates. NOCCS has adopted and implements the Curriculum Associates Ready Mathematics, which was recently rated the highest overall K-8 program by EdReports.org.¹⁵

The Ready Mathematics program aligned scope and sequence, curricular materials, lesson structure, and assessments provide our students and teachers with a consistent, vertically aligned mathematics curriculum and necessary foundational skills throughout their elementary education. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. With its focus on authentic contexts, students are engaged through this process in becoming active, real-world problem solvers. Finally, the program's instructional framework supports teachers as they strengthen their instructional practices and facilitates meaningful academic conversations that encourage all learners.

Please see **Appendix 2 – Theory of Action** for supporting research on the selection of Ready Mathematics. Please see **Appendix 3 – Curriculum and Instruction** for an example of the Ready Mathematics Teacher Resource Book for Grade 4, which illustrates both the structure and support provided for teachers by the program and the alignment of components for use in the workshop model, as detailed below.

Mathematics units begin with the building of conceptual knowledge using a variety of hands-on modalities to help students to develop a deep understanding of the content. Units also include an emphasis on the use of mathematical language and understanding of symbolic representation, the investigation of problem-solving strategies, and the mastery of computational and procedural skills necessary for academic success in this discipline.

In implementing the iReady Mathematics Curriculum, NOCCS teachers employ the workshop model as their primary mode of instruction. Key components of the workshop model include:

- Fluency practice matched to each student's individual level of foundational skill.
- An opening structure to engage students in the objective for the lesson and to elicit prior knowledge/understanding.
- A mini-lesson to explicitly demonstrate and/or model a skill, strategy, or point of inquiry directly related to the objective of the lesson.
- Guided practice and meaning making by the students whereby they engage with the skill or strategy introduced in the mini-lesson under the direction and observation of the teacher.
- Introduction of a student task or assignment by the teacher, usually accompanied by a gradual release of responsibility for students to work autonomously during the workshop time.
- Workshop time that includes student observation, conferencing, inquiry project group meetings, additional small group instruction/support/practice for students in need of additional resources and strategies to support access and equitable inputs.
- Mid-workshop instruction, "catch", and/or adjustments.
- Post-workshop debriefing, demonstration, sharing, and/or reflection.
- On-going assessment (student work product from workshop, exit ticket, short assessment).

¹⁵ More information available at: <https://www.curriculumassociates.com/products/ready/mathematics>

- Review/analysis of observation/conferencing notes, student work, and/or assessments.
- Planning/adjustment of next objective, differentiated instruction, etc. based on student data.

In addition to the workshop approach, other instructional strategies are also deployed within the NOCCS Mathematics Program. These may include, but are not limited to:

- Problem-based group debates and discussion.
- Inquiry/research group projects and activities.
- Foundational and/or technology skills instruction, centers, or practice.

Mathematics Program Assessments

The NOCCS mathematics curriculum is mapped to a set of common core standards and assessments for each grade level. Students are assessed using teacher constructed and curriculum-embedded assessments throughout and at the conclusion of each mathematics unit. Data from these assessments are used by teachers to identify students in need of extra support and remediation of the skills and content from that unit. In addition, the iReady Mathematics Assessment is implemented each trimester to assess student growth toward and mastery of grade level CCSS Mathematics standards.

The data from our various mathematics assessments is used for several purposes including the provision of:

1. Accurate grouping of students for targeted mathematics instruction
2. Feedback for students, teachers, and families in terms of student growth in mathematics skills
3. Data concerning the efficacy of instructional practices
4. Information for on-going professional development and support needs of NOCCS teachers
5. Data for identification of students in need of extra support/practice/acceleration
6. Critical information for the monitoring of school-wide progress towards mathematics goals/objectives.

In addition, other skills and habits, as described in our graduate student profile (Engage in Community and Exemplify Scholarship) are also assessed within certain mathematics units/projects and reported three times per year via our progress reports.

Science Outcomes, Curriculum, Instruction, and Assessments

Science Outcomes

Through our Science curriculum and instructional approach, we strive to support and enable NOCCS students to (1) think critically and creatively and (2) communicate powerfully as scientists, engineers, and artists by demonstrating mastery of both the:

- Next Generation Science Standards (NGSS)
- CCSS in ELA and Literacy in History/Social Studies, Science, and Technical Subjects

Through our Science curriculum and approach,

NOCCS students will¹⁶:

- Ask questions (for science) and define problems (for engineering).
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations (for science) and design solutions (for engineering).
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Student will also¹⁷:

- Demonstrate independence as critical readers, writers, speakers, and listeners/consumers of text and media.
- Build strong STEAM (Science, Technology, Engineering, Art, and Math) content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives.

Science Curriculum and Instruction

NOCCS implements a NGSS aligned science program that draws primarily from the principles, curriculum, instructional strategies, and research base of UC Berkeley's Lawrence Hall of Science. In 2018-19, NOCCS adopted the Amplify Science program, developed by the science education experts at UC Berkeley's Lawrence Hall of Science and the digital learning team at Amplify. As its first curriculum designed to address the NGSS, Amplify Science reflects state-of-the-art practices in science teaching and learning. Of six 6-8 science curriculums reviewed by EdReports in, it was the only one to receive meeting marks. The K-5 curriculum has yet to receive a rating, nor has any K-5 science curriculum, as EdReports only began reviewing science curriculum in 2019.

The Amplify Science program utilizes a research-based sequence of Do, Talk, Read, Write, and Visualize to guide instruction. The program blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like

¹⁶ These practices are aligned to and articulated in the Next Generation Science Standards for California Public Schools. For more information, please see: <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

¹⁷ This set of outcomes is aligned to and articulated in the California Common Core ELA Standards. For a full description see: <http://www.cde.ca.gov/be/st/ss/documents/finaelacccsstandards.pdf> , page 6

real scientists and engineers.¹⁸ As such, its design specifically supports the NOCCS program objectives. To further support alignment, the arts are integrated as appropriate, both as a learning modality and a way to demonstrate understanding, along with community-based field and/or service-learning experiences.

Please see **Appendix 2 – Theory of Action** for the research supporting Amplify Science. Please see **Appendix 3 – Curriculum and Instruction** for the Amplify Science K-5 Scope and Sequence.

Science Assessments

NOCCS leverages the curriculum-embedded assessments within Amplify Science to monitor and evaluate student learning, as well as inform future instruction. Each Amplify Science unit provides multiple assessment opportunities, including a pre-unit assessment, assessments at each “critical juncture,” and an end-of-unit assessment. Other skills and habits, as described in our graduate student profile (Engage in Community and Exemplify Scholarship), are also assessed within these units and reported three times per year via our progress reports. Performance assessments and products of learning are gathered in the student portfolio, as well as displayed at the school’s annual spring Exhibition Night.

In addition, Amplify provides NGSS-aligned Benchmark Assessments¹⁹ that allow schools to monitor how students are progressing toward mastery of the NGSS standards. The benchmark assessments measure and report on the three dimensions (Disciplinary Core Ideas, Scientific and Engineering Practices, and Cross-cutting Concepts) and performance expectations of the NGSS. The assessments are given 3–4 times per year, depending on the grade level, and are delivered after specific units in the recommended Amplify Science scope and sequence. As part of the implementation roll out of Amplify, NOCCS will leverage these benchmarks over the next charter term.

Social Studies Outcomes, Curriculum, Instruction, and Assessments

Social Studies Outcomes

Through our Social Studies curriculum and instructional approach, we strive to support and enable all NOCCS students to (1) think critically and creatively and (2) communicate powerfully as historians, citizens, artists, and leaders by demonstrating mastery of both:

- California Content Standards (CCS) in History-Social Science
- CCSS in ELA and Literacy in History/Social Studies, Science, and Technical Subjects

To accomplish the outcomes above, the NOCCS program is built in alignment with the California History - Social Science Framework.²⁰ This framework has rewritten the standards to tell a story

¹⁸ More information available at: <https://www.amplify.com/programs/amplify-science/>

¹⁹ The Amplify NGSS Benchmark Assessments were authored by Amplify and were not developed as part of the Amplify Science program or created by the Lawrence Hall of Science.

²⁰ More information available at: <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>

that reflects the contributions of many diverse groups in the development of California and the United States. The K-5 framework prioritizes:

- **Inquiry** – The framework calls upon students to conduct research (both guided and independent), evaluate primary and secondary sources, develop arguments, and make presentations. Inquiry occurs across the disciplines of History, Government/Civics, Geography, and Economics.
- **Literacy** – The framework includes an emphasis on giving all students access to the academic vocabulary and skills necessary for success in college, careers, and civic life.
- **Citizenship** – The framework places a strong emphasis on democratic values in the relations between citizens and the state. It encourages teachers to help their students practice the skills of engaged citizenship.²¹

Through our Social Studies curriculum and approach, NOCCS students will demonstrate the following intellectual, reasoning, reflection, and research skills²²:

- Chronological and spatial thinking.
- Research, evidence, and point of view.
- Historical interpretation.

Student will also²³:

- Demonstrate independence as critical readers, writers, speakers, and listeners/consumers of text and media.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

Social Studies Curriculum & Instruction

To support alignment with the California History - Social Science Framework, in 2019-20 NOCCS adopted and is implementing the scope and sequence, curriculum, and instructional materials from Teaching Tolerance. The Teaching Tolerance Social Justice Standards provide a road map for anti-bias education, reflecting the Frameworks focus on the contributions and experiences of a diverse set of peoples. They are divided into four domains Divided into four domains – Identity, Diversity, Justice and Action – and provide age-appropriate anchor

²¹ California Department of Education. An Overview of the New History-Social Science Framework for California Public Schools, The Elementary Grades. Available at:

https://www.scoe.net/castandards/Documents/parent_overview_hss_k-5.pdf

²² This set of outcomes is aligned to articulated in the California History Standards. See <http://www.cde.ca.gov/ci/hs/>

²³ This set of outcomes is aligned to and articulated in the California Common Core ELA Standards. For a full description see: <http://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf> , page 6

standards, learning outcomes, and school-based scenarios organized by grades K-2, 3-5, and 6-8.

All NOCCS' social studies units will include:

- Hands-on inquiry-based learning
- Integration of the arts both as a learning modality and a way to demonstrate understanding
- Community-based field and/or service-learning experiences

As this is the first year of implementation for Teaching for Understanding, NOCCS will be developing and refining our social studies curriculum, resources, units, and scope and sequence over the course of the next charter term in order to provide our students with a relevant and rigorous curriculum and assessment system.

Please see **Appendix 3 – Curriculum and Instruction** for the Teaching Tolerance Social Justice Standards and for the NOCCS Unit Planning Template.

Social Studies Assessment

In designing our social studies units, NOCCS teachers construct standards-based project rubrics for each understanding goal within a unit of study. These rubrics become the basis for our progress reports, as such student achievement relative to each understanding goal is reported three times per year. In addition, other skills and habits, as described in our graduate student profile (Engage in Community and Exemplify Scholarship) are also assessed within these units and reported three times per year via our progress reports. Performance assessments and products of learning are gathered in the student portfolio, as well as displayed at the school's annual spring Exhibition Night.

Social Emotional Learning Curriculum and Instruction

NOCCS believes that everyone – students, staff, families, and community members – are responsible for creating a caring, safe, and effective learning community at NOCCS.

Toward that end the school has, since its inception, continued to develop what we now call our Comprehensive Student Support Model. This model draws from a variety of resources that we believe are consistent with the NOCCS' mission, guiding principles, and education program to create a web of supports and strategies that are used to build and maintain a safe, respectful, progressive, and equitable approach to building our classroom and school's positive climate.

SEL Outcomes

The Social-emotional Learning program at NOCCS is designed to support students in developing each of the four qualities of the Graduate Profile, with a focus on qualities 2 and 3:

1. Critical and creative thinking
2. Powerful communication
3. Community engagement
4. Exemplary scholarship

SEL Curriculum & Instruction

At NOCCS, we support a safe, positive, and productive school climate and culture through our SEL philosophy, practices, strategies, structures, and curriculum. NOCCS has worked over the past twenty years to develop and refine our approach to social-emotional learning and citizenship.

Approach

Core aspects of our approach are as follows:

- Fostering a sense of shared ownership and responsibility among students to support a positive learning environment through the “beginning of the almost perfect school year” (BAPSY) process and REAL protocol whereby students define and agree to classroom and school-wide practices related to respect, equity, accountability, and leadership.
- Building strong classroom communities through daily morning meetings.
- Holding weekly classroom meetings to empower students to collectively resolve conflicts and other community issues.
- Supporting a shared experience centered around themes of citizenship through a weekly all school meeting.
- Aligning our disciplinary system with reflective, supportive, conflict resolution and restorative justice-based practices.
- Building students’ skills and knowledge about social-emotional development and citizenship through regularly scheduled lessons which are often integrated into our science and social studies units.

Lessons and practices are implemented at various points in a school day. Generally, all classes begin with a short classroom meeting. Often after key transition points, classes resume with a refocusing or mindfulness activity in order to support students to prepare for the rigors of learning. Classroom activities that rely on strong group/collaborative work regularly include mini-lessons and/or reflections on cooperative behaviors. Teachers also set aside time each week for long classroom meetings in which students work to continuously build and improve their work together as a community. Finally, in our 6 – 8th grades, students participate in advisory classes where both the citizenship and other age-appropriate activities and lessons related specifically to adolescent development are implemented throughout the year.

Resources

Teachers at NOCCS teach social-emotional regulation as a core skill, like reading and math, which every student must master for success in life. NOCCS teachers pull from a variety of curricular resources, including PAX Good Behavior Game²⁴ and the Zones of Regulation by Selina Jackson.²⁵

- **PAX Good Behavior Game** – An evidence-based, preventive practice, designed to improve both behavior and academics through a focus on four core areas:

²⁴ More information available at: <https://www.goodbehaviorgame.org/>

²⁵ Jackson, S. (2013) Emotional Competence: How Teachers Can Get Students to Learn EASIER and Faster.

- Self-Regulation
- Trauma-informed Care
- PBIS and Tiered-Intervention
- Social-Emotional Learning

PAX provides teachers with proven instructional and behavioral health strategies for use in the classroom.

- **Zones of Regulation** – A conceptual framework used to teach students self-regulation and self-control, through the use of strategies and tools. The Zones of Regulation categorizes states of alertness and emotions into four colored zones and helps students work to move in a positive way to their Green zone.
- **Conflict Resolution** – NOCCS students are taught to use a range of conflict resolution tools, including the use of I-Messages or Bugs and Wishes, which support students in being able to give and receive a conflict resolution message.
 - In an “I Message” the student uses the following frame:
“I feel <one word> when <specific behavior> because <how it affects me >”
 - In a “Bugs and Wishes Message” the student uses one of the following messages, dependent on age level:
“It bugs me when <action> and I wish you would <action> (K-4th grade)
“It bothers me when <action> and I would prefer <action> (5th-8th grade)

Students are taught and encouraged to communicate these messages to one another in a kind, authentic, and respectful manner. Adult members of the NOCCS community are encouraged to model this behavior, using a similar form of communicating when attempting to resolve a conflict

- **Peace Talks** - Peace talks are an important component of developing a positive school climate. They are a critical aspect of progressive practice, as their overall goal is to help students to be effective, autonomous, problem solvers who can work in collaborative and challenging environments in a way that builds and contributes to community, peace, and a more socially-just world. All staff are supported in developing the skills necessary to facilitate peace talks and use them effectively within their management repertoire.

Using these resources, NOCCS teachers develop a social-emotional curriculum throughout the school year to help students productively and safely function in their learning environments. This curriculum includes daily circles where students share their thoughts on the life of the classroom community.

Please see **Appendix 3 – Curriculum and Instruction** for the NOCCS Lesson Planning Template.

SEL Assessment and Intervention

NOCCS utilizes a school-wide intervention and culture-building protocol – REAL – for addressing and supporting a safe and scholarly learning environment. This protocol is both

corrective AND affirmative and serves as the foundation for assessing student progress, and determining interventions as needed.

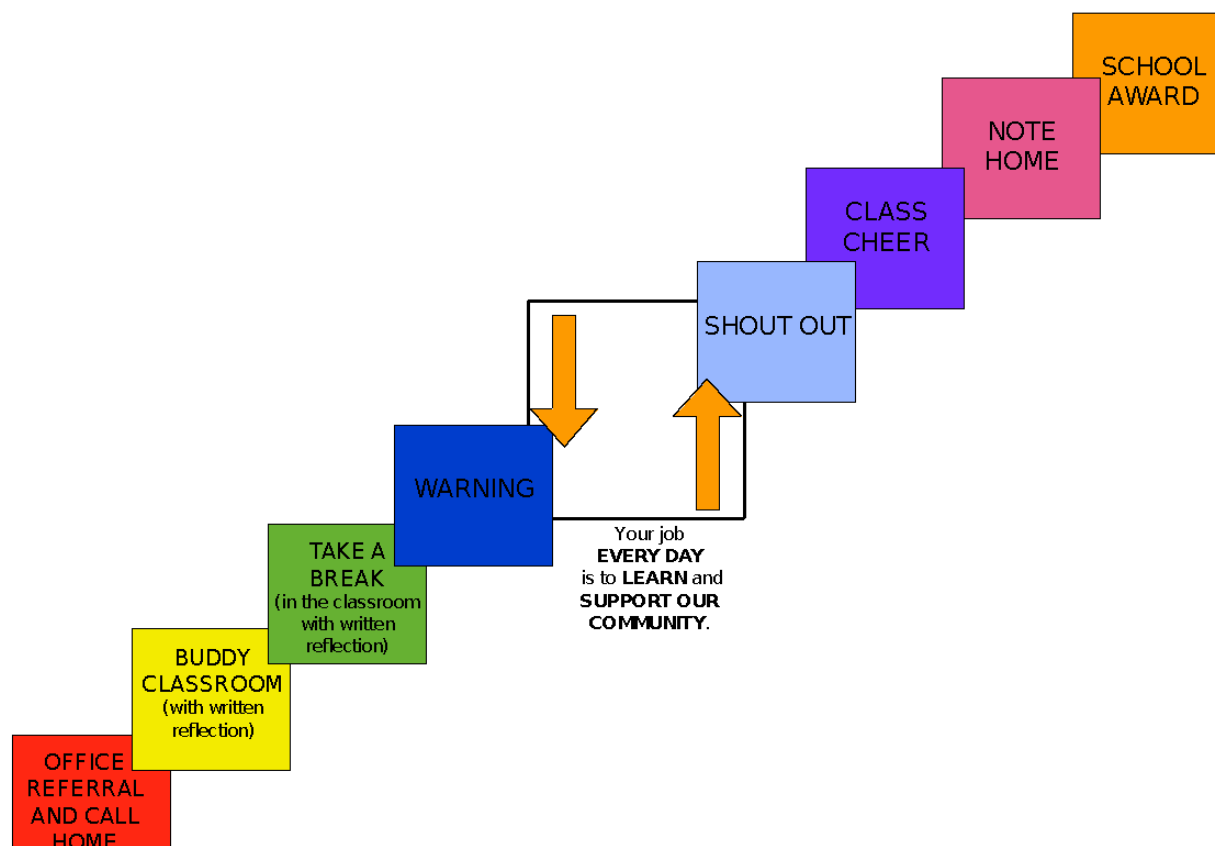
Keeping It R*E*A*L: Individual Prevention and Intervention Protocols

NOCCS utilizes a school-wide intervention and culture-building protocol – REAL – for addressing and supporting a safe and scholarly learning environment.

The REAL acronym corresponds to qualities we strive to uphold as individuals (both adults and children) as part of our work as a school community: Respectful + Equitable + Accountable + Ally = Leadership. Individual interventions that are either corrective or affirmative are provided to students as they demonstrate either a need for additional support to follow the school-wide norms and agreements, or as an affirmation of the work they are doing to model school-wide norms and agreements.

While K-5 and 6-8 vary slightly in their implementation of REAL, both upper and lower school are aligned around the concept of both affirmative and corrective consequences. Below is a graphic used in K-5 NOCCS classrooms to illustrate both the affirmative and corrective consequences of following the REAL protocol, as seen in **Figure A.9**.

Figure A.9 R*E*A*L Protocol



Wrap-around Support Structures

As students need them, NOCCS leverages a suite of wrap-around support structures to further support students in their social-emotional and behavioral development:

- **Wellness Center** – The NOCCS Wellness Center is a place for students to reset and learn about positive behaviors. The NOCCS Wellness Center is committed to ensuring that our students and staff experience a REAAL (Respectful, Equitable, Accountable, Ally, Leadership) environment that is safe and scholarly, while embracing a structure of peer to peer peacemaking whenever necessary for the social and emotional well-being of our NOCCS community.
- **Social Skills Groups** – The NOCCS social skills groups are an integral part of the learning process for our students. Social skills are tools that enable students to interact appropriately with their peers and others through their journeys in life. The social skills groups cover topical areas that are relevant and engaging, consisting of, but not limited to: healthy relationships, communication, boundaries, and respect for self and others.
- **Coordination of Services Team (COST)** – Students who are struggling with their behavior are referred to the school's COST, and a plan for support is put in place. Support plans include specific actions the lead teacher will take to support a student as a Tier 1 or 2 intervention and may also include additional Tier 2 or 3 pull-out interventions. Interventions may include, but are not limited to, small group work in or out of the classroom, extra teaching support in a co-teaching classroom, one-on-one support, hybrid learning using computer-based intervention programs, or counseling support as appropriate. The COST tracks student progress in any intervention they are enrolled in and share progress with families and classroom teachers.

Please see **Appendix 4 – Assessment and Intervention** for the COST Referral Form.

Integral Programs

In addition to core academic and social-emotional curriculum and instruction, NOCCS students participate in a variety of enrichment programs that both support and expand their knowledge, skills, and development as critical and creative thinkers, powerful communicators, engaged community members, and exemplary scholars. At NOCCS we refer to these programs as “Integrals” as we believe they are an integral part of our education program and our students development. Integral instructors are expected to develop their curriculum in alignment with the CSS for the content area and using the Teaching for Understanding framework as a guide for developing curriculum. Integral content, instruction, and assessments emphasize and integrate the skills and standards set for in our NOCCS Graduate Profile. Currently, our Integral program includes the following.

Please see **Appendix 3 – Curriculum and Instruction** for the NOCCS Unit Planning Template.

K-8 Physical Education

All students at NOCCS participate in Physical Education class one day per week. PE is taught in grade level (K-5) and class cohort (6-8) configurations in order to support the physical development and collaboration skills of students in these cohorts throughout the K-8 spectrum.

The Physical Education program is run in partnership with We Lead Ours, with a focus on developing life skills along with health and wellness.²⁶ We Lead Ours also runs the NOCCS after school program.

Through this physical education program, students develop a range of physical and athletic skills, as well as a number of habits of teamwork, cooperation, and fair play as they participate in the curriculum which is aligned to the CSS for Physical Education as well as the NOCCS Graduate Profile. Each student's physical skill, knowledge of physical education content, cooperation and teamwork, and/or effort and attitude is assessed in physical education three times per year through our progress report system. In addition, all NOCCS students in grades 5 and 7 participate in the California Physical Fitness Test that is administered once per year.

K-5 Music, Movement, and Mindfulness

Students in our K-5 program take Music, Movement, and Mindfulness one day per week. Through our Music, Movement, and Mindfulness Program, students develop a range of expressive and physical skills, as well as a number of habits of teamwork, cooperation, and collaboration as they participate in a curriculum that is aligned to CSS for Visual and Performing Arts and CSS for Physical Education, as well as the NOCCS Graduate Profile.

Music, Movement, and Mindfulness is a key place in which the intentional diversity of the school is celebrated. Students in all arts classes encounter the arts traditions of all of the cultures represented at NOCCS, including their own. NOCCS Integrals teachers stretch their knowledge of different forms of art to include every culture at NOCCS, including African American, Caribbean, South American, African, Asian, and indigenous arts traditions.

Each student's knowledge and demonstration of knowledge and skill in the visual and performing arts, traits of collaboration and teamwork, and/or effort and attitude are assessed in Music, Movement, and Mindfulness three times per year through our progress report system.

K-5 Visual Arts

Students in our K-5 program take visual art one day per week. Through our Visual Arts Program, students develop a range of artistic and expressive skills, as well as a number of habits of critique, revision, and collaboration as they participate in a curriculum that is aligned to the CSS in Visual and Performing Arts and the NOCCS Graduate Profile. As with Music, Movement, and Mindfulness, Visual Arts is a key place in which the intentional diversity of the school is celebrated and students encounter the arts traditions of all of the cultures represented at NOCCS, including their own. Each student's knowledge and demonstration of Visual Arts content and skill, collaboration and teamwork, and/or effort and attitude is assessed in Visual Arts three times per year through our progress report system.

6-8 Advisory

Students in grades 6-8, until those grades are phased out, participate in advisory classes one day per week for their entire 6-8 career. For the majority of each school year, advisory is taught

²⁶ More information available at: <https://www.weleadours.org/>

in a multi-age (6-8) format in order to support the development of connections and community throughout this grade level span. For certain topics, such as human development/sex education and high school readiness advisory is taught in a graded cohort by a homeroom teacher in order to align with the social, emotional, developmental, and/or academic advising needs of our 6-8 students. Students remain with the same advisor throughout their 6-8 careers in order to support the development of a supportive relationship with a caring adult who works to guide and assist each of their advisees throughout this time period.

The advisory program and curriculum are designed to support and engage students around a range of issues and topics that are relevant to them as adolescent learners as well as to support the development of knowledge, skills, and habits set forth in the NOCCS Graduate Profile. Within our advisory structure and curriculum, teachers draw from a number of resources, including the Advisory Handbook published by Teachers for Social Responsibility. Through a range of advisory curriculum, discussions, games, and projects, students explore topics such as team/community building, systems to support organization, goal setting, communication, conflict resolution, the meaning of and more. Outdoor education is an integral part of our advisory program. Within the 6-8 outdoor education component of our advisory program, students explore the physical world around them as they also develop and deepen connections and relationship both with their peers and the caring adults within our school. The outdoor education program includes a number of day trips (usually 1-2 per trimester) as well as an annual overnight capstone trip.

Each student's knowledge and demonstration of advisory curriculum content/skill, effort/attitude, and demonstration of graduate-profile related skills (think critically/creatively, communicate powerfully, engage in community, and exemplify scholarship), is assessed in advisory three times per year through our progress report system.

6-8 Elective Program

Students in our 6-8th grade, until those grades are phased out, will participate in two electives per week. Students select and take new electives each trimester. In certain instances, however, school staff may require students to take certain electives, such as ELA support, in order to provide the student with the additional/equitable support and instruction they may need to meet core academic standards.

Students and families provide input in the development of enrichment class offerings. All elective classes are designed to both support and expand our students' knowledge, skills, and development as critical and creative thinkers, powerful communicators, engaged community members, and exemplary scholars. Elective instructors are expected to develop their curriculum using the Teaching for Understanding Framework as a core principle for designing instruction. Elective content, instruction, and assessments emphasize and integrate the skills and standards set forth in the relevant content area standards and in our NOCCS Graduate Profile.

Examples of 6-8 elective class offerings include, but are not limited, to Leadership, Outdoor Explorations, Crafts, Fiber Arts, Spanish (Beginning, Intermediate, and Advanced), Dance, Visual Arts, Media Production, Graphic Arts, Improv, Games of the Mind, Comic Book/Graphic Novels, Creative Writing, and Yoga. In addition, NOCCS also offers a mathematic and ELA

academic support elective that is taught by a credentialed teacher and supported by Special Education staff.

Each student's knowledge and demonstration of elective curriculum content/skill, effort/attitude, and demonstration of graduate-profile related skills (think critically/creatively, communicate powerfully, engage in community, and exemplify scholarship), is assessed and reported three times per year through our progress report system.

Supporting All Students

Philosophy

NOCCS believes that all students are able to excel and succeed and is committed to designing and differentiating instruction to allow all students to achieve at their maximum capacity. To do so, NOCCS supports all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our students require to access the curriculum.

The primary vehicle for support is our robust Response to Intervention program (RTI), which is used with all students. This program is detailed in depth below. The practices in the RTI program support the following subgroups of students, in addition to their program specific supports as applicable: Students with Special Needs, Students Not Meeting Pupil Outcomes, Students Achieving Above Grade Level/Gifted Students, and English Language Learners.

Response to Intervention (RTI)

Response to Intervention (RTI) is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- **Primary (Tier 1)** – High quality core instruction that meets the needs of most students.
- **Secondary (Tier 2)** – Evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students.
- **Tertiary (Tier 3)** – Individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

NOCCS partners with the EDCOE SELPA and other service providers to design and implement the RTI Tiered framework to provide aligned academic, social-emotional, and behavioral

approaches to prevent student struggles and remedy existing gaps. RTI establishes criteria for decision-making around three Tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed as seen in **Figure A.10**

Figure A.10 RTI Tiered Services

	Academic	Social Emotional	Behavioral
Tier 3	Special Education and Related Services	Individual and Family Therapy	Behavior Intervention Planning (BIP) and Case Management
Tier 2	Academic Intervention	Zones of Regulation and Therapy Groups	Behavior Support Planning (BSP) and Case Management
Tier 1	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods	School-wide PAX Social Emotional Curriculum ²⁷ and Positive School Climate	Classroom and School-wide Positive Behavior Interventions and Supports

Coordination of Services Team (COST)

As part of its RTI model, NOCCS facilitates a Coordination of Services Team (COST). This team will consist of 3-5 key stakeholders, including administration, intervention staff (representatives delivering Tier 2 and 3 interventions including members of the special education and mental health teams), and classroom teachers. The team:

- Creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, social-emotional, and behavioral challenges.
- Meets weekly to discuss teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom.
- Reviews and analyzes school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs.
- Completes eight-week reviews for students who have been assigned to specific interventions.
- Maintains open communication with each family, including sharing team discussions, proposed interventions, and inviting families to COST meetings as appropriate.

Students with the most critical need for support, including those with disabilities, are often served by multiple providers both on and off site in more restrictive settings as dictated by their IEPs. The RTI program and COST structure ensures that expertise and services provided by mental health and child welfare agencies are seamlessly integrated into a student's school-based intervention plan. This includes providing education to teachers and school staff around

²⁷ More information available at: <https://www.goodbehaviorgame.org/>

the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

In addition, assessment data is used to support continuous improvement of our RTI program. On an annual basis, the Leadership team examines the current status of student supports and creates an intervention plan that builds on the particular strengths, challenges and aspirations of the school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and posing questions that inform the collaborative creation of shared goals and strategies for the following school year.

Please see [Appendix 4 – Assessment and Intervention](#) for the COST Referral Form.

An Overview of the RTI Process

Once a student is identified as not making appropriate growth academically as measured by the schools' assessment data, or a student is struggling social-emotionally or behaviorally, the classroom teacher meets with either the Lead Special Education Teacher or Campus Supervisor to develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student utilizing Tier 1 interventions. High quality, universal interventions are implemented at Tier 1, through the provision of training and support in school-wide academic, social-emotional, and behavioral curricula.

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions as measured by the school assessment data, the teacher then refers the child to the COST to access more of the school's resources for addressing the specific child's challenges. At the weekly COST meeting, the COST facilitator convenes all necessary stakeholders and allies in the child's learning to ensure the group has greater understanding of the whole child. This team may include but is not limited to the student's parent/guardian. An interventions plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions as appropriate. Tier 2 interventions include all potential resources not being delivered by the Core classroom teacher that could supplement the Tier 1 interventions taking place. The family is informed of these interventions. Tier 2 services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, and behavioral analysts). These high quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service.

If the student makes inadequate progress at Tier 2, the COST puts that student on the bi-weekly agenda to discuss and collect additional data. At this juncture, the COST may alter the interventions plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive interventions that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the team may refer the child for assessment by the IEP team to determine eligibility for Special Education services. Tier 3 services are provided by a team of credentialed and licensed service professionals (i.e. special

education providers, school psychologists, reading specialists, therapists, social workers, and behavioral analysts).

A student with an Individualized Education Plan will have access to ALL of the interventions available schoolwide as part of their individualized education plan. The COST in partnership ensures Special Education plans are developed strategically and implemented with fidelity and utilizes all the resources available at the school to inform the development of the IEP. The Lead Special Education Teacher is a crucial part of the COST.

Universal Data Review, Support Plan, and Conference Practice

In addition to the COST and RTI process, NOCCS leverages a universal data review and conference practice that ensures ALL students have individualized plans of support. As this includes both Tier 1 and 2 services, it lays the foundation for the more intensive COST and RTI process used with students identified for additional support. This practice includes the following, which are detailed below:

- Student Assessment
- Data Analysis and Individualized Student Plan Development
- Supports and Interventions
- Family Conferences

Student Assessment

As is described in **Element C** of this charter, NOCCS leverages a robust assessment system to ensure it has ongoing data on student academic, social-emotional, and behavioral strengths and needs. Please see **Element C** for complete descriptions of the purposes and frequencies of assessments implemented at NOCCS, including those listed in this section.

For students who are new to NOCCS, assessment of each child's needs begins with our comprehensive student registration form. Included in the registration form are questions used to obtain the following:

- A home language survey
- Information on the child's previous educational settings, if any
- If the child receives services under a 504 Plan or IEP
- Any additional information that the family feels would support the school in learning about and serving their child

Based on and in addition to the data reported in the registration form, assessment and action plans are created for new students:

- Students who are identified as potential English Learners via the home language survey, and who have not previously attended school in California, are given the ELPAC.
- All entering Kindergarten students are given a baseline Kindergarten readiness assessment.
- All students are given the iReady math assessment, which is designed to meet evaluate the developmental needs of students at various levels.

- All students in grades 1 and up (as well as Kindergarten students who demonstrate sound literacy skills on the kindergarten assessment) are given a baseline Reading Assessment to gauge each child's independent reading level including baseline reading interest, fluency, and comprehension levels.
- All students complete an initial, grade level appropriate writing sample using the writing process.

For students who are continuing at NOCCS, teachers review a variety of student data at the start of the year, in addition to administering a number of pre-assessments to each student. This includes:

- Individual standardized assessment data from the previous school year(s), including the following as appropriate to student grade level and EL status:
 - Attendance and Discipline Data
 - Smarter Balanced Assessment Consortium (SBAC), or California Alternative Assessment (CAA) as appropriate
 - English Language Proficiency Assessment Continuum (ELPAC)
 - California Science Test (CAST), or CAA as appropriate
 - Physical Fitness Test (PFT)
- Individualized internal assessment data from the previous school year(s), including the following:
 - Benchmark Assessments in ELA and Math
 - Social-emotional and Behavioral Data
 - Progress Reports
 - Family-Teacher Conferences and Portfolio
 - COST, 504, or IEP plans
- Baseline reading, math, and writing assessments, which are administered to all students in the fall.

Data Analysis and Individualized Student Plan Development

Prior to the start of each school year, administrative staff:

- Compile available student data provided by newly registered families and continuing students.
- Synthesize available student data and prepare student information for all instructional and program staff.
- Schedule and prepare Conference materials (student data, prep materials), time, tools, and processes as a part of the professional development time, to occur prior to the start of the school year.

Returning instructional and program staff also prepare additional data and information, as needed, for administrative staff and colleagues. For students in the RTI program, this includes an RTI handoff document. Instructional and program staff then review and analyze the student data provided by the administrative staff during hand off conferences, in which:

- Students in need of additional support are identified by the administrative team, their prior year teachers, or other instructional/program staff who are familiar with a given students.
- Staff members who are familiar with a given student share student data, as well as effective strategies for supporting/challenging the student.
- Hand-off conference teams compile a list of students identified in need of additional supports and develop initial plans to provide early monitoring and/or intervention. The data and recommendations within these lists/plans includes, but is not limited to:
 - Relevant/additional known student assessment data.
 - Identified and prioritized student strengths/assets.
 - Identified and prioritized student growth areas/needs.
 - Identified and prioritized effective support strategies for working with the student and his/her family.
 - Recommended actions and person(s) responsible for leading/implementing support strategies for the first 6 weeks of school. Strategies may include, but are not limited to:
 - Prioritized implementation of a standard regiment of in-class assessments, observation, and monitoring.
 - Additional in-class assessment, observation, and monitoring and/or data collection.
 - Early family conference held prior to early October.
 - Differentiated assignments and/or instruction (specified).
 - Individualized social-emotional and/or behavioral support strategies (specified).
 - Screening for and/or prioritized placement in additional programs and strategies provided by the school and/or classroom staff outside of special education (i.e. individualized instruction, math squad, academic support electives, extended day program, junior coach/leadership/etc., lunch-bunch groups, etc.).
 - Collaborating with the family to explore, discuss, recommend, and/or follow up on prior screening for and/or placement in additional programs and strategies provided by the family (i.e. tutoring, counseling, enrichment programming, outside testing, etc.).
 - Implementation/monitoring/and data collection from an already established COST, 504, Risk of Retention/Retention, Individualized Education Plan, and/or other Assessment and/or Meeting.
 - Scheduling an initial and/or follow up COST, 504, Individualized Education Plan, and/or other meeting.

The Administrative Team then compiles and enters data and strategies identified by the Hand-off Conference Team in the student information system and/or other relevant data and tracking systems. The Administrative Team shares data, strategies, and an initial implementation schedule with staff via the student information system, shared documents, and/or other identified means of communication and information sharing within the first two weeks of school.

Within the first six weeks of school, the Administrative Team then:

- Analyzes all hand-off conference data.
- Ensures that relevant data and plans for the Hand-Off Conferences are shared with relevant stakeholders, including families.
- Ensures/coordinates follow-up related to the Hand-Off Conference Team's recommendations including scheduling of family conferences, COSTs, IEPs, etc., supporting data collection/assessment, scheduling student classes, coordinating services, and disseminating information.
- Conduct a check in with each general education teacher about the accommodations and modifications students receiving IEP services need.
- Schedules and prepares follow-up professional development, assessment, collaboration, and/or prep/release time, materials (including student data), tools, and processes as a part of the Fall Trimester and school year professional development, collaboration, coaching/support calendar.

Within the first six weeks of school, the instructional and support staff:

- Implement the strategies identified by the Hand-Off Conference Team.
- Support and monitor implementation and collection of data related to the efficacy of initial support strategies identified by the Hand-Off Conference team, in collaboration with the Administrative Team.
- Update and share individualized student data, plans, and strategies with relevant stakeholders.
- Conduct initial assessments for all students and identify any additional/new students who may be in need of additional supports.

At the end of the first trimester, as well as the end of the Fall and Winter Trimesters, conferences are scheduled and held for all students at NOCCS as follows:

- Instructional staff prioritize identified students as well as any other students identified via the first six-week assessment process as being in need of additional supports (academic, social-emotional, behavioral) when scheduling Fall Conferences. Staff conduct (with administrative staff support as needed) additional outreach, if needed, to ensure family participation in Fall Conferences.
- Conferences for identified students are scheduled and structured (1) for a longer period of time, (2) to include additional stakeholders/support providers, and (3) to allow for sharing of updated relevant data and the updating of individualized plans following a similar format to the hand-off conferences.²⁸
- Instructional staff schedule Conferences for Identified Students to include families, Administration (whenever possible), as well as other relevant staff/stakeholders.

²⁸ Conferences are held for ALL NOCCS students in the Fall (mid-October) as well as the end of the Winter Trimester. Additional conferences and/or other team meetings are scheduled for students in need of additional support at the end of the Fall Trimester, as well as at other six week intervals in order to ensure the development, implementation, monitoring, and efficacy of student support strategies.

The conference protocol and individual student plan development process repeats as detailed above, in order to:

- Identify and prioritize student strengths and assets, as well as needs and areas for growth
- Identify and prioritize effective support strategies for working with the student and his/her family.
- Recommend actions and person(s) responsible for leading/implementing support strategies for the first trimester.

Throughout each trimester, student progress is monitored, support strategies applied and implemented, and data is collected and compiled. At the conclusion of each trimester, NOCCS teachers compile and report student assessments, work, and data via our progress report system and data based.

Supports and Interventions

Our Hand-Off Conferences and Trimester Data Review Processes enable staff to identify appropriate supports and resources to students, and to increase these supports based on each student's progress within a given time period. The supports and interventions include the following:

Differentiated In-Class Instruction and Support

Students who demonstrate difficulty with reading according to a range of reading data (i.e. standardized testing, internal reading assessment, progress report data) are grouped according to their instructional reading level and are provided individualized or small group reading instruction related to their area(s) of need. Teachers meet with their lower reading groups for longer durations and/or with greater frequency in order to accelerate the learning and skills acquisition of these students. For reading groups that include English Learners, teachers employ additional instructional strategies, such as GLAD techniques, explicit vocabulary support and instruction, and/or other appropriate language acquisition strategies. In addition, teachers work with each student in order to assist them in selecting independent reading material that is appropriate for each child's independent reading level. Teachers conference with students to discuss each child's independent reading selection and ensure the child is selecting a text that is adequately matched to the child's independent reading level, discuss and monitor strategies used by the child to comprehend the text, and to provide individualized instruction and support tailored to the child's reading goals and needs.

Students who demonstrate difficulty with writing according to historical progress report data, writing samples, and fall baseline pieces are identified for differentiated classroom support. This support includes specific mini-lessons that target the student's writing challenges, additional conferencing time/duration to address specific learning needs, differentiated handwriting support, and/or other strategies aimed at helping the child to improve all deficient aspects in his/her writing.

Students who demonstrate difficulty with mathematics according to a range of data (i.e. standardized testing, internal assessments, progress report data) are provided with additional

individualized and/or small group instruction related to their area(s) of need. Teachers meet with these small math groups for a longer duration and/or with greater frequency in order to accelerate the learning and skills acquisition of these students.

Differentiated Pull-Out Instruction and Support

For K-5 students who demonstrate the need for additional support in ELA or Math beyond the differentiated grouping and instruction provided in class, additional individual and small group pull out instruction and support is provided by either the Lead Teacher or the Assistant Teacher. These pull-out groups meet between two to four times per week.

- For ELA, students work on targeted, high leverage goals with differentiated materials, such as an interventional reading curriculum, phonics materials, a reading fluency program, or texts and materials that are specifically chosen based on a student's specific needs and/or reading and writing profile.
- For Math, students work on targeted, high leverage goals with differentiated materials that are specifically chosen based on a student's specific needs and/or mathematics profile.

Student progress is carefully and frequently assessed and monitored in order to both measure the efficacy of the interventions applied as well as to collect additional data should a student fail to progress and may need additional supports put in place to ensure success.

For 6-8th grade students who demonstrate the need for additional supports in ELA or Math beyond the differentiated grouping and instruction provided in class, additional individual and small group pull out instruction and support is provided by a Lead Teacher through the ELA or Math Support Elective. The support elective meets two days per week. In this class, students are provided additional individualized support and/or materials based on the student's goals and needs.

Family Conferences

As described above, family conferences are held for all students/families twice per year – in October and at the end of the Winter Trimester. When a student is identified as needing additional support and/or of meeting the criteria for being at risk of retention (at the end of the Winter Trimester), NOCCS increases its engagement and collaboration with the child's family as well as its documentation and data collection relative to formalized supports for the student. As such, conferences for identified students are prioritized and scheduled for a greater duration than others. In addition, in these conferences, additional stakeholders are engaged in order to create an effective support plan for the student. Family conferences are used to:

- Share data about the child's current academic, social-emotional, and behavioral levels.
- Collaborate with the family to collect additional information about the child to support his/her growth and achievement.
- Identify the student's strengths and assets.
- Set and prioritize goals for student growth and achievement.
- Engage the stakeholder team (i.e. staff, family, student) in creating a plan for addressing the student's academic, social-emotional, and behavioral needs.

- Create a plan for increased data collection and communication of progress between the school and family.

Should a child fail to make adequate progress based on a plan developed in a family conference or a child shows a decline or area of concern that is identified by the school staff or a family member, a COST meeting is scheduled. Within a COST meeting, school staff, the family, and (where appropriate) the student meet to develop an individualized and differentiated learning and/or behavior plan to address the child's needs and areas of growth.

Support for Students Who Are Academically Low-Achieving

As detailed above, NOCCS utilizes the RTI tiered framework, described in detail above, to provide aligned academic, social emotional, and behavioral approaches to prevent student struggle and remedy existing gaps. The rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. More than one intervention is often used within a given level of prevention.

- **Primary (Tier 1)** – High quality core instruction that meets the needs of most students.
- **Secondary (Tier 2)** – Evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students.
- **Tertiary (Tier 3)** – Individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

Please see the sections on RTI, COST, and Tiered Services above for a full description of these systems and how they are leveraged to support students who are academically low-achieving.

Support for Students that are Academically High-Achieving

NOCCS is committed to providing a rich and challenging curriculum to all students. Therefore, all students achieving above grade level as measured by SBAC, benchmark assessments, progress reports, portfolio assessment, and/or other means, will receive appropriate academic extensions within the classroom.

- Students reading above grade level will be given reading materials and literature at their independent and/or instructional levels within their reader's workshop time. Academically high achieving students may also be given a more challenging culminating assignment upon completing the book, such as a literary analysis task that is considered above grade level.
- Students who demonstrate high levels of skill/accomplishment in the area of writing receive individualized coaching and support in this area through the writer's workshop process. These students are also often called upon to develop and apply their leadership skills in this area as they serve as peer-editors for their classmates.
- In mathematics, students are often given challenge problems and longer explorations through which they are able to apply their mathematical skills and concepts in unique contexts.

- Our science and social studies units allow high achieving students opportunities to stretch and explore by providing a number of opportunities to conduct processes of research and inquiry.
- Our citizenship curriculum and programs provide high achieving students with additional challenges and opportunities to apply their learning and build their leadership skills. Within many of our projects, students may take on specific leadership roles within a group. Students with an aptitude for conflict resolution may elect to become peer mediators within the school community.

At our Family Conferences (addressed above), the achievement of each child – including high-achieving students – is discussed and individualized goals are set and revisited throughout the year. The goal setting process embedded in these conferences allows teachers, students, and families to work together to ensure that all high-achieving students are being appropriately challenged in areas where they have strengths and supported in areas where they need to continue to grow and develop.

Support for Students Who Are English Learners

NOCCS is committed to supporting English Learners (ELs) through a comprehensive approach to language instruction. As such, students' language development across the four domains of reading, writing, listening, and speaking is actively monitored and developed. NOCCS holds the same rigorous expectations for all students, regardless of primary language, and supports them in meeting the same expectations we hold for all students.

Our EL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with our EL students. NOCCS will comply with federal, state, and district mandates regarding EL education and re-designation of EL students. In addition, NOCCS will meet all requirements of federal and state law relative to equal access to the curriculum for English Language Learners.

Identification, Designation & Notification of ELL Status

As required by Education Code Section 52164.1, NOCCS will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

All students who indicate that their home language is other than English will be assessed within thirty (30) days of initial enrollment and at least annually thereafter each spring until re-designated as fluent English proficient. Assessment will be conducted utilizing the English Language Proficiency Assessment for California (ELPAC). The 30-day requirement applies to students who are entering a California public school for the first time or for students who have

not yet been assessed for English Language proficiency. All other students who have indicated a home language other than English will continue with annual assessment for English Language proficiency based upon the date last tested at the prior school of enrollment. NOCCS will notify families of the school 's responsibility to conduct an annual assessment for English Language proficiency.

Upon receipt of initial scores, students are designated as either Initially Fluent English Proficient (I-FEP) or English Learner (EL) using the guidelines in **Figure A.11** based on the ELPAC as the tool for assessment for English Language proficiency. Should the State of California adjust its recommendations for initial classification of EL and I-FEP, NOCCS will adopt the state recommendations and this change will not be considered a material change of the charter.

Figure A.11 Designation Criteria

English Learner (EL)	Initial Fluent-English Proficient (IFEP)
Overall ELPAC Proficiency Level is level 1 through 3	Overall ELPAC Proficiency Level is at or above the threshold between level 3 and 4

Families receive notification of their child's annual assessment for English Language proficiency results and initial language designation within 30 days of receipt of these results, as well as information on how their child's learning needs are being addressed by the school. In addition, they are invited to the school for an information session to review these results in detail and discuss ways to support their child's English language development. NOCCS will report the number of EL students attending the school to the district and the state.

In addition, NOCCS shall provide parent outreach services and meaningfully inform parents with limited English proficiency of other important information regarding Charter School matters to the same extent as other parents.

Ongoing Assessment, Monitoring, and Re-designation Criteria

NOCCS will comply with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as English Learners will take the assessment for English Language proficiency annually to determine growth in English Language proficiency until they are reclassified. A combination of annual assessment for English Language proficiency scores; teacher and staff input and evaluation; parental opinion and consultation; and a comparison of pupil performance in basic skills as compared to English proficient students are used to determine eligibility for reclassification of students, as detailed in **Figure A.12**. This will include use of the Observation Protocol for Teachers of English Learners (OPTEL) for Criterion 2 and 3, following completion of field testing in 2020. Should the State of California change its tools and/or recommendations for reclassification, NOCCS will adopt the state tools and/or recommendations and this change will not be considered a material change of the charter.

Figure A.12 Reclassification Criteria

Criterion 1: Assessment of English Language Proficiency	Criterion 2: Teacher Observation & Assessment	Criterion 3: Parental Opinion & Consultation	Criterion 4: Mastery of Basic Skills
Assessment of language proficiency, including but not limited to performance on the English Language Proficiency Assessment of California (ELPAC).	Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery and use of the Observation Protocol for Teachers of English Learners (OPTEL).	Parental opinion and consultation, including, but not limited to, a review of the pupil's curriculum mastery and use of the Observation Protocol for Teachers of English Learners (OPTEL).	Analysis of basic skills mastery to determine if the student is sufficiently proficient to participate effectively in the curriculum without EL supports and scaffolds (e.g., Benchmark Assessments).

Aligned to California Guidelines for Reclassification, available at: <https://www.cde.ca.gov/sp/el/rd/>

NOCCS will document and maintain records of all reclassifications including language and academic performance assessments, participants in the reclassification and annual review teams, notification to parents/guardians of reclassification, and decisions regarding reclassification.

Strategies for English Learner Instruction and Intervention

NOCCS has adopted the California ELD Standards, which focus on English Learners interacting in meaningful ways with the content as well as learning about how English works. The state has provided an implementation guide, as well as supplemental information on how to implement the ELD standards in tandem with the CCSS and NGSS. This framework and guide have been used to design an EL program that ensures all students have access to grade level content and receive the appropriate scaffolds up to grade level rigor. Furthermore, it includes both Integrated English Language Development (ELD) and Designated ELD. Teachers are involved in program development, and families shall be informed of the plan and provided opportunities for feedback through existing parent leadership structures.

While ELs enter with various degrees of proficiency, the NOCCS believes ELs are capable of high-level thinking and cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic and academic support. As such, NOCCS utilizes an Integrated ELD model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. These methods and strategies, drawn from such resources as Guided Language Acquisition Design (GLAD), front load the content vocabulary and the forms and functions of language students will need in order to explore and express their understanding of content. Students then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provide an

authentic context and desire for the production of English. Teachers are supported in analyzing formative and summative assessment data to inform instruction for ELs based on English language level in alignment with ELDS and California Framework for ELD.

NOCCS emphasizes the following core tenants in implementation of practices to serve English Learners:

- EL students need multiple opportunities for structured, oral English-language practice about academic topics and text
- EL students need increased opportunities to develop English vocabulary
- EL students' prior knowledge and background (content) knowledge must be activated to support learning
- Formative assessments are essential for monitoring progress, strengths, and weaknesses and for guiding instruction
- Teachers require professional development and support in using curriculum materials effectively to support ELD
- Supporting ELD includes providing students with access to core curriculum, explicitly teaching them vocabulary and the forms and functions of language, and including both content and language objectives for instructional planning and teaching

NOCCS uses and will continue to strengthen its use of effective, research-based instructional strategies to support our EL students by providing Integrated ELD and Designated ELD within the core classroom.

Integrated ELD

NOCCS teachers leverage Integrated ELD within the core classroom to enable EL students to access and express their understanding of grade level content and concepts as they continue to improve their language proficiency. This instructional approach integrates language and content while also infusing socio-cultural awareness. Teaching and learning are appropriately scaffolded to aid comprehension of content and objectives by adjusting delivery of instruction, modifying tasks, and providing students with appropriate background information and experiences.

Guided Language Acquisition Design (GLAD) strategies are a key vehicle used within instruction to support our EL population. These strategies include:

1. Holding high expectations and standards for all ELL students and providing authentic opportunities for use of academic language
2. Utilizing and integrating metacognitive strategies such as activating prior knowledge, charting, clustering, graphic organizers, "think a-louds"/chalk-talks
3. Utilizing and integrating second language acquisition methods such as including a student set purpose for learning, inclusion of cooperative activities and problem solving, and use of flexible grouping
4. Emphasizing reading and writing to, with, and by students such as conferencing and maintaining a language functional environment
5. Providing active participation in all components of a curricular unit, (6) fostering respect, identify, and voice

6. A use of on-going assessment and evaluation to provide reflection on what has been learned, how it was learned, and what will be done with the information.

Designated ELD

Designated ELD model at NOCCS supports English Learners with explicit language instruction targeted at their developmental level. Teachers are trained in designated ELD approaches, to provide differentiated targeted ELD instruction in alignment with students' English proficiency levels and areas of need. Whereas Integrated ELD focuses on content, Designated ELD focuses on teaching language that prepares ELs to engage in learning across all subject areas as well as in real-life situations.

EL students are provided individualized or small group Designated ELD based on their language level by a Lead Teacher or Assistant Teacher, primarily within the core. Teachers employ specific ELD instructional strategies to support learning, such as GLAD techniques, explicit vocabulary support and instruction, structures that support learning the forms and functions of language, and/or other appropriate language acquisition strategies.

Intervention

If EL students show a decline in their academic performance throughout the school year, the RTI process as described above will be implemented to gather and review data, determine an individualized student plan, implement appropriate strategies, and conference with students, families, and teachers on progress.

ELAC

Should there be more than 21 ELLs in attendance, NOCCS will form an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, to advise the Head of School and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

Teacher Qualifications and Professional Development

NOCCS is committed to hiring an instructional staff that can meet the needs of all students, including English Learners, by prioritizing the hiring of teachers who are authorized to serve English Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD). NOCCS teachers will be supported in their on-going growth and professional development in serving EL students through professional development training and other resources to support the use of best practices to support the academic acceleration of our English Learner population.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs at NOCCS will include:

- Evaluation of performance on internal benchmarks and state assessments, disaggregated for ELs by language proficiency level and years in program to determine adequate yearly progress. These may include, but are not limited to, the following:
 - EL students are making strong academic progress as measured by school-based assessments
 - EL students are classified as proficient in English in five to seven years, or less
 - LL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams
 - EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

If students are not making sufficient academic progress as indicated through ELPAC results and the above data, NOCCS will modify the EL program as needed.

Support for Students with Disabilities

SELPA

California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. NOCCS is its own local education agency (LEA) in conformity with Education Code Section 47641(a). NOCCS is currently a member of the El Dorado District Office of Education (EDCOE) Special Education Local Plan Area (SELPA). NOCCS retains its right to become an arm of the charter-granting agency for purposes of special education and looks forward to the opportunity to discuss such arrangement and a possible transition back to the OUSD SELPA in the next charter term.

Assurances

NOCCS assures that a Free Appropriate Public Education (FAPE) shall be provided to all enrolled students. NOCCS complies with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), and the Individuals with Disabilities in Education Improvement Act (IDEIA).

NOCCS complies with all state and federal laws related to the provision of special education instruction and related services and all EDCOE policies and procedures and utilizes appropriate SELPA forms. NOCCS does not discriminate against any pupil with a disability in the

admissions process or any other aspect of operation. NOCCS recognizes its responsibility to enroll and support students with disabilities.

Since NOCCS operates as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the Authorizer shall have no responsibility to ensure that the students who attend NOCCS are provided FAPE. In accordance with state and federal law, each student eligible under the IDEIA will be provided FAPE in the Least Restrictive Environment (LRE). The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Program (IEP) team. The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

Overview

The NOCCS Special Education program is in alignment with a larger schoolwide student support system. The foundation of this system is the Response to Intervention (RTI) program in alignment with the Coordination of Services (COST) process, which serves to regularly assess and track progress of students. Through the RTI program, teachers are coached and supported in developing academic, social-emotional, and behavioral intervention plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks can receive either a revised Tier 1 intervention plan or more intensive supports called Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the Special Education team who will develop an assessment plan if appropriate.

A student with an Individualized Education Plan (IEP) has access to ALL of the services and supports delineated in their IEP as well as interventions available schoolwide. The Coordination of Services team partners strategically with IEP teams to ensure students with IEPs are getting both the services outlined in their IEPs, as well as access to other school-wide interventions and supports as necessary.

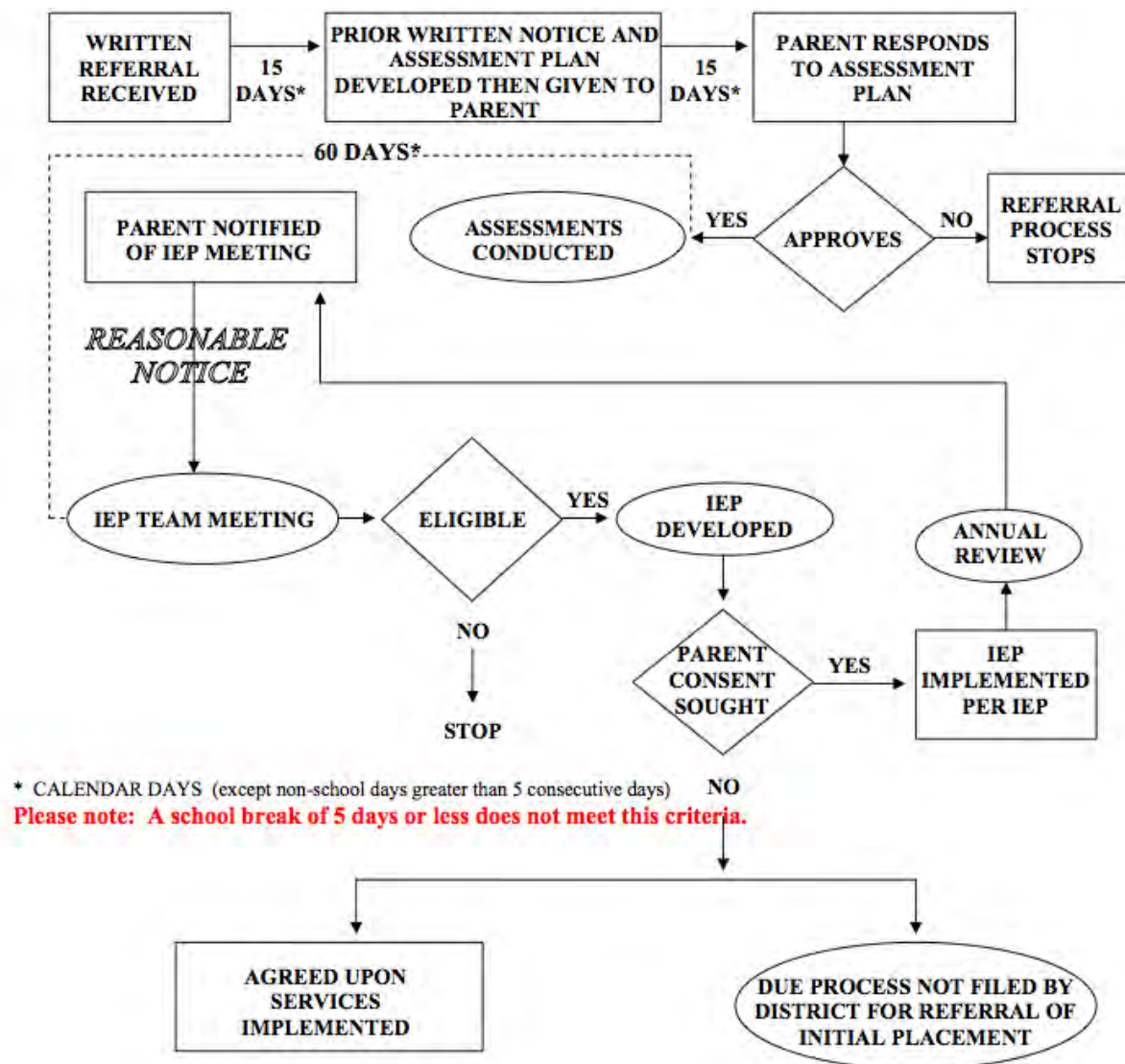
Identification and Referral

NOCCS shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs in a timely method, in accordance with the policies and procedures of the EDCOE SELPA. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. NOCCS will obtain the cumulative files, prior and/or current IEP and other special education information on any student enrolling.

A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the COST process, a student may be referred

for assessment to determine eligibility for special education services. The flowchart in **Figure A.13** outlines the process once a referral has been.

Figure A.13 NOCCS Referral Process



The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by NOCCS within fifteen (15) days. Parents will be informed via the Special Education lead that special education and related services are provided at no cost to them.

If NOCCS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within fifteen (15) days. The parent will be given at least fifteen (15) days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of

written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within sixty (60) days of receipt of the parent's written consent for assessment.

Parents will be informed that special education and related services are provided at no cost to them. The Identification and Referral Process will be overseen by the NOCCS Special Education lead, under the direct supervision of the Head of School.

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Special Education site lead will be responsible for gathering and sharing all pertinent information. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with EDCOE SELPA policies and procedures, NOCCS will follow the following assessment guidelines. If a conflict with EDCOE policies and procedures exists, then EDCOE SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills

- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. NOCCS will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

NOCCS will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure, and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a Free Appropriate Public Education.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. NOCCS will ensure that all aspects of the IEP and school site implementation are maintained.

NOCCS will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. In this way, students at the school who have IEPs will be served in the Least Restrictive Environment (LRE), to ensure students with disabilities are educated with students who are not disabled to the maximum extent appropriate. All students with disabilities have access to the full range of programs available to non-disabled students

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The student, if appropriate
- The Head of School or administrative designee
- At least one special education teacher
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

NOCCS views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as

conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by NOCCS, in cooperation with the EDCOE SELPA in which NOCCS is a member. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals

IEP Meetings, Review, and Reporting

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs and make any necessary changes. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, NOCCS will have thirty (30) days, not including school vacations greater than five days, to hold the IEP meeting in alignment with state and federal laws.

IEP meetings are also held when an Individual Transition Plan (ITP) is required at the appropriate age and when NOCCS seeks to suspend or remove a student for a period of ten (10) days or more, in order to determine if the student's misconduct was a manifestation of his/her disability.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior

to the next annual review, and where needed, the reasons the student did not meet the goal. Parents will receive additional reports on their individual student's progress at student-led conferences.

In addition, the school shall comply with the EDCOE Local Master Plan and perform all corrective actions deemed necessary by the EDCOE SELPA. The Head of School will work with the Special Education Lead to manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements and ensure confidentiality and accurate/timely reporting.

Staffing

NOCCS is committed to ensuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at NOCCS will be delivered by individuals or nonpublic agencies qualified to provide special education and related services as required by California's Education Code and the IDEIA. NOCCS will contract with qualified service providers to provide programs and services. The NOCCS Head of School and the Special Education lead will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Professional Development

The Special Education lead and other team members will work with the EDCOE leadership to provide regular professional development that builds the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements, and use of instructional data. This will include:

- Annual training for all General Education teachers on the RTI and the COST process, assessment and identification of students with disabilities, accommodations and modifications in the classroom, and other topics as needed.
- Training through EDCOE and other external partners for Special Education staff, to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland method, or Lindamood Bell, Wilson Reading, Orton-Gillingham, or Davis Math.

This will help to ensure that all students receive targeted academic interventions in the core classroom, as well as the interventions specific to supporting their disabilities.

Section 504 of the Rehabilitation Act

NOCCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of NOCCS. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by NOCCS.

A 504 team will be assembled by the Head of School and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the

meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Medical diagnosis and doctor's recommendations

Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a Free and Appropriate Public Education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by NOCCS's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Parents with Disabilities

Communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) will be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disabilities.

Dispute Resolution and Complaint Procedures

The NOCCS policy is to comply with applicable federal and state laws and regulations. NOCCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, there is a board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Special Education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

Please see **Appendix 9 – Health, Wellness, and Safety Plans** for the NOCCS Uniform Complaint Policy, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and Policy for Complaints Against Personnel.

Element B. Measurable Pupil Outcomes

***Governing Law:** The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. California Education Code Section 47605 (b)(5)(B)*

OUSD Required Language

In accordance with Education Code section 47607(b)(5)(B), North Oakland Community Charter School (NOCCS) pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

NOCCS’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows in this element.

Under Education Code section 47607.3, if NOCCS fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

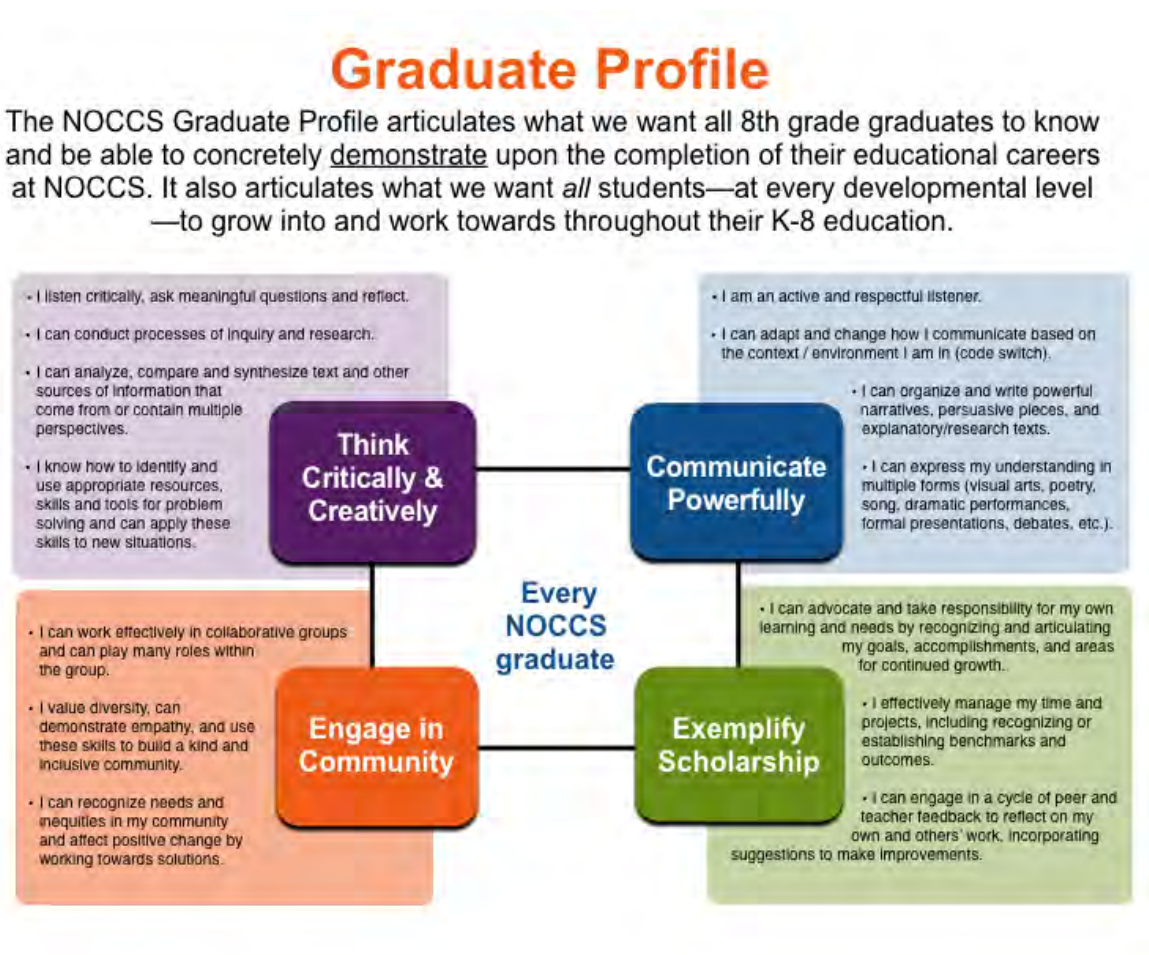
Overview

North Oakland Community Charter School (“NOCCS” or the “Charter School”) is dedicated to helping children become thoughtful, informed, and inquisitive citizens. It is a vibrant, diverse learning community driven by respect for each child’s unique intelligence and history. The school’s dynamic and challenging educational approach deepens the intellectual and social capacities of each child.

The NOCCS Graduate Profile, as seen in **Figure B.1**, sets forth our school’s vision for what each student, throughout their career and upon their grade graduation from NOCCS, shall know and be able to concretely evidence through various forms of assessment and student work in four domains:

1. Critical and creative thinking
2. Powerful communication
3. Community engagement
4. Exemplary scholarship

Figure B.1 NOCCS Graduate Profile



Annual Academic Goals Aligned to State Priorities (LCAP)

Pursuant to Education Code Section 47605(b)(5)(B), **Figure B.2** describes NOCCS's outcomes that align with the skills, knowledge, and attitudes as identified above and in **Element A** of the charter, which align with the eight state priorities. NOCCS shall comply with all applicable laws and regulations related to the Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF), as they may be amended from time to time, including all requirements pertaining to pupil outcomes for students overall and for all numerically significant subgroups.

Toward this end, five core goal areas have been identified:

- **Our Commitment** – NOCCS will provide an equitable culture and supporting conditions that lead to excellence in experience and outcomes for all students.
- **Our Students** – NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.
- **Our Talent** – NOCCS is committed to attracting, training, supporting, and retaining a highly skilled, talented, diverse, and committed staff by sustaining a supportive, collaborative, resource rich environment to grow, advance, and thrive throughout their careers as leaders and educators.
- **Our Impact** – NOCCS is committed to defining and playing an important leadership role in the movement to provide each family in our neighborhood community and city with multiple high-quality public school options.
- **Our Organization** – NOCCS is an operationally-sound organization with the capacity to carry out Goals 1-4.

Within each of these long-term goals, anticipated average annual outcomes, metrics for assessing progress, and actions and services to support achievement of the goals are identified. These Goals, Outcomes, Metrics/Measures, and Actions/Services as listed shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template.²⁹ This annual update will specifically include “a description of 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” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California Schools Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by NOCCS at the school site.

In accordance with Education Code Section 47605(b)(5)(B), NOCCS's pupil outcomes are set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by NOCCS, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. Toward that end:

²⁹ LCAP Template is available at <https://www.cde.ca.gov/fg/aa/lc/documents/approvedlcaptemplate.doc>

- As detailed in **Element A**, these subgroups include African American (44.4%), Low-income (56%), and Students with Special Needs (17%).
- NOCCS is intentionally diverse in its design and has one of the strongest representations of the diversity of Oakland found in a public school in the city, especially in respect to serving African American families and students with special needs.
- Given the student composition, NOCCS's program in its entirety has been designed to serve these populations of students – leveraging their assets and addressing their needs. This specifically includes leveraging culturally responsive practices and providing differentiated and scaffolded instruction for all students in alignment with their academic, social-emotional, and behavioral needs.

NOCCS holds the same bar for students overall as it does for students within each numerically significant subgroup. As such:

- “Overall and for all numerically significant subgroups” specifically means that the goal is held for students overall and for each subgroup as detailed above.
- In the case where a goal is specific to a subgroup, as is the case in developing English fluency for English Learners, only the specific subgroup is listed.

The fact that NOCCS holds the same goal for its subgroups as it does for the overall student population should in no way be interpreted as not having goals for each subgroup.

In setting goals for student achievement, NOCCS has taken into consideration the California Dashboard/Accountability System and its desire to see ever improving results for students. In cases where NOCCS is meeting or exceeding the standard for a particular measure, goals are set that maintain that level of accomplishment. In areas where NOCCS is not yet meeting the standard, annual growth goals are established to ensure continuous improvement and work to achieve subgroup parity in alignment with the state's five by five grids.

Please see **Appendix 2 – Theory of Action** for the 2018-19 NOCCS LCAP.

Please see the following page for **Figure B.1** with the NOCCS Goals, Outcomes, and Actions in Alignment to State Priorities.

Figure B.2 Goals, Outcomes, and Actions in Alignment to State Priorities

Goal 1 - Our Commitment	
Goals	Outcomes
<p>Goal 1: NOCCS will provide an equitable culture and supporting conditions that lead to excellence in experience and outcomes for all students.</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> 5. Student Engagement 6. School Climate 	<p>The percent of families who positively rate school safety as measured by survey will either be at or above 80% or increase at an annual average of 10% of the distance from goal over the course of the charter term.³⁰</p>
	<p>The percent of families who positively rate inclusion as measured by survey will either be at or above 80% or increase at an annual average of 10% of the distance from goal over the course of the charter term.³¹</p>
	<p>The average student attendance rate as measured by attendance audit will either be at or above 95% or increase at an annual average rate of 0.25% over the course of the charter term, overall and for each numerically significant subgroup.</p>
	<p>The chronic absenteeism rate as measured by attendance audit will either be at or below 10% or decrease at an average annual rate of 0.5% over the course of the charter term, overall and for each numerically significant subgroup.</p>
	<p>The suspension rate as measured by discipline audit will either be at or below 3% or decrease at an annual average rate of 0.3% over the course of the charter term, overall and for each numerically significant subgroup.</p>
	<p>The expulsion rate as measured by discipline audit will either be at or below 1% or decrease at an annual average rate of 0.5% over the course of the charter term.</p>
	<p>Facilities will be rated as Good or better, as measured by FIT assessment.</p>

³⁰ Survey question: “My child feels physically safe at school.”

³¹ Survey question: “My child is respected at school for his/her differences (for example: gender, physical appearance, race, ethnicity, family structure, culture...)”

Actions

NOCCS will engage in the following actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP.

School

NOCCS will:

- Ensure the safety and good condition of the facilities through ongoing maintenance and repair.

All Students

NOCCS will:

- Utilize support staff to ensure a safe, welcoming, and supportive school environment for students and parents.
- Hold Fall and Winter Family Conferences with families, students, and teachers that engage families as full partners in their child's education, with an additional Spring conference as needed for students who are struggling.
- Provide professional development to teachers in the NOCCS Comprehensive Student Support Model, which includes implementation of culturally responsive practices, restorative practices, and R*E*A*L peacekeeping prevention and intervention protocols.
- Implement and refine a Response to Intervention (RTI) program to identify students and align supports for Tier 1, 2, and 3 academic, social-emotional, and behavioral interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, services for Homeless youth, and services for students from low-income families).
- Facilitate social-emotional counseling services for students and families through the RTI process on a referral basis.
- Provide a healthy meal program to ensure students have the nourishment necessary to learn.
- Provide an after-school program that provides students with safe harbor until 6 pm daily, with academic support and enrichment opportunities.
- Annually refine and implement attendance team structure and systems to promote positive attendance and decrease chronic absence.

Students from Low-income families, Foster Youth, Homeless Youth, and Ever English Language Learners

NOCCS will:

- Support homeless students and families in the application and enrollment process, to ensure barriers do not exist for these children. Once enrolled, utilize reservation funds for homeless education to support individualized services.
- Conduct additional Family Conferences, as needed, to support families of migratory children prior to or upon return of an extended absence.

Goal 2 - Our Students	
Goals	Outcomes
<p>Goal 2: NOCCS will deepen, refine, and inject innovation into its curriculum and provide equitable instruction and supports so that all students can continuously develop, joyfully realize, and powerfully evidence their growth and ability to think critically and creatively, communicate powerfully, engage in community, and embody scholarship.</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement 6. School Climate 7. Course Access and Enrollment 8. Broad Course of Study 	<p>The percent of students who are proficient or advanced in ELA as measured by internal assessment (currently the Houghton Mifflin Reading Inventory) will either be at or above 75% or increase at an annual average of 10% of the distance from goal, over the course of the charter term, for the overall population and each numerically significant subgroup.</p>
	<p>The percent of students who are proficient or advanced in Math as measured by internal assessment (currently the iReady Math Inventory) will either be at or above 75% or increase at an annual average of 10% of the distance from goal, over the course of the charter term, for the overall population and each numerically significant subgroup.</p>
	<p>Student proficiency in ELA as measured by the SBAC will either be Met on the California School Dashboard or the Distance From Met (DFM) will decrease at an annual average of 3 or more scale points, over the course of the charter term, for the overall population and each numerically significant subgroup.</p>
	<p>Student proficiency in Math as measured by the SBAC will either be Met on the California School Dashboard or the Distance From Met (DFM) will decrease at an annual average of 3 or more scale points over the course of the charter term, for the overall population and each numerically significant subgroup.</p>
	<p>Student proficiency in Science as measured by the CAST will either be Met on the California School Dashboard or the Distance From Met (DFM) will decrease at an annual average of 3 or more scale points over the course of the charter term, for the overall population and each numerically significant subgroup.</p>
	<p>The percent of English Learners making annual progress toward English fluency will either be at or above 75% or increase at an average annual rate 1.5% over the course of the charter term, as measured by the English Language Proficiency Assessments for California (ELPAC) and California Schools Dashboard.</p>

	The percent of families who positively rate 21st century preparation as measured by survey will either be at or above 80% or increase at an annual average of 10% of the distance from goal over the course of the charter term. ³²
	The percent of families who positively rate academic rigor as measured by survey will either be at or above 80% or increase at an annual average of 10% of the distance from goal over the course of the charter term. ³³
	The percent of families who positively rate student supports as measured by survey will either be at or above 80% or increase at an annual average of 10% of the distance from goal over the course of the charter term. ³⁴
Actions	
<p>NOCCS will engage in the following actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP.</p> <p>All Students</p> <p>NOCCS will:</p> <ul style="list-style-type: none"> • Provide Common Core State Standards (CCSS) aligned textbooks and instructional materials in English and Math; Next Generation Science Standards (NGSS) aligned materials in Science; and materials aligned with CCSS in Language and Literacy in Social Studies and Science to support teachers in those content areas. • Implement a broad course of study that purposefully elevates the arts, including both visual and performing arts. • Purchase computer and technology equipment to ensure a 21st century classroom. • Implement small group reading instruction integrated with adaptive online software to provide dedicated time for students within their Zone of Proximal Development (ZPD). • Administer an assessment system, including formative assessments (i.e. performance tasks, internal benchmarks, SBAC IABs) and summative assessments (i.e. SBAC, CAST, ELPAC) that allows students to demonstrate subject-area mastery, aligned to the CCSS, NGSS, CSS, and ELDS. • Monitor student proficiency data on an ongoing basis in the Instructional Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS. Actions and distribution of resources specifically include coaching to elevate teacher practice. 	

³² Survey question: "NOCCS is helping my child to become a thoughtful, informed, and inquisitive citizen."

³³ Survey question: "My child feels challenged by the work in class."

³⁴ Survey question: "My child feels supported by the learning environment in his/her class."

- Complete an annual assessment of curricular scope and sequence, including materials, making adjustments as needed to ensure continued innovation and alignment with the CCSS, NGSS, and ELDS.

Students from Low-income families, Foster Youth, Homeless Youth, and Ever English Language Learners

NOCCS will:

- Implement and refine a Response to Intervention (RTI) program to identify students and align supports for Tier 1, 2, and 3 academic, social-emotional, and behavioral interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, services for Homeless youth, and services for students from low-income families).
- Provide all English Learners with Integrated ELD supports and Designated ELD instruction targeted to their proficiency level, aligned to the ELDS and designed to move them toward English proficiency.
- Provide teachers and leaders with professional development on the use of Integrated ELD practices within core subjects, with ongoing coaching and feedback to support implementation.

Goal 3 - Our Talent

Goals	Outcomes
<p>Goal 3: NOCCS is committed to attracting, training, supporting, and retaining a highly skilled, talented, diverse, and committed staff by sustaining a supportive, collaborative, resource rich environment to grow, advance, and thrive throughout their careers as leaders and educators.</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 4. Student Achievement 6. School Climate 	<p>The percent of Lead Teachers who meet the credentialing requirements for their position will be 100%.</p>
	<p>The percent of Lead Teachers who are at Level 3 or above or who moved up one band in one of the four areas as measured by the TNTP rubric will be 100%.</p>
	<p>The percent of families who positively rate relationship between their child and teacher as measured by survey will either be at or above 80% or increase at an annual average of 10% of the distance from goal over the course of the charter term, overall and for each statistically numerically significant subgroup.³⁵</p>
	<p>The percent of families who positively rate communication from their child's teacher as measured by survey will either be at or above 80% or increase at an annual average of 10% of the distance from goal over the course of the charter term, overall and for each statistically numerically significant subgroup.³⁶</p>

³⁵ Survey question: "Teachers have built strong relationships with my child."

³⁶ Survey question: "I am well informed about how my child is doing in school."

8. Student Outcomes	
Actions	
<p>NOCCS will engage in the following actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP.</p> <p>NOCCS will:</p> <ul style="list-style-type: none"> • Implement a teacher pipeline program, to recruit Assistant Teachers and support their development into Lead Teachers. • Provide Induction Coaching to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure. • Recruit and retain teachers by: <ul style="list-style-type: none"> ○ Providing a competitive salary and benefits package, with stipends provided to support hard to staff positions and hiring priorities. ○ Building ample time (four common preps weekly with partner teacher) into the daily and yearly schedule for planning, preparation, and collaboration. ○ Creating opportunities for teacher leadership to continue career growth, including participation by all teachers on a leadership team. • Develop teacher practice by providing regular, high-quality, site-based professional development; bi-weekly grade level and leadership team collaboration time; and instructional coaching and feedback to support: <ul style="list-style-type: none"> ○ Standards-aligned curriculum. ○ Data driven instruction. ○ Culturally relevant and inclusive practices. • Work collaboratively with teachers and staff to analyze a wide variety of data, including formal indicators and surveys as well as observations from classroom and school walk-throughs, to inform the development of new goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes. 	
Goal 4 - Our Impact	
Goals	Outcomes
Goal 4: NOCCS is committed to defining and playing an important leadership role in the movement to provide each family in our neighborhood community and city	The percent of families who positively rate inclusion as measured by survey will either be at or above 75% or increase at an average annual rate of 1% over the course of the charter term. ³⁷
	The percent of families who report having voice as measured by survey will either be at or above 75% or

³⁷ Survey question: "My family feels included in the NOCCS community."

with multiple high-quality public school options.	increase at an average annual rate of 1% over the course of the charter term. ³⁸
3. Family Engagement 5. Student Engagement 6. School Climate	The percent of families who would recommend NOCCS to a friend as measured by survey will either be at or above 75% or increase at an annual average of 10% of the distance from goal over the course of the charter term, overall and for each statistically numerically significant subgroup.
Actions	
<p>NOCCS will engage in the following actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP.</p> <p>NOCCS will:</p> <ul style="list-style-type: none"> • Expand and engage families in community events (i.e. back to school nights, celebrations of learning) and capacity-building learning experiences built around parent interests, assets, and inquiries. • Support Family Teacher Organization (FTO) in developing parent understanding of grade level standards, strategies for supporting their child, implementation of restorative practices, and the NOCCS graduate profile. • Provide opportunities for families to advise the school through informal broad-based structures (i.e. annual survey, Family Teacher conferences, Advisory Councils) and formal parent leadership structures (i.e. Family Teacher Organization / SSC and ELAC). • Engage the FTO in jointly developing, reviewing, and agreeing upon the annual plan for family engagement. • Ensure regular parent communication, including Spanish translation services and working in good faith with families with special needs to provide accommodations (i.e. sign language) to decrease barriers to participation. • Engage stakeholders – staff, families (including FTO/SSC and ELAC), and Board – in analyzing qualitative and quantitative data to evaluate the effectiveness of actions in achieving goals, then adjusting goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes as needed to address gaps. 	
Goal 5 - Our Organization	
Goals	Outcomes
Goal 5: NOCCS is an operationally-sound organization	Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.

³⁸ Survey question: "School leaders encourage input and welcome parents' contributions."

with the capacity to carry out Goals 1-4. This work supports all eight State Priorities.	Facilities are rated as Good or better, as measured by FIT assessment.
Actions	
<p>NOCCS will engage in the following actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP.</p> <p>NOCCS will:</p> <ul style="list-style-type: none"> • Hire, develop, and retain a certificated and classified staff, with authorizations and credentials appropriate for their assignment, by: <ul style="list-style-type: none"> ○ Developing a recruitment plan each Fall, with implementation beginning each Winter. ○ Implementing a teacher pipeline program at the school site, to develop Assistant Teachers into Lead Teachers. ○ Partnering with teacher preparation programs and teacher recruitment programs to attract new teachers. ○ Incentivizing referrals within the organization. ○ Providing a competitive salary and benefits proposal, that mirrors the salary schedule of OUSD. ○ Utilizing a signing bonus incentive as needed. • Hire and train Custodial, Clerical, Technical, and Office Staff to ensure effective and efficient school operations and clean and safe facilities. • Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. • 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. • Maintain depreciating capital as necessary to support strong school operations. • Fund district oversight, contracted district services, and special education as required to maintain a sound organization under state law. • Annually refine and implement a safety plan prior to the first day of school. • Implement facilities walkthroughs four times annually using a walkthrough rubric. • Jointly develop, monitor, and review a school improvement plan as part of the annual Site Planning process, which provides the foundation for the LCAP and LCAP Federal Addendum, to ensure a unified approach to serving students and across programs, including Title I, Part A and Title II Part A. The includes a needs assessment in the Fall, monitoring of outcomes over the year, and review, revision (as needed), and approval of the following year's plan in the Spring. 	

The plan above, which lists measurable pupil outcomes, will drive the work of continuous improvement at NOCCS. Teachers will be provided regular dedicated time to review their plans

for the achievement of the outcomes outlined above, align those plans with the diagnostic assessment data of their students, and develop plans to differentiate teaching and support for students based on their performance at the time and what they need to learn to meet or exceed outcome expectations. NOCCS will work to ensure that measurable pupil outcomes are realized – and that we operate with clarity about what students need to know to be promoted to secondary school, that we know how they're doing on their way there, and that they're being supported with effective teaching and tiered interventions when adequate progress toward the expected outcomes is not being made.

In addition to the goals stated above, NOCCS will develop additional outcomes to meet state and federal accountability requirements as they may be developed in the future, as applicable to NOCCS.

Annual Update

Annually, NOCCS shall update the goals and actions identified in the charter to provide, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

This annual update will specifically include “a description of 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” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP, as part of the EFC and Cox Strategic Planning Process, including outcomes, actions, and methods of measurement listed above, shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis, and shall be maintained by NOCCS at the school site.

Please see **Appendix 2 – Theory of Action** for the 2018-19 NOCCS LCAP.

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Element C. Methods for Assessing Pupil Progress

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

OUSD Required Language

Pursuant to the implementation of California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, North Oakland Community Charter School ("NOCCS" or the "Charter School") will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If NOCCS does not test with the District, NOCCS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by NOCCS to the District no later than September 1 of each year.³⁹

Additional Assurances

NOCCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, including provisions of AB 484/2012, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

For English Learners (EL) and Special Needs students, the school will track progress toward academic, social-emotional, and behavioral achievement benchmarks in the same way it does for any student. In addition, the school will carefully track EL student progress toward fluency in English and the degree to which learning-disabled students are meeting IEP goals.

Children with disabilities either under the Individuals with Disabilities Improvement Act or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

Theory of Assessment

North Oakland Community Charter School ("NOCCS" or the "Charter School") leverages a diverse set of assessments and data points to inform and evaluate its program. This includes a variety of formative, summative, and on-going performance assessments that measure how well students demonstrate understanding and mastery of skills and content as defined by the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS), as well as learning goals and benchmarks established by the school. This specifically includes social-emotional and behavioral goals and benchmarks. All assessment at NOCCS is carefully

³⁹ This assumes that final validated results have been received by NOCCS before September 1. If they have not, NOCCS will provide to OUSD upon receipt.

aligned with the school's academic, social-emotional, and behavioral program and the correlating outcomes as identified in **Element A** and **Element B** of this charter.

Forms of Assessment

State Assessment Measures

As mandated by Education Code 47605c(2), NOCCS will annually administer and/or report each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), or legal equivalent, to all applicable students:

- Attendance and Discipline Data
- Smarter Balanced Assessment Consortium (SBAC), or California Alternative Assessment (CAA) as appropriate
- English Language Proficiency Assessment Continuum (ELPAC)
- California Science Test (CAST), or CAA as appropriate
- Physical Fitness Test (PFT)

NOCCS may also elect to use the Interim Assessment Blocks (IABs) from SBAC. The results of these state assessments will be an indicator of overall school wide performance, class performance, grade-level performance, and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on a continuum of academic, social-emotional, and behavioral achievement.

NOCCS will adjust this list as changes are made at the state and federal level, to ensure continued compliance with State Accountability as set forth in California Education Code and Federal Accountability as authorized in Elementary and Secondary Education Act (ESEA) or future authorized statute. As this will be to comply with state and federal mandates, a change to meet compliance shall not be considered a material revision of the charter.

Internal Assessment Measures

As the State Assessments are primarily summative assessments, or assessments “of” learning, NOCCS complements the use of these tools with a variety of formative assessments, or assessments “for” learning. These tools assess student development across academic, social-emotional, and behavioral indicators, and currently include the following:

- Benchmark Assessments in ELA and Math
- Curriculum Embedded Performance Tasks and Assessments
- Ongoing Assessment and Checks for Understanding
- Social-emotional and Behavioral Data
- Progress Reports
- Family-Teacher Conferences and Portfolio
- Stakeholder Survey

The data from these assessments is used for several purposes including the provision of:

1. Flexible grouping of students for targeted ELA and mathematics instruction

2. Feedback for students, teachers, and families in terms of student growth in ELA and mathematics fluency and comprehension
3. Data concerning the efficacy of instructional practices
4. Information for on-going professional development and support needs of NOCCS teachers
5. Data for identification of students in need of extra support/practice/acceleration
6. Critical information for the monitoring of school-wide progress towards literacy and mathematics goals and objectives.

Benchmark Assessments

All students in grades K-8 are assessed at the beginning of the year and at the end of each trimester, using research-based benchmark assessments in Reading and Mathematics. NOCCS currently utilizes the Fountas and Pinnell Reading Assessment (FPRA) in K-2 and the Houghton Mifflin Reading Inventory in 3-8 for ELA, and the iReady Mathematics Inventory for K-8 in Math, as they are aligned to the CCSS. Furthermore, the Houghton Mifflin Reading Inventory and iReady Mathematics Inventory replicate the computer adaptive experience of the SBAC. As such, those assessments not only provide valuable data on student growth in ELA and Math but also enable students to experience and build confidence with completing computer-based assessments to “show what they know.” This confidence and comfort with assessment is a key piece of cultural capital for students, reducing potential barriers in being able to demonstrate mastery.

In addition, phonemic awareness and phonics inventories are administered to all early and emergent readers a minimum of four times per year or until they demonstrate mastery of sound-letter correspondence and other phonics skills. Developmental spelling assessments are administered to students in order to track each child’s orthographic knowledge and skill and appropriately group each child for targeted instruction and/or placement into an appropriate developmental spelling group. These inventories and assessments are part of the Zoophonics and Words Their Way curriculums used in the K-2 ELA program.

Please see **Appendix 1 – Performance Reports** for a detailed analysis of these Interim Benchmarks between 2017-18 and 2018-19.

Curriculum Embedded Performance Tasks and Assessments

Within our science and social studies units, which are built upon Amplify Science and Teaching Tolerance as the respective core curricula and leverage Teaching for Understanding (TfU) as the core pedagogical principle, teachers design a number of initial and guided performances of understanding to assess the on-going development of student understanding and/or mastery of process-related skills related to the defined understanding goals of each unit. These assessments are used to provide teachers with a picture of what each learner is understanding so that curriculum and instruction may be adapted and/or differentiated so that the teacher can direct and guide the student(s) towards mastery of content and skills.

Each unit also includes a culminating performance of understanding for each defined understanding goal of a given unit. Culminating performances of understanding are carefully constructed student tasks and projects that promote reflective engagement and challenge

students to demonstrate and apply new understanding and/or skills in a unique context. Often these culminating performances of understanding are public demonstrations, such as our annual Exhibition Night. In designing these units, NOCCS teachers construct standards-based project rubrics for each understanding goal within a unit of study. These rubrics also become the basis for standards-based report cards each trimester.

Ongoing Assessment and Checks for Understanding

NOCCS uses a range of formative and on-going assessments within its instructional program. These assessments include authentic student work products such as daily assignments, process journals, check-lists, reading conference notes, student strategy demonstrations, exit tickets, quizzes, and tests.

Assessment also includes observational data and interviews. Teachers record their observations about students' learning and thinking and use them in evaluation and instruction. Observations include both anecdotal records, where teachers take notes on what a student does, and systematic observation that allows teachers to observe a specific child or group of children at a particular time with a specific objective in mind. Systematic interviews during student-teacher conferences at the beginning of the year and at various times throughout provide further information to guide instruction.

Social-emotional and Behavioral Data

To ensure NOCCS is supporting the needs of the whole child, social-emotional and behavioral data is gathered and monitored using the Coordination of Services Team (COST) model described in **Element A**. This includes tracking time spent out of class, as well as anecdotal information on student progress in the zones of regulation.

Progress Reports

Our triannual progress reports are one of the assessment cornerstones of our academic program. Our progress reports describe the level of development for each child in relation to key, standards-based grade level skills and content in alignment with the CCSS, NGSS, CSS, ELDS and the NOCCS Graduate Profile.

The NOCCS Progress Reports are designed to describe a continuum of learning stages:

- 1: Beginning Grade Level Expectations (0-49% mastery)
- 2: Developing Towards Grade Level Expectations (50-64% mastery)
- 3: Approaching Grade Level Grade Level Expectations (65-79% mastery)
- 4: Meeting Grade Level Expectations (80-100% mastery)

For each of these stages, we have established a number of assessment system correlations that enable us to translate our mastery-based grading system for use by other educational institutions that more commonly use letter grades and percentages. Progress reports contain narrative sections where teachers detail examples of a child's level of development/mastery based on observations, student work, projects/performances of understanding, and/or various classroom-based and school-wide assessments. This narrative provides a valuable insight into the child as a learner.

Developmental progress is measured in the following areas: CCSS, NGSS, CSS, ELDS and the NOCCS Graduate Profile. A sample of the NOCCS Progress Report is provided in **Appendix 4 – Assessment and Intervention**.

Family-Teacher Conferences and Portfolio

Families meet with their child and his/her teacher in the Fall and Winter to set and monitor goals for the year. For students who are not progressing at their optimal pace, an additional Spring conference is held.

Students present a collection of examples of their work from a portfolio that demonstrate and provide evidence of their developing mastery of the CCSS, NGSS, CSS, ELDS (for ELs only), and the NOCCS graduate profile. Students select pieces of work on an ongoing basis, that can be used to illustrate learning during their conferences. Prior to graduation, students present their portfolios as a culmination of their learning at NOCCS.

Stakeholder Survey

NOCCS believes that an inclusive and welcoming community provides the foundation for learning at the school. Toward that end, it administers an annual survey of families to determine the degree to which the school is supporting this mission for students and families. While the survey is currently only administered with families, it is the goal of NOCCS to administer a student survey in Grade 3 and above in the next charter term.

Results from the 2018-19 Family Survey are provided in **Appendix 1 – Performance Report**.

Scope and Sequence of Assessment

NOCCS leverages a combination of external and internal assessments to monitor student progress toward goals and ensure all students progress at their optimal pace. Teachers, administrators and staff at EFC can monitor that progress for each student. The Assessment Matrix provided in **Figure C.1** below includes multiple forms of assessments to be used at NOCCS.

Figure C.1 Scope and Sequence of Assessment Measures

State Assessments			
Data Tool & Purpose	Grade & Subject	Analysis & Use	Frequency
Attendance and Discipline Data Indicators of pre-requisites for a healthy, positive learning environment.	K-8	Determine social-emotional and behavioral interventions for students. Determine professional development and coaching needs of staff. Determine family-level and/or group level interventions needed to maintain excellent attendance.	Ongoing

SBAC (or CAA, as applicable) Provide criterion-based data on mastery of grade level standards and growth over time.	3-8 ELA Math	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socio-economic Status, Language Status, and Disability Status. Analysis by teachers and administrative team is conducted. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning.	Annually (may IABs)
CAST (or CAACMA and CAPA, as applicable) Provide data on mastery of grade level standards.	5, 8 Science Annually	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socio-economic Status, Language Status, and Disability Status. Analysis by teachers and administrative team is conducted. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning.	Annually
ELPAC Provide data on level of proficiency in English for English Learners.	K-8 ELD Across Subject Area Settings	Determine ELD needs of English Learners. Determine instructional needs and level of scaffolding required for Integrated and Designated ELD, to enable ELs to access and express understanding of core content and develop English fluency	Upon enrollment, then annually until exited
PFT Provide data on level of physical fitness.	5, 7 Physical Fitness	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socio-economic Status, Language Status, and Disability Status. Analysis by teachers and administrative team is conducted. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning.	Annually
Internal Assessments			
Data Tool & Purpose	Grade & Subject	Analysis & Use	Frequency
Benchmark Assessments in ELA and Math	K-8	Student academic levels in math and reading are identified and growth is tracked as they progress across grade levels.	Annually, in fall, winter, and spring

Provide beginning of year snapshot of student academic levels. Monitor student growth over time in math and reading.	ELA Math	<p>Data is disaggregated by the same subgroups as CAASPP to analyze and address trends.</p> <p>Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning to ensure each student grows at his/her optimal pace.</p>	
<p>Curriculum-embedded Performance Tasks and Assessments</p> <p>Provide students with authentic, interdisciplinary opportunities to demonstrate mastery of grade level content.</p>	<p>K-8</p> <p>ELA Math Social Studies Science The Arts Physical Education</p>	<p>Analysis is based on teacher-designed rubrics that clearly define mastery of standards.</p> <p>Students are involved in the reflection process following the task, to develop ownership of learning.</p> <p>Staff engage in analysis following performance-based assessments to determine ongoing program needs.</p>	At the end of each semester or major unit of study
<p>Ongoing Assessments and Checks for Understanding</p> <p>Provide data as to the extent that each student reached the lesson objective.</p>	<p>K-8</p> <p>ELA Math Science Social Studies Art Spanish Physical Education</p>	<p>Determine instructional needs and the types of supports students will require to meet or exceed learning targets connected to CCSS, NGSS, CSS, and ELDS.</p> <p>Guide curriculum design, including adjustment of pacing and instructional delivery as appropriate.</p> <p>Inform flexible student grouping, as well as focus for small group work and plan for differentiated instruction including both remediation and acceleration.</p> <p>Identify teacher coaching and professional development needs and foster department/grade collaboration.</p>	Ongoing
<p>Social-emotional and Behavioral Data</p> <p>Provide anecdotal</p>	<p>K-8</p> <p>SEL</p>	<p>Determine social-emotional and behavioral interventions for students.</p> <p>Determine professional development and coaching needs of staff.</p>	Ongoing

information and quantitative data on out of class referrals to measure social-emotional and behavioral development.		Determine family-level and/or group level interventions needed to maintain excellent attendance.	
Progress Reports	K-8	Provide regular reporting on student progress, building connection between the school and home	Fall, Winter, and Spring
Family-Teacher Conferences and Portfolio	K-8	Engage students and families in reflection on learning, developing agency over progress and growth Build transparency of learning between the school and home	Fall, Winter, and Spring Conferences Portfolio presentation at graduation
Stakeholder Survey	K-8	Determine the degree to which families feel their child is safe, supported, respected, and engaged in their learning and the school community. Determine the degree to which families feel welcomed, respected, and engaged in the school community.	Annually

Please see **Appendix 4 – Assessment and Intervention** for the 2018-19 Assessment Calendar.

Data Management System

NOCCS utilizes a state-approved Student Information System (SIS) to support its data practice, which is currently Pearson's PowerSchool. NOCCS uses this system to create reports that allow performance data to be disaggregated, analyzed, and disseminated to staff, parents, students, and the authorizing agency as appropriate and legal. NOCCS continues to research the rapidly changing offerings in this area and may adopt alternate SISs in the next charter term, which shall not be considered a material revision of this charter.

Use of Assessment Data – In the Classroom

NOCCS uses assessments and other data to enhance a culture of feedback and continuous improvement throughout the organization – both within and beyond this charter term. NOCCS staff are supported in developing proficiency and alignment in their implementation of data collection and analysis protocols, and in using student and other school-wide data to:

1. Inform and improve curriculum and instruction
2. Differentiate instruction and resources to appropriately target and meet the needs of all students
3. Understand, reflect on, and continuously improve their skills and practices as educators.
This will be achieved by the school wide practices outlined below.

When designing and/or implementing curriculum using the workshop method, NOCCS teachers are expected to include several forms of culminating and on-going/formative assessment into their unit, intra-unit, and individual lesson plans. These assessment practices are detailed below, which are key to providing all students with both the rigorous and relevant standards-based curriculum described in **Element A** of this charter, as well as for ensuring that all students equitably supported in reaching the outcomes and mastery of content as described in **Element B** of this charter.

Unit Plans

Unit Plans are developed by grade level teams and in collaboration with a grade level partner, coach, supervisor, and/or individually on approximately a six week to trimester basis. Within these plans, NOCCS teachers are expected to identify/develop and implement culminating performances of understanding or assessment tasks and/or projects and assignments that are aligned to the unit's overall understanding goals and key standards. These culminating performances and assessments of understanding may include one or more of the following:

- Writing task/project and accompanying rubric
- Presentation/Debate/Socratic Seminar guidelines and accompanying rubric
- Research report/project guidelines and accompanying rubric
- Model/representation guidelines and accompanying rubric
- Lab notebook or process notes and reflection guidelines and rubric
- Problem-based task and/or interview and accompanying
- Unit test and accompanying unit key

Unit plans are often reviewed and vetted by supervisors and/or instructional coaches in grade level team and/or individual sessions or by colleagues using a critical friends or other protocols in order to ensure rigor and alignment of standards, understanding goals, performances of understanding, and assessment tools/rubrics.

Once these unit plans – including culminating performances of understandings and their accompanying rubrics/answer keys – are drafted, NOCCS teachers use these materials to break down the knowledge and skills needed to successfully master the given task into smaller units (weekly or bi-monthly) of curriculum and instruction, and then into daily lesson plans and tasks with additional assessment tasks that are tied to or build towards the unit's understanding goal(s) and culminating performance(s) of understanding – each of which are further explained below. Unit plans are then updated throughout the implementation of a given unit.

At the end of a given unit, assessment tasks are scored, and the data from these tasks is analyzed by teachers, grade level teams, coaches, and/or supervisors who reflect on the results and use the data to inform the following:

- Students' individual strengths, growth, and mastery as well as areas of development relative the understanding goals and/or associated standards of a given unit
- Identification of students in need of additional supports and resources
- Reporting of student progress and achievement via the NOCCS Progress Report System
- Adjustments to and/or continuous improvement of these units, including the content, scope, and sequence
- Development and implementation of the next unit

A Unit Plan Template is provided in **Appendix 3 – Curriculum and Instruction**.

Intra-Unit Plans

Intra-Unit Plans are detailed, adjusted, and developed – based on the overall unit plan – by grade level teams and/or in collaboration with a grade level partner, coach, supervisor, and/or individually on a weekly to bi-monthly basis. Within these plans, NOCCS teachers are expected to identify, develop, and implement key assessment tasks and/or assignments related to a unit's overall understanding goals and key standards. Examples of such intra-unit assessments may include the following:

- Checklists of performances of a critical reading or writing skill such as analysis of a text, identification of evidence, use of an index to locate key information, or the development of a thesis statement
- Creation of a (portion of) of a project outline or plan, section or a piece of writing, or draft
- Development of a research topic, question, or hypothesis and identification of steps and/or resources to conduct inquiry about this subject
- Demonstration of presentation or debate skill such as citing evidence, reflection on or providing feedback to a peer in a practice implementation of a debate or Socratic seminar
- Journal entries and/or process notes
- Simplified problem-based mini-project
- Quizzes
- Practice Tests

Within their collaborative planning time, grade level teams and/or teachers working individually and/or with their supervisor or coaches are expected to review and analyze key student work, assessment results, and/or other data from the previous week(s). The data from these tasks is analyzed by teachers, grade level teams, coaches, and/or supervisors who reflect on the results and use the data to inform the following:

- Students' individual strengths, growth, and mastery as well as areas of development relative the understanding goals and/or associated standards of a given unit
- Identification of students in need of additional supports and resources and development of in-class or other critical strategies/resources to address these needs
- Adjustments to the unit plan and/or instructional strategies based on student need
- Identification of key next steps – including assessment strategies – for the next week(s)/portion of the unit

In addition to providing the teacher(s) with critical data and information, one of the most important goals of these intra-unit assessment tasks is to provide the student with key information and feedback that will assist them in reflecting on, revising/refining, and improving their work and performance relative to a critical unit understanding goal/standard and performance of understanding at the end of a unit. As such, these assessment tasks and the data/feedback are also ideally designed to be shared with and used by the student to help them to fully engage and participate as active learners in their own education. As needed, these assessment tasks are shared with families – through mini-progress reports, the on-line gradebook system, individual emails, and other formats – so that they can support their students in implementing critical next steps towards mastery of a given understanding goal.

Individual Lessons

Individual lessons are expected to include several forms of assessment of student understanding and achievement against an established “understanding goal” and/or “performance of understanding” that a NOCCS teacher is expected to build in, utilize, and take action upon both within and after a given lesson. These may include the following:

- A lesson warm up or opening prompt to elicit prior understanding implemented at the outset of the lesson
- Questioning/pair-shares, or checks for understanding within a mini-lesson
- Conferencing, individual or small group guided practice, and/or other support and observation within the workshop time of a given lesson
- Student work product and/or reflection resulting from the workshop time
- Exit tickets or other forms of quick assessment used to gauge student mastery of a given daily understanding goal or performance of understanding set out as the objective for a daily lesson

NOCCS teachers are expected to be skilled in using these multiple forms of classroom-based data to inform their instructional moves, questioning, student groupings, support strategies, and curriculum on a daily basis. Teachers are expected to collect various forms of data, such as conferencing notes, as well as to analyze student work on an on-going basis to inform their instruction and differentiation strategies on a daily and weekly basis. Based on their analysis, NOCCS teachers may elect to implement one of more of the following instructional moves:

- Continue forward with a new objective
- Adjust a given objective and provide additional instruction and practice
- Pull individuals/small groups to provide additional instruction and support
- Provide acceleration/challenge work for individuals/small groups
- Reteach and/or provide more practice related to a given understanding goal or performance of understanding

Use of Assessment Data – As a School

NOCCS staff use the school-wide data listed in **Figure C.1** above to both inform classroom-based practices, strategies, and allocations of resources as well as to provide input and leadership relative to the articulation of school-wide plans as articulated in the NOCCS Strategic Plan, Charter Petition, LCAP, and LCAP Federal Addendum.

Classroom Based Data Reviews

These are conducted a minimum of four times per year, including at the start of the school year and at the conclusion of each trimester. Classroom based data reviews take place with each teacher and his/her supervisor as well as instructional coaches as needed. Within this process, teachers review the data for their classrooms from the school-wide assessments listed above. Using a structured protocol, teachers:

- Analyze and document areas of strength and concern for both the classroom and individual students
- Analyze, discuss, and document important trends in the data
- Identify and document student achievement-based goals (grade level, classroom, and/or individual student) as well as strategies and supports needed to achieve these goals
- Identify, prioritize, and document students in need of additional supports/services and suggest strategies to support these students.

Teachers then share their data analysis with other members of their grade level team in the Grade Level Data Review Team process described below.

Teachers and an administrator (either the Head of School or Director of Student Support) meet approximately twice per month to follow-up and review progress relative to the goals, strategies, and supports identified within the data review process.

Data analysis from this process is also compiled and used to inform Strategic Planning, LCAP, and LCAP Federal Addendum processes for the school.

Please see **Appendix 4 – Assessment and Intervention** for the NOCCS Protocol for Examining Data.

Grade Level Data Review Teams

These are assembled a minimum of four times per year, including at the start of the school year and at the conclusion of each trimester. Data review teams consist of the supervisor, instructional staff, and other key stakeholders (coaches, elective/enrichment staff, assistant teachers) at each grade level span. In these teams, staff review both school-wide and grade-level specific data reports that pertain to their students. Using a structured protocol, Data Review Teams:

- Analyze and reflect on areas of strength and concern for both the grade level cohort and individual students
- Analyze, discuss, and document important trends in the data
- Identify/share and document student achievement-based goals (grade level, classroom, and/or individual student) as well as strategies and supports needed to achieve these goals
- Identify, prioritize, and document students in need of additional supports/services and suggest strategies to support these students. This includes recommended actions and person(s) responsible for leading/implementing support strategies for the remainder of the Trimester. Strategies may include, but are not limited to:

- Prioritized implementation of standard regiment of in-class assessments, observation, and monitoring
- Additional in-class assessment, observation, and monitoring and/or data collection
- Scheduling of a family conference held within the next six weeks and/or the end of the trimester
- Differentiated assignments/instruction (specified)
- Individualized social/emotional/behavioral support strategies (specified)
- Screening for and/or prioritized placement in additional programs and strategies provided by the school and/or classroom staff outside of special education (individualized instruction, math squad, academic support electives, extended day program, junior coach/leadership/etc., lunch-bunch groups, etc.)
- Collaborating with the family to explore, discuss, recommend, and/or follow up on prior screening for and/or placement in additional programs and strategies provided by the family (tutoring, counseling, enrichment programming, outside testing, etc.)
- Implementation, monitoring, and data collection from an already established Student Success Team, 504, Risk of Retention/Retention, and/or Individualized Education Plan, and/or other Assessment and/or Meeting
- Scheduling an initial and/or follow up Student Success Team, 504, and/or Individualized Education Plan and/or Other Meeting/Assessment

Data review teams meet approximately once per month to follow-up and review progress relative to the goals, strategies, and supports identified within the data review process.

Data analysis from the data review teams will also be compiled and used to inform Strategic Planning, LCAP, and LCAP Federal Addendum processes in the school.

Please see **Appendix 4 – Assessment and Intervention** for the NOCCS Protocol for Examining Data.

Staff Orientation/Retreats

These are scheduled and held both at the start of the school year and in the middle of the school year. Within these forums, school staff will review school critical portions of the school wide data listed above. Based on this data, staff:

- Analyze our school-wide strengths and areas of concern
- Analyze and discuss important data trends
- Review current Strategic Plan, LCAP, and LCAP Federal Addendum goals and strategies
- Provide input on school-wide student achievement goals as well as strategies and supports needed to achieve these goals

On-Going Staff Stakeholder Engagements

These are scheduled a minimum of every six to eight weeks, to provide on-going input relative the updating of the Strategic Plan, LCAP, and LCAP Federal Addendum.

Use of Assessment Data – Board of Directors and School Community

NOCCS will utilize the multiple streams of data detailed above to review program effectiveness and inform programmatic decisions on a regular basis. This data will be collected, analyzed, and disseminated in a transparent manner that promotes accountability and continuous improvement amongst members of the school community. Furthermore, it will be disaggregated by subgroups, grade-level, individual class, and student to best inform continuous improvement.

As detailed in **Element B**, NOCCS will work with stakeholders on an annual basis to jointly develop, monitor, and review a school improvement plan as part of the Site Planning process. This plan provides the foundation for the LCAP and LCAP Federal Addendum, to ensure a unified approach to serving students across programs, including Title I, Part A and Title II Part A. This includes a needs assessment in the Fall, monitoring of outcomes over the year, and review, revision (as needed), and approval of the following year's plan in the Spring.

Board Data Reports

The Head of School presents a data report to the Board of Directors on a monthly basis, to engage the Board in ongoing analysis of improvement efforts and to support accountability. A focus is held on:

- Analysis of data to monitor progress toward goals as identified in the Strategic Plan, **Element B** of the Charter, LCAP, and LCAP Federal Addendum
- Monitoring of trends in student learning outcomes, overall and disaggregated for subgroups, to ensure equity in experience and outcome
- Reviewing and providing input on adjustments to actions as needed to achieve goals
- Ensuring that there are sufficient and appropriate financial and human resources to properly enact the School's program and remain true to the Strategic Plan, the Charter, LCAP, and LCAP Federal Addendum

Community Data Reports

The Head of School presents data reports to the school community four times per year at the Family Teacher Organization meetings, as well as periodically through the Coffee with the Head of School structure. Data reports build transparency with community stakeholders and are used to engage them in the joint development of and accountability for the school's mission and vision. A focus is held on:

- Analysis of data to monitor progress toward goals as identified in the Strategic Plan, **Element B** of the Charter, LCAP, and LCAP Federal Addendum
- Input on areas of strength and areas of concern
- Monitoring of trends in student learning outcomes, overall and disaggregated for subgroups, to ensure equity in experience and outcome
- Reviewing and providing input on adjustments to actions as needed to achieve goals

- Input on the allocation of financial and human resources to enact the School's program and remain true to the Strategic Plan, the Charter, LCAP, and LCAP Federal Addendum

Students and Families

NOCCS works to ensure every family has access to student performance data on a regular basis, ensuring families are engaged as true partners in their child's education. Toward that end, NOCCS communicates student progress and attainment of measurable pupil outcomes regularly with students and their families.

Formal reporting to families includes Report Cards, Assessment Results, and Family-Teacher Conferences as detailed in **Figure C.2**. Reports are provided in both English and Spanish and designed to be easily accessible by families. In addition, families have access to all internal assessments listed in **Figure C.1** upon request and at Family-Teacher conferences.

Figure C.2 Formal Reporting to Caretakers

Type	Purpose	Frequency
Progress Reports	Share indicators of academic progress and engagement: <ul style="list-style-type: none"> • Attendance data • Mastery of grade level standards • Assessment data 	Every trimester
Mailings and Information Sessions	<ul style="list-style-type: none"> • Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SBAC, ELPAC). • Provide information sessions to support families in understanding assessment results 	Ongoing
Family – Teacher Meetings (Family, Students, and Teachers)	<ul style="list-style-type: none"> • Develop and revisit goals, as well as strategies for school and home in achieving those goals • Review student work and measure progress toward grade level standards • Share student performance and progress on state and internal assessment measures • Develop agency and ownership of learning, for both the student and family 	Fall and Winter Spring if needed

Please see **Appendix 4 – Assessment and Intervention** for the NOCCS Report Card.

Use of Assessment Data – Broader Community

NOCCS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Local Control Accountability Plan (LCAP)

NOCCS will use the multiple forms of data to assess progress toward the goals outlined in **Element B** of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2021, and each year thereafter, NOCCS will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in **Element B** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. NOCCS shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.

Please see **Appendix 2 – Theory of Action** for the 2018-19 NOCCS LCAP.

School Accountability Report Card (SARC)

NOCCS will compile data for the charter school each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, FTO/SSC, ELAC, and community at large.

California Longitudinal Pupil Achievement Data System (CALPADS)

NOCCS shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861.

Element D. School Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parental involvement. California Education Code Section 47605(b)(5)(D)

OUSD Required Language

1. Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, North Oakland Community Charter School (“NOCCS” or the “Charter School”), operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of NOCCS. NOCCS shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

NOCCS shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating NOCCS amend the bylaws, NOCCS shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

2. Indemnification of District

NOCCS through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, NOCCS’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by NOCCS, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

3. Governing Board Operation

NOCCS shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) NOCCS shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

NOCCS shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. NOCCS shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the

minutes. Timely posting of agendas and minutes on the NOCCS's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the NOCCS governing board pursuant to Education Code section 47604(b).

4. Required Notifications to the District

NOCCS shall notify the OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of NOCCS's operations, within one week of receipt of such notices by NOCCS. Unless prohibited by law, NOCCS shall notify the OCS in writing of any internal investigations within one week of commencing investigation. NOCCS shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

5. Charter School Records

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, NOCCS shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. NOCCS shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event NOCCS closes, NOCCS shall comply with the student records transfer provisions in Element 15. NOCCS shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

NOCCS acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including NOCCS to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at NOCCS and of the District. NOCCS further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that NOCCS does not have that NOCCS needs in order to meet its obligations, the District shall provide the same to NOCCS in a reasonably timely manner upon request under Education Code section 47604.3.

NOCCS in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. NOCCS acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of NOCCS it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by NOCCS by law or charter provisions.

Overview

At NOCCS, students, teachers, parents, and school leadership are a collaborative community of learners engaged in an ongoing cycle of reflection, planning, and action to continuously improve teaching and learning. The school regularly collects and analyzes qualitative and quantitative evidence about student learning and instructional practice to assess progress toward its common goals, set priorities for improvement, and develop a comprehensive school improvement plan.

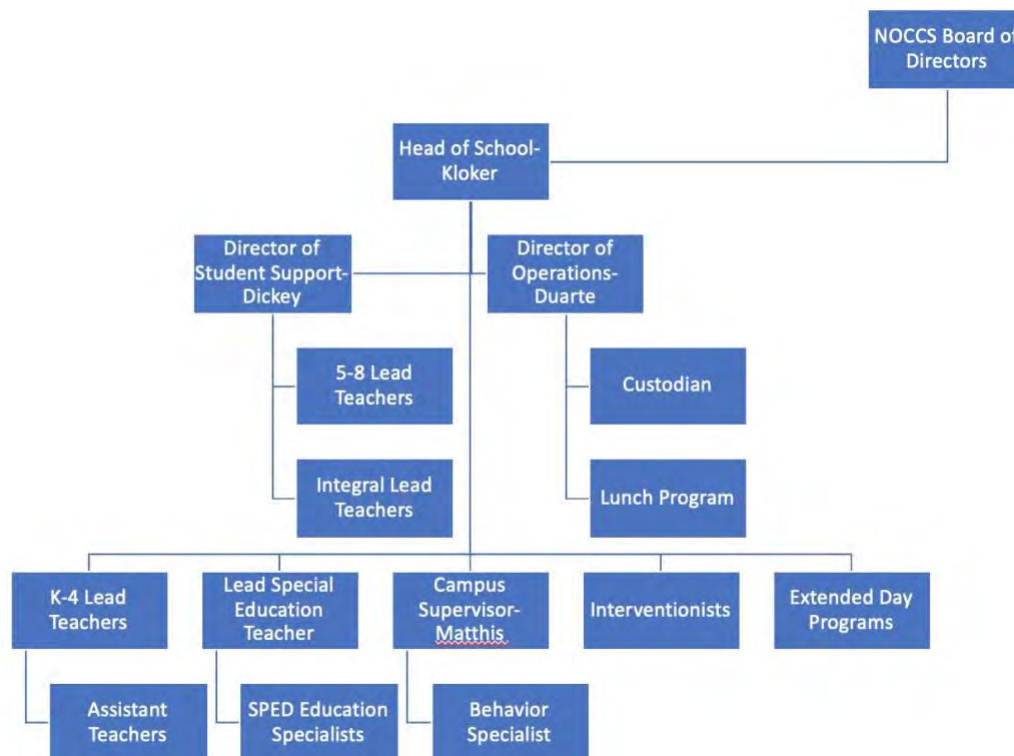
The governance structure of NOCCS has the following components:

- California Non-Profit Public Benefit Corporation
- Board of Trustees
- Head of School, Ex Officio
- Staff Representative, Ex Officio
- Family Teacher Organization / School Site Council (SSC)
- Family Advisory Councils
- English Learner Advisory Committee (ELAC)⁴⁰

Board Members, School Administration, faculty, families, and students are involved in the decision-making process at NOCCS. The governance structure is composed of the Board of Trustees which makes corporate and policy-level decisions and works with the Head of School; the Family Teacher Organization / School Site Council, which communicates the positions of the NOCCS community directly to the Head of School; the Family Leadership Councils which communicates positions and needs of specific subgroups (currently African American, Latino, and LGBTQ students and families) to the Head of School; and the English Learner Advisory Committee which communicates the positions of the parents directly to the Head of School. An Organizational Chart is provided in **Figure D.1**.

⁴⁰ NOCCS has traditionally had less than 21 English Learners. It will have an ELAC when there are more than 21 English Learners (ELs) in attendance.

Figure D.1 NOCCS Organizational Chart



The School's Board has functioned continuously since 2000, demonstrating its ability to govern effectively in the future. During this time, it has operated as a cohesive body throughout the development of the school from inception to implementation to expansion and through the normal transition of leadership among Trustees, the Head of School, and other key staff members as would be expected in a timeframe of this length. It has consistently maintained the highest standards of educational, legal, regulatory and fiscal integrity. This has been achieved as a result of sound policies and governance practices designed to ensure that the School fulfils the terms of its charter.

California Non-Profit Public Benefit Corporation

NOCCS is a California Public Benefit Corporation pursuant to California law. The purpose of NOCCS is to manage, operate, guide, direct and promote the charter school. NOCCS is governed by the Bylaws adopted by the incorporators, which may be subsequently amended from time to time, but which shall remain consistent with this charter. Please see the Articles of Incorporation, Bylaws, and Conflict of Interest Code for NOCCS in **Appendix 7 – Corporate Documents**. The Conflict of Interest Code complies with the Political Reform Act, Government Code Section 87100, and applicable Conflicts of Interest restrictions required by the Corporations Code, and shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future.

NOCCS operates autonomously from OUSD, with the exception of statutorily required supervisory oversight and other contracted services as negotiated between the District and NOCCS. Pursuant to California Education Code Section 47604(c), OUSD shall not be liable for

the debts and obligations of NOCCS, operated by a California non-profit public benefit corporation or for claims arising from the performance of acts, errors, or omissions by NOCCS, as long as the District has complied with all oversight responsibilities required by law.

All duties herein applying to the charter school shall ultimately rest with NOCCS as its operating and governing nonprofit public benefit corporation.

Board of Trustees

NOCCS is governed by the Board of Trustees, a policy-making board that oversees the fundamental aspects of the Charter School. The Board consists of Trustees from a variety of professional and academic backgrounds to ensure that NOCCS has the necessary expertise to maintain a high-quality program. This includes but is not limited to experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, public relations, or other areas that are determined necessary and timely.

Composition, Term, Selection, and Election

The Board consists of at least five (5) and no more than fifteen (15) members in accordance with the Corporate Bylaws, which are included in **Appendix 7 – Corporate Documents**.

The school's governing Board is comprised of Board-Elected Trustees, School-Elected Trustees, Ex-Officio Trustees and, should the district/authorizer elect, an OUSD representative. No persons serving on the Board of Trustees may be interested persons, as defined by the Corporate Bylaws.

- **Board-elected Trustees** – The voting Trustees then in office shall elect new board members as needed to recruit Trustees from outside the community and/or to recruit Trustees with particular skills or expertise needed by the Board. As provided for in the Bylaws, a Nominating Committee is appointed to recruit these new Board members.
- **School-elected Trustees** – Three trustees are elected by the school community, which includes enrolled families and current staff. However, School-elected Trustees need not be members of the school community themselves.
- **Ex-Officio Trustees** – The Head of School and a Staff Representative serve on the Board as ex-officio members. Under the conflict of interest policy, the Head of School and Staff Representative are not permitted to participate in Board decisions related to their employment. Ex-Officio Trustees attend Board Meetings in an advisory capacity but are not voting members of the Board of Trustees.
- **Authorizer-appointed Trustee** – In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Trustees of the nonprofit public benefit corporation. If the charter authorizer designates a representative to serve on the Board of Trustees, the Board of Trustees may appoint an additional Trustee to ensure an odd number of Board members.

Each Trustee shall hold office unless otherwise removed from office in accordance with these bylaws for a three (3) year term. Board terms are staggered to ensure continuity of leadership.

Figure D.2 Board Members

Board of Trustees	Role	Selection Type	Term Expiration
Board Members			
Devon King-Neece	Co-Chair	Appointed External	August 1, 2019
Domnique Malone	Co-Chair	Parent-Elected	August 1, 2021
Nikki Hamption	Secretary	Appointed External	August 1, 2021
Cinthia Varkevisser	Treasurer	Appointed External	August 1, 2021
Imad Abuelgasim	Member	Parent-Elected	August 1, 2020
Shaeonna Muhammad	Member	Parent-Elected	August 1, 2022
Ex Officio Representatives (Non-voting)			
D.M. Kloker, Head of School	Advisory	n/a	n/a
Nakalshi Clark-Kasimu, Staff Representative	Advisory	n/a	n/a

The Head of Schools will update the District on changes to the Board of Trustees membership as part of the annual site visit process.

The Head of School or designee will attend all monthly Board Meetings and will be the conduit between the Board and NOCCS administration and community members.

Committees

The Board designates standing and ad hoc advisory committees and an executive committee under the terms of the Bylaws. The Board may create and terminate committees at will, but examples of current standing committees include personnel, finance, and fundraising. Each committee is typically chaired by a Trustee and has several members, some of whom may be invited from the school community at large. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the board's attention.

As detailed in the Corporate Bylaws, advisory committees shall act in an advisory capacity only to the board. Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of the Bylaws concerning meetings of the Board of Trustees and in accordance with the Brown Act.

Professional Development

The Board of Trustees conducts an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, Conflicts of Interest and the Brown Act. In addition, the Board of Trustees collaborates with the NOCCS Leadership Team and outside support organizations on an on-going basis to seek out and provide additional opportunities for training, reflection, and program assessment for Board Members. Additional topics may include academic achievement measures, school finance, facilities planning, administrative oversight, charter school law, and other trainings as needed or requested by Board Members.

Duties

The Board of Trustees is responsible for the operational and fiscal affairs of NOCCS and, including but not limited to, shall:

- Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws.
- Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation.
- Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly.
- Meet at such times and places as required by these Bylaws.
- Register their addresses with the Secretary of the corporation, and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.
- Act as the governing body of the North Oakland Community Charter School.
- Hire, evaluate, and manage the Head of School.
- Raise funds for operation of the school.
- Ensure the provision of appropriate facilities.
- Manage the finances of the corporation.
- Oversee curriculum development.
- Ensure the school population is representative of the local community.
- Involve the parents and local community in the school.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of NOCCS any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies.

The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation.

- Require an affirmative vote of a majority of Board members.

Board Members' Roles and Responsibilities

- **Trustee** – A Trustee shall perform the duties of a Trustee, including duties as a member of any Board Committee on which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.
- **Chairperson** – The Chairperson shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Trustees, supervise and control the affairs of the corporation. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Trustees. The Chairperson coordinates the activities of the other officers.
- **Secretary** – The Secretary shall:
 - Certify and keep at the principal office of the corporation the original or a copy of these Bylaws as amended or otherwise altered to date.
 - Keep at the web site of the corporation or at such other place as the Board may determine, a book of minutes of all meetings of the Trustees, and, if applicable, meetings of committees of Trustees and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.
 - See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.
 - Be custodian of the records and of the seal (if one exists) of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.
 - Exhibit at all reasonable times to any Trustee of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, and the minutes of the proceedings of the Trustees of the corporation.
 - File, with the Secretary of State, a list of principal officers of the corporation as required by law (bi-annually and when the officers change).
 - Keep a record of the current Trustees, the method of their appointment or designation to the Board, the expiration of their terms on the Board, their official addresses, telephone numbers and e-mail addresses.
 - The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting. Minutes shall be taken by the Secretary of the Meeting or by a delegate of the Secretary of the corporation.
 - In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Trustees.

- **Treasurer** – Subject to the Bylaws relating to the "Execution of Instruments, Deposits, and Funds," the Treasurer shall:
 - Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Trustees.
 - Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.
 - Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Trustees, taking proper vouchers for such disbursements.
 - Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.
 - Exhibit at all reasonable times the books of account and financial records to any Trustee of the corporation, or to his or her agent or attorney, on request therefor;
 - Render to the Chairperson and Trustees, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.
 - Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.
 - In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Trustees.

Meetings

The Board of Trustees will meet regularly to review and act on its responsibilities. Meetings will be held at the principal office of the corporation unless the Board of Trustees designates another location in accordance with its Corporate Bylaws. The Board of Trustees may also designate that a meeting be held within the physical boundaries of Alameda County. All meetings shall be called, held, and conducted in accordance with the Brown Act and the Corporate Bylaws, Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. This includes, but is not limited to, the following:

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting, to encourage community and family attendance.
- Meetings will be open to the public and held at a place accessible to the public.
- Meeting agendas will include time for community input with regard to NOCCS.

However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Actions taken in closed session will be reported in open session at the conclusion of the closed session.

The Board Chairperson will lead the meetings of the Board of Trustees.

School Site Leadership

Head of School

The duties of the Head of School with regard to the Board shall include, but not be limited to, the following, which may be completed by the Head of School or her/his designee:

- Develop Board of Trustees meeting agenda in compliance with the Brown Act.
- Provide comments and recommendations regarding policies presented to the Board for consideration.
- Present financial reports to the Board.
- Present academic performance results to the Board.
- Propose procedures to the Board designed to carry out Board policies.
- Present annual programmatic audit to the Board for approval.

The Head of School oversees NOCCS's academic program and the overall day-to-day operations of the school. The Head of School's duties relating to governance and operations shall include, but are not limited to the following. The Head of School:

- Articulate and create buy-in around decision-making processes and responsibilities for all stakeholders
- Ensure all stakeholders have avenues to give input through creation and management of effective governance structures such as Family Teacher Organization / School Site Council, Family Advisory Councils, English Learner Advisory Committee, Leadership Teams, and Associated Student Body
- Lead the site administrative team in fostering a culture of transparency, openness, responsiveness, and engagement as it relates to school leadership
- Implement a discipline system that is consistent, transparent, accountable, and that seeks to encourage students and families to aspire to NOCCS's values and achieve its mission
- Articulate clear goals and outcomes for direct reports; provide consistent feedback and support to achieve goals
- Monitor and modify overall school operational calendars and provide support to direct reports in meeting reporting and other deadlines
- Work closely with support and Central Office staff to ensure operational compliance with processes and procedures
- Convene safety committees to review and update the safety plan annually, ensuring the execution of safety drills as required by law, and providing for a safe learning environment in compliance with monthly NOCCS School Site Safety requirements
- Administer school budget in accordance with organizational policies and legal requirements
- Participate in Leadership Teams responsible for school oversight including Instructional Leadership, Response to Intervention, or School Culture and Grounds.
- Attend and supervise schoolwide events on a rotating basis
- Accountable for school site attendance reporting and all the attendance policy requirements

- Work with support and staff to manage the National School Breakfast & Lunch Program in accordance with applicable requirements.

The Board provides clear, written objectives to the Head of School and, with independent help if necessary, conducts evaluations to monitor progress, assess performance, hold the Head of School accountable and ensure that he or she is serving the needs of the school. These evaluations form the basis of constructive assessment that is given to the Head of School in writing and in person. The assessment is used to drive continuous improvement in Board objectives, Head of School performance, and overall School excellence. It also forms the basis of Head of School replacement should that be necessary. New permanent Heads of School are selected through a rigorous process conducted by a committee created expressly for this purpose. The process includes inviting worthy candidates to address the school community as part of ensuring their fit with the culture of the school.

The duties of the Head of School with regard to the Board shall include, but not be limited to, the following, which may be completed by the Head of School or her/his designee:

- Develop Board of Trustees meeting agenda in compliance with the Brown Act.
- Provide comments and recommendations regarding policies presented to the Board for consideration.
- Present financial reports to the Board.
- Present academic performance results to the Board.
- Propose procedures to the Board designed to carry out Board policies.
- Present annual programmatic audit to the Board for approval.

Staff Representative

The duties of the Staff Representative with regard to the Board shall include, but not be limited to, the following, which may be completed by the Staff Representative or her/his designee:

- Present and provide comments and recommendations on the school program, including academic achievement, social and emotional learning, and school culture.
- Provide comments and recommendations regarding policies presented to the Board for consideration.

The Staff Representative's duties relating to governance and operations shall include, but are not limited to:

- Ensure staff stakeholders have avenues to give input.
- Support the site administrative team in fostering a culture of transparency, openness, responsiveness, and engagement as it relates to school leadership.
- Promote buy-in around decision-making processes and responsibilities for all stakeholders.

Leadership Teams

All staff at NOCCS serve on a Leadership Team, which meets on a regular schedule during professional development time. The Leadership Teams are charged with leading the work in a core area of the school program. Currently, Leadership Teams are working in the areas of

Instructional Leadership, Response to Intervention, and School Culture and Grounds. The Head of School participates on all three Leadership Teams.

Family Engagement

Family engagement is critical to NOCCS's ability to meet its mission. Family engagement helps to ensure student academic success, create and sustain a supportive school culture, and provide vital governance and accountability for the school. To this end, NOCCS encourages each family to be meaningfully involved with their child's education and the overall success of the school.

Family Teacher Organization / School Site Council

The mission of the Family-Teacher Organization (FTO) is to develop and provide opportunities for open communication, learning, accountability, volunteering, and support within the school community, and to align these efforts with the school's mission and core principles. Since its inception in 2000, NOCCS has grown from a one-room classroom to a K-8 school. Building on the long-standing tradition of strong parent support and volunteerism, the FTO serves to formalize, improve, and sustain parent and teacher engagement in the school community. All families and teachers are encouraged to participate in the FTO and be a part of making NOCCS an even better school for our community.

The Family Teacher Organization (FTO) / School Site Council (SSC) with regard to governance serves as an advisory committee to the Head of School. The membership of the FTO/SSC represents all major stakeholders in order to provide a forum for stakeholder voice and input on school development as it relates to building community, accomplishing school goals, and reaching the mission.

In its advisory capacity, the FTO/SSC works to:

- Report and provide updates about various school programs from school staff and leadership communities
- Monitor various school programs: e.g., lunch program
- Review, provide input on, and track progress toward goals in the Local Control and Accountability Plan (LCAP) and LCAP Federal Addendum
- Provide input on school calendar

The Head of School regularly reports data to the FTO/SSC in a "State of the School" format to ensure transparency of data that empowers members to fully participate in the governance of the school.

Please see **Appendix 6 – Family Engagement** for an example of a Family Teacher Organization Agenda.

Family Advisory Council

NOCCS is an intentionally diverse community. The demographics of the student body reflect the beautiful variety of cultures, races, and experiences that make up Oakland. Making sure that every family and student feels that NOCCS is their school is part of the important work we do.

Realizing that different communities sometimes have different concerns, and want a space to voice those concerns, NOCCS created the Family Advisory Councils (FACs). Currently, there is an African American, Latino, and LGBTQ Family Advisory Council. These councils inform programming for students and outreach to families. The Family Advisory Councils formally meet every other month during the school year and can informally meet on a more regular basis.

Please see **Appendix 6 – Family Engagement** for an example of a Family Advisory Council Agenda.

English Language Advisory Committee

If there are more than 21 ELs in attendance, NOCCS will have an English Learner Advisory Committee (ELAC). The ELAC is open to all families, with parents of ELs comprise at least the same percentage of the ELAC membership as ELs constitute of NOCCS's total student population. The ELAC serves in an advisory capacity to:

- Advise the Head of School and staff on programs and services for English learners
- Advise the School Leadership on the development of the LCAP and LCAP Federal Addendum as they relate to English Learners
- Help make parents aware of the importance of regular school attendance.

NOCCS will meet all requirements for the composition, election, and training of the ELAC as set forth in California Ed Code 35147(c), 52176 (b), 52176(c), 62002.5, and 64001(a) and California Code of Regulations, Title 5, Section 11308(b), (c), and (d).

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Element E. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. California Education Code Section 47605(b)(5)(E).

OUSD Required Language

1. Nondiscrimination

EQUAL EMPLOYMENT OPPORTUNITY

North Oakland Community Charter School (“NOCCS” or the “Charter School”) acknowledges and agrees that all persons are entitled to equal employment opportunity. NOCCS shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

2. Teacher Credentialing Requirement

NOCCS shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. NOCCS shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). NOCCS shall maintain current copies of all teacher credentials and make them readily available for inspection.

3. Reports of Educator Misconduct to CCTC

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

NOCCS shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

4. Employment of Felons

The NOCCS shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Overview

NOCCS seeks to employ and retain high-quality educators who will maximize student achievement at all levels of the school. In 2000, the schools’ Founding Families developed a Mission Statement and Core Principles, as seen in **Figure E.1**, that defines the type of school

they wanted for their children – and that did not exist. This same Mission Statement and set of Core Principles continues to provide the foundation for the school NOCCS seeks to be and the type of teachers and staff it seeks to employ. They are an intentionally high set of principles and an ambitious mission statement. As staff at NOCCS, we succeed when we are able to hold these core principles as the drivers of our actions, and when we move ever closer to ALL of our children being “thoughtful, informed, and inquisitive citizens.”

Figure E.1 NOCC Mission and Core Principles



At NOCCS, all staff are seen as educators of every child. There are no divisions of importance to the NOCCS community, only specific responsibilities for different staff members. Each staff member is responsible for intellectual and socio-emotional growth of every child, including every child with special needs based on disability or recovery from trauma. All staff are expected to model what it looks like to be a caring community of learners with a commitment to equity so that students can see how it is done.

Recruitment and Selection Process

NOCCS provides equal employment opportunity for all qualified applicants and staff. Employment decisions are based on qualifications, abilities, and work performance. NOCCS does not discriminate against any applicant on the basis of his/her race, color, religion, sex (including pregnancy, childbirth or related medical conditions), national origin, ancestry, age,

physical or mental disability, legally-protected medical condition, family care status, veteran status, marital status, sexual orientation, gender, gender identity, gender expression, or any other basis protected by federal, state, or local laws or prohibited by Education Code Section 220.

Selection and appointment of employees at NOCCS will be the exclusive prerogative of NOCCS. As such, the Board of Trustees shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the Head of School rest with the Board of Trustees. Decisions relative to the selection, employment, and release of the school leadership employees rest with the Head of School in consultation with the Board of Trustees as needed, and decisions relative to the selection, employment, and release of all remaining employees rest with the Head of School or the Director/Manager of the functional area, in consultation with the Head of School as needed.

Recruitment and Development

NOCCS is committed to recruiting and developing a staff that is not only skilled, but that reflects the community served by the school. Toward that end, it utilizes traditional methods as well as a more unique pipeline program for recruitment and development.

The NOCCS recruitment plan involves traditional strategies including publicizing job openings on online job forums such as EdJoin, Indeed, and LinkedIn; building awareness of job openings through social media such as Facebook; collaborating with teacher preparation programs such as Teach for America; and one-on-one recruitment of master teachers both within and outside of the Bay Area.

However, the more unique practice which is realizing results at NOCCS is the use of its Assistant Teacher model as a pipeline for developing and promoting Lead Teachers. Assistant Teachers are recruited not just as paraprofessionals, but rather as individuals being developed to serve in a Lead Teacher role at the school. This practice builds continuity – when new Lead Teachers are hired from within the community they are already known well. In addition, they come in knowing key elements of the program well – the approach to classroom management, culture, and building community – then as Lead Teachers are supported in building out their ability to analyze data and design to standards. The pipeline practice is part of the work on intentional diversity at NOCCS, as it specifically develops more Lead Teachers of color. Currently, one-third of Lead Teachers are African American and over half of Lead Teachers are people of color. Of the new Lead Teachers in 2019-20, two came through the NOCCS teacher pipeline program – one of whom had been at the school for four years previously. NOCCS partners with teacher development programs, including BATTI and REACH, to support the development and certification of teachers. Similar to the Lead Teacher demographic, the majority of Assistant Teachers at NOCCS are people of color.

Selection

NOCCS seeks to hire and retain mission-aligned, committed, and effective staff members. To ensure the selection of the highest quality staff, NOCCS implements the following selection process (steps 1 - 3 are modified, as appropriate, for internal candidates in the pipeline program):

1. Request resumes, cover letters and written responses to prompts that include mission-specific topics.
2. Review submitted materials in order to filter quality candidates.
3. Conduct a preliminary interview, generally following a site visit during which the candidate has the opportunity to interact with students and staff.
4. Conduct a final interview, often with a panel, including a sample teaching lesson with students or other demonstration of job-related abilities. For school site positions, panel members include teachers, students, parents and site administrators.
5. Verification of credentials, past employment, employment eligibility requirements, and professional and personal reference checks.
6. Make selection and provide verbal offer.
7. Finalize agreement and extend offers of employment, contingent upon passing of state and federal background checks.

Written job descriptions are created for each position, which reflect the scope and responsibilities for each position. The job descriptions are used for both recruitment as well the performance goal-setting and review process. Please see **Appendix 10 – Roles & Responsibilities** for samples of Job Descriptions for administrative and instructional staff.

Employment Qualifications

All teachers and staff must meet the legal requirements for employment, including relevant credentialing requirements, background checks, TB clearance, immunizations, and any additional position-specific requirements. This includes a fingerprint background check for all employee candidates who have been offered a position, as NOCCS fully complies with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

NOCCS maintains on file current copies of:

- Teacher credentials, as required by position
- Documentation of TB clearance
- Documentation of immunization clearance
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by NOCCS in a confidential secured file separated from personnel files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

For further details on employee qualifications as they relate to the health and safety of students and staff, please see **Element F**.

Following are the qualifications for the key academic positions within NOCCS. For full Job Descriptions, please see **Appendix 10 – Roles & Responsibilities**.

Head of School

The Head of School serves as the primary administrative leader of the school. Selection of the Head of School by the Board of Trustees will be based on proven experience in educational leadership, educational vision, relevant experience with NOCCS's target student population, demonstrated ability in program design and/or development, and interest and commitment to educational reform.

The Head of School's key responsibilities include:

- Leading the vision for NOCCS' success, including ensuring that its academic programs, school culture and community engagement are highly effective and tightly aligned to the school's mission and goals;
- Engaging and leading the community in authentic, direct and productive conversations, especially around issues of diversity, equity and inclusion;
- Managing school administrators and teaching staff, remaining deeply committed to developing and bringing out the strengths of all of NOCCS' people while holding them accountable for their goals and desired student outcomes;
- Partnering with the Board of Trustees and community members to effectively manage the school while securing the resources necessary to maintain its financial and programmatic health, working together to develop and execute against a long-term strategy and pushing the boundaries of what is possible to realize the highest levels of success for NOCCS' students;
- Encouraging students and faculty to be their best selves every day, ensuring an unyielding focus at all times on what is best for NOCCS' scholars, families and community.

In order to fulfill these responsibilities, the ideal Head of School is:

- An accomplished leader with a track record of success as a school-site administrator in similar communities and a deep commitment to ensuring that all students can access the opportunities they deserve.
- Inspiring in his or her management style; one who sees the possibility in all adults and is willing to devote time to coach and develop them while holding them accountable to measurable results.
- Committed to providing wrap-around services and robust social-emotional programs to students; knowledgeable about the use of restorative practices and leverages a trauma-informed approach to student support services.
- Culturally competent and a self-reflective leader who understands the effects of race, class, ethnicity, income, sexual orientation, gender identity, national origin, and other issues of difference in our society and is able to lead direct conversations about these issues.
- Skilled in strategic planning, project management, and organization; able to focus on big picture priorities while not losing sight of the details.
- Dynamic and versatile, engages effectively with a variety of individuals and speaks in a clear, compelling, and authentic manner about the organization's goals and priorities.

Teacher Qualifications

Teachers must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Teachers of English Learners in core courses will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at NOCCS and shall be subject to periodic inspection by the District.

These teachers are responsible for overseeing students' academic progress, for monitoring grading, and for student advancement decisions as specified in the school's operational policies. NOCCS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. NOCCS may use local assignment options authorized in law for the purpose of assigning teachers, in the same manner as a school district. As the State makes changes to Education Code Section 47605(l) in relation to teacher requirements for teachers previously considered to be "non-core" and allowed to be non-certificated under Education Code Section 47605(l), OP will adopt those requirements on the timeline specified by the State.

Instructional support staff do not assign grades or approve students' work assignments without the approval of a certificated teacher and/or school administrator. All non-instructional staff possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and personnel policies.

Similar to Lead Teachers as detailed above, the majority of the Assistant Teacher positions are held by people of color as part of NOCCS's deliberate work to develop a teacher pipeline that reflects the diversity of the student body.

School Site Non-instructional Staff

Other staff member qualifications depend on the open position, as defined in the job description. All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description.

Services Provided Via Contractors

NOCCS will receive additional services from employees of organizations with which the school contracts. NOCCS will ensure that the qualifications of employees of contractors are consistent with the expectations for the school's employees.

Compensation and Benefits

The Board of Trustees believes that appropriate employee compensation is critical to hiring and retaining quality staff. The salary for the Head of School is established by the Board of Trustees and is reviewed annually during the Head of School's performance evaluation.

The Head of School, or a designee, works with the Finance Committee of the Board to establish compensation and benefits standards for all employees within the organization that are

reflective of those found in the district at large. Compensation benchmarks are established and modified routinely with the assistance of external consultants who specialize in compensation and benefits in both the public and private sectors. A bonus structure is used to recruit individuals for hard to fill positions, such as special education.

All full-time employees may elect to participate in the medical and dental benefit plans as outlined in the Employee Handbook. All other benefits are granted to employees according to the policies outlined in the Employee Handbook. The Employee Handbook is distributed annually, read and signed by all employees, and included within **Appendix 11 – Handbooks**.

Professional Development

NOCCS staff participate in extensive professional development prior to and throughout each school year. Professional development is aligned to the school's established annual educational priorities:

- A standards-aligned and culturally relevant program that puts students at the center of their learning and integrates the arts to both build and express understanding
- Differentiated academic, social-emotional, and behavioral services that support all learners
- A welcoming, supportive, and intentionally diverse school culture.

Staff are also provided additional professional development and coaching related to their individual growth areas and needs.

Please see **Appendix 5 – Professional Development & Evaluation** for the NOCCS 2018-19 Professional Development Calendar, a Grade Level Team Meeting Template, and Sample Professional Development Session on Cultural Relevancy.

Performance Evaluation

All school personnel are supervised, by their direct supervisor, on a frequent, on-going basis:

- **Credentialed/Lead Teachers** – Are generally observed a minimum of once per month. NOCCS utilizes the TNTP (The New Teacher Project) CORE Rubric as its observation tool, to provide teachers with feedback and data related to their instruction as well as other aspects of their job duties. This research-based teacher effectiveness tool provides a shared framework for the provision of both formative observational data and summative evaluations of all lead instructional staff.
- **Other Instructional Staff** (Elective, Enrichment, Extended Day Program, and Assistant Teachers) – Are generally observed a minimum of once every six weeks. NOCCS employs a range of observation tool to provide these instructors with feedback and data related to their performance.
- **Lead Teachers and Administrative/Operational Staff** – Meet with their supervisors a minimum of one time per month. In these one-on-one supervisory sessions, the supervisor and employee review and discuss one or more of the following: (1) performance goals and progress towards established benchmarks, (2) observational and/or performance data, (3) supports the employee may need to effectively implement

a given task or area of responsibility, and/or (4) performance expectations and/or goals/objectives for the coming month.

- **Other Instructional Staff** – Meet with their supervisors a minimum of one time every six to eight weeks. In these one-on-one supervisory sessions, the supervisor and employee review and discuss one or more of the following: (1) performance goals and progress towards established benchmarks, (2) observational and/or performance data, (3) supports the employee may need to effectively implement a given task or area of responsibility, and/or (4) performance expectations and/or goals/objectives for the coming month.

All school personnel are evaluated, by their direct supervisor, on an annual basis. Evaluations are based on the employee's job description and duties. Data from employee observations, work product, conduct, and engagement in the school's learning community are used as the basis for the employee's evaluation.

The Head of School is supervised and evaluated on an annual basis by the school's Board of Trustees.

Please see **Appendix 5 – Professional Development & Evaluation** for the NOCCS Lead Teacher Evaluation Model and the TNTP Rubric.

Element F. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. California Education Code Section 47605(b)(5)(F).

OUSD Required Language

All district required language is embedded within this section, rather than listed prior, to facilitate grouping of policies and procedures for the external reader. The four groupings of the district required language are used and text is in the district required order. Text not highlighted are additional assurances North Oakland Community Charter School (“NOCCS” or the “Charter School”) makes to ensure the health and safety of students, families, and staff.

Overview

NOCCS aims to provide a safe learning and working place for its students and staff. Toward this end, the Board of Trustees has adopted and implements a comprehensive set of health, safety, and risk management policies at the school site in consultation with its insurance carriers and risk management expert. These include:

- **A Comprehensive Safety Plan**, including facility safety and a disaster preparedness plan providing emergency procedure in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster.
- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus.
- **Employee Training**, which occurs on an annual basis and covers health, safety, and emergency procedures, sexual harassment, and child abuse detection and reporting.
- **Employee Screening**, including procedures for background checks, immunization checks, and tuberculous clearance.

These policies and procedures govern the behavior of both students and staff to ensure the safety of both. They are reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are maintained on the school site, available for Authorizer review on an ongoing basis, and incorporated into the Student and Family and the Employee handbooks, which are included in **Appendix 11 – Handbooks**.

The following is a summary of the health, wellness, and safety policies and procedures of NOCCS. Please see **Appendix 8 – Health, Wellness, and Safety Plans** for the NOCCS Emergency Flipbook (which provides hands on access to the safety plan policy and procedures), Earthquake Drill Procedures, Wellness Policy, and Grievance Procedures.

Comprehensive Safety Plan

Facility Safety

NOCCS shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Pursuant to the California Building Standards Code, the facilities will be deemed seismically safe.

NOCCS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

NOCCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. NOCCS shall conduct fire drills as required under Education Code Section 32001.

NOCCS affirms that it will comply with the federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

Emergency Preparedness

North Oakland Community Charter School (“NOCCS” or the “Charter School”) maintains a school safety plan, which specifies responses to the following emergency situations set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- A. Child abuse reporting procedures;
- B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- C. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- D. Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- E. A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- F. The provisions of any schoolwide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- H. A safe and orderly environment conducive to learning at the school;
- I. The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- J. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The

procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

The School Safety Plan is maintained on file and available for inspection. NOCCS adheres to this plan to address the needs of the school. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios. Staff are provided training on emergency and first aid response. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually. The NOCCS Emergency Flipbook and Earthquake Drill Procedures are included in **Appendix 8 – Health, Wellness, and Safety Plans**.

Health and Wellness Policies

Vision, Hearing and Scoliosis

NOCCS shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to the requirements of Education Code Section 49450 et seq. and SB 277 (2015), to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by the Charter School. NOCCS shall maintain student immunization, health examination, and health screening records on file.

Diabetes

NOCCS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to California Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Medication in School

NOCCS shall adhere to Education Code Section 49423 regarding administration of medication in school.

Epinephrine Auto-injectors

NOCCS shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector, and shall comply with the requirements of Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Blood Borne Pathogens

NOCCS meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. DCP has a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Competitive Athletics

NOCCS shall comply with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics and shall comply with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that it offers.

Concussions/Head Injuries

NOCCS shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of NOCCS.

Safe Place to Learn Act

NOCCS shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Gun-Free Schools Act

NOCCS shall comply with the federal Gun-Free Schools Act.

Drug, Alcohol, and Smoke-free Environment

NOCCS maintains a drug-, alcohol-, and tobacco-free environment.

Tobacco Use Prevention

NOCCS shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

Suicide Prevention Policy (Grades 7-12)

NOCCS shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not

limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and Lesbian, gay, bisexual, transgender, or questioning youth.

Transportation

The NOCCS shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

Family Educational Rights and Privacy Act (FERPA)

NOCCS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Data Privacy

NOCCS shall take the required steps to protect the data privacy of its pupils, including but not limited to compliance with Education Code section 49073-49079.7, as well as complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

Other Requirements

NOCCS shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.”

Employee Training

NOCCS shall ensure that all staff members receive annual training on NOCCS’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. NOCCS shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

NOCCS shall provide all employees, and other persons working on behalf of NOCCS who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.).

Employee Screening

NOCCS will screen all employees to ensure they meet the following legal requirements for employment at the school. These are in addition to the preparation requirements for their position, as detailed in **Element E**. Employees must also submit an I-9 Proof of Employment Eligibility Verification form with a copy of acceptable identification and complete W-4 & DE-4 Income Tax forms.

Criminal Background Clearances and Fingerprinting

NOCCS shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. NOCCS shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

NOCCS shall maintain on file and available for inspection evidence that (1) NOCCS has performed criminal background checks and cleared for employment all employees prior to employment; (2) NOCCS has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) NOCCS has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. NOCCS shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, NOCCS shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

NOCCS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Head of School shall monitor compliance with this policy and report to the Board of Trustees at least once per year. The Chairperson of the Board shall monitor the fingerprinting and background clearance of the Head of School.

Immunization and Health Screening Requirements

NOCCS shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. NOCCS shall maintain TB clearance records and certifications on file.

Element G. Means to Achieve Racial/Ethnic Balance Reflective of the District

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. California Education Code Section 47605(b)(5)(G)

OUSD Required Language

There is no district required language for this section.

Assurances

North Oakland Community Charter School (“NOCCS” or the “Charter School”) shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Recruitment Efforts

The school implements a student recruitment strategy and admissions preferences to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of Oakland Unified School District and/or the demographics of its neighborhood area. As noted in the Executive Summary, the demographics of students served at NOCCS has shifted in the last charter term to include higher percentages of traditionally underserved youth, including students from low-income families, students with special needs, and students who identify as African-American. NOCCS has been intentional in supporting this diversification, taking active steps to ensure that the school is a welcoming and culturally relevant community – with a specific focus on communities of color.

NOCCS conducts a variety of outreach activities throughout the year to attract an applicant pool that reflects the racial and ethnic diversity of the district and the neighborhood within which the school is located. These include:

- An enrollment timeline and process that allows for a broad-based recruiting and application process, enabling families to learn about the NOCCS program and make an informed decision.
- Publication of enrollment events, key dates, tours, application procedures, and the lottery on the NOCCS website.
- The development of promotional, informational, and/or application materials in languages other than in English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a wide variety of community groups and agencies that serve the various racial, ethnic, socio-economic, and interest groups represented in the NOCCS neighborhood and district.

- Outreach meetings to daycare and preschool facilities, community organizations, faith-based organizations, and neighborhood groups and associations to reach prospective students and parents with a focus on those serving communities of color.
- Open houses and school tours for prospective families, which are publicized on the NOCCS website as well as through flyers distributed in a wide variety of Oakland neighborhoods.

NOCCS assesses the demographics of the school on an annual basis to determine the degree to which it is representative of OUSD and the neighborhood in which the school is located, then adjusts the recruitment process as needed.

Please see **Appendix 9 – Student Recruitment, Admissions, & Enrollment** for Sample Outreach Materials.

Element H. Admissions Requirements

Governing Law: Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H)

OUSD Required Language

1. Admissions Lottery

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

As part of the Fall Information Update, North Oakland Community Charter School (“NOCCS” or the “Charter School”) will notify the District in writing of the application deadline and proposed lottery date. NOCCS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

NOCCS shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all communications with parents. These records shall be made available to the District upon request.

NOCCS shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

- (i) Each type of preference shall be approved by the chartering authority at a public hearing.
- (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- (iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.”

Additional provisions showing how NOCCS will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access for pupils listed in Education Code section 47605(d)(2)(B)(ii), are provided in the body of this element.

2. Homeless and Foster Youth

NOCCS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. NOCCS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that NOCCS is open to enroll

and provide services for all students and provides a standard District contact number for access to additional information regarding enrollment. NOCCS shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

3. Non-Discrimination

NOCCS is open to all students and encourages all students to apply. Specifically:

- NOCCS shall be open to any students wishing to attend the school, subject only to capacity.
- NOCCS shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.
- NOCCS shall be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test, interview, or assessment shall be administered to students prior to acceptance and enrollment into the school.
- NOCCS shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools.
- NOCCS shall not determine admission according to the place of residence of the pupil, or of his or her parent or guardian, within the state, except in the case of a public random drawing.
- NOCCS shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. NOCCS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.
- NOCCS shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
- NOCCS shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. NOCCS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.
- NOCCS shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5

(commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. NOCCS shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

- NOCCS shall ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- NOCCS shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request

The only explicit circumstance under which a student cannot be admitted is if he/she is currently under expulsion from another school.⁴¹

4. Parent Engagement

NOCCS shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to NOCCS.

Application Requirements

NOCCS shall require students who wish to attend the school to complete an application form. Applications are available online through EnrollOak or in hard copy form in both English and Spanish. The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below

Recruitment and Application Process

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year.

As discussed in **Element G**, NOCCS implements a recruitment process designed to reflect the racial and ethnic diversity of Oakland Unified School District and the neighborhood within which the school is located.

Admissions Requirements are as follows:

- The applicant family must sign a document saying that they have read the introductory materials provided to them as part of enrollment.

⁴¹ A student who is currently in suspended expulsion status may enroll at NOCCS.

- The applicant family must submit an application form provided by the school.

If the number of applicants exceeds the number of available spaces, a public random drawing is held in accordance with Education Code Section 47605 (d). All applicants are informed of the date and location of the public random drawing, as detailed below.

Public Random Drawing

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, NOCCS will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. All applicants will be notified via letter and phone call, and the date and time are posted publicly on the school website. This notification will also include information about the rules to be followed during the lottery. Families will be invited to attend the lottery, but are not required to do so in order to secure their spot. Unless families are notified otherwise in writing, the lottery will be held at the school's location.

Admission Preferences

As stated in the core principles, NOCCS is committed to building a community of learners, representing the diversity of Oakland, and providing educational opportunities to underserved children. To reflect these values, admission to NOCCS shall be granted in the following order of preference and according to the following rationale:

- Siblings of enrolled and admitted students: to keep families together
- Children of NOCCS staff (not to exceed 10% of total enrollment): to honor those committed to public education
- Children of NOCCS board members who have completed a required term of service⁴² (not to exceed 10% of the total enrollment): to honor those committed to public education
- Kindergarten students from the Neighborhood Attendance Area School(s)⁴³, up to 40% of available Kindergarten Lottery spots: to honor our commitment to neighborhood and equity.
- Students from other schools within OUSD (in which 50% or more of students qualify for free and reduced lunch and in whose attendance boundary the charter school resides)⁴⁴:

⁴² Term of service for kindergarten applicants is 2 years prior to the admissions preference being applied. Term of service for all other applicants is one year prior to the admissions preference being applied.

⁴³ Commencing with the 2015-2020 NOCCS Charter Term and due to the closure of Santa Fe Elementary School in June 2012, beginning with the 2016-2017 admissions lottery, NOCCS Kindergarten applicants zoned to attend Emerson Elementary, Sankofa Elementary, and Hoover Elementary shall be qualified as Neighborhood Attendance Area residents.

⁴⁴ These schools will include the attendance zones of all underperforming OUSD schools in Northwest Oakland. Students from these neighborhood attendance areas will receive a lottery preference as outlined in the NOCCS Admissions Policies and Procedures.

to provide an equitable, high-quality public school option to Northwest Oakland students and families

- Other prospective students residing within OUSD boundaries: to serve as a public school option for students and families of Oakland
- Other prospective students residing within Emeryville: to serve as a public school option for students and families closest to the school
- All other applicants

Currently enrolled students are exempt from the lottery. The preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2), Assembly Bill 1360, and applicable federal law and non-regulatory guidance.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year. Complete and accurate records of the annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, will be maintained by NOCCS and made available to the District upon request.

As part of the Fall Information Update, NOCCS will notify the District in writing of the application deadline and proposed lottery date. NOCCS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Enrollment Process

After admission, students are required to submit an enrollment packet, which shall include the following:

- Student Registration Form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records
- Notification of health insurance options

In regard to immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions are allowed under the conditions provided in SB 277 (2015).

Please see **Appendix 9 – Student Recruitment, Admissions, & Enrollment** for Sample Outreach Materials and the Admissions Checklist.

Element I. Financial Audit

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. California Education Code Section 47605(b)(5)(l)

OUSD Required Language

There is no district required language for this section.

Policy and Procedures

The school's trustees form a finance committee to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs, as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The auditor will have, at a minimum, a CPA and educational institution audit experience and will have been approved by the State Controller on its published list as an educational audit provider.

The audit verifies the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. The audit is conducted in accordance with generally acceptable accounting principles applicable to the school and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit is completed within six months of the close of the fiscal year and a copy of the audit's findings is forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Head of School, along with the school's finance committee, reviews any audit exceptions or deficiencies and report to the school's Board of Trustees with recommendations on how to resolve them. The board will submit a report to the District regarding how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent fiscal audit of NOCCS will be a public record to be provided to the public upon request. The last Fiscal Audit is included in **Appendix 12 – Financial Documents**.

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Element J. Pupil Suspension and Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled. California Education Code Section 47605(b)(5)(J)

OUSD Required Language

1. Student Due Process Protections

The North Oakland Community Charter School (“NOCCS” or the “Charter School”) student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

- i. For suspensions of fewer than 10 days, the NOCCS shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- ii. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the NOCCS shall provide both of the following:
 - I. Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
 - II. A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- iii. No pupil shall be involuntarily removed by the NOCCS for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the NOCCS issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).”

Other procedures designed to ensure that the NOCCS’s disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements are detailed within the Section text below.

2. Required Notifications

NOCCS shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves NOCCS without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. NOCCS shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

3. Compliance with OCS Student Discipline Guidelines

NOCCS shall comply with the District's "Disciplinary and Expulsion Documentation Policy," which can be accessed at <https://www.ousdcharters.net/expulsions.html>, and whose terms are incorporated by reference as if set forth expressly in this Charter.

Introduction

NOCCS maintains a comprehensive set of student disciplinary policies and procedures, including appropriate due process to be followed in the event that a student violates school policies and expectations.

These policies and procedures are distributed as part of the school's Student and Family Handbook, available in **Appendix 11 – Handbooks**, and are also available via the NOCCS website parent portal (Family Connections). The policies clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits.

Comprehensive Student Support Model

We believe that everyone – students, staff, families, and community members – are responsible for creating a caring, safe, and effective learning community at NOCCS.

Toward that end the school has, since its inception, continued to develop what we now call our Comprehensive Student Support Model. This model draws from a variety of resources that we believe are consistent with the NOCCS' mission, guiding principles, and education program to create a web of supports and strategies that are used to build and maintain a safe, respectful, progressive, and equitable approach to building our classroom and school's positive climate. These resources include:

- A wellness center for students to reset and learn about positive behavior
- Social-emotional curriculum in each classroom (PAX and Zones of Regulation)
- Social skills groups
- An alternative to suspension system
- A Response to Intervention team to support students with specific behavior or academic needs

These resources, combined with our own education model, beliefs, and practices have been drawn together to create our principles for the Comprehensive Student Support System. Details on these structures are available in **Element A** of this petition.

When a student violates the NOCCS' behavioral expectations, s/he is provided with a process and opportunities to reflect on, learn, and practice a new, different, and/or more appropriate behavior or strategy that supports a safe and respectful learning environment.

As a student demonstrates a frequency and/or pattern of violating school-wide behavior expectations, additional resources, strategies, and personnel are progressively applied in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful learning environment. Should the student not respond to these

layered interventions, the Head of School may recommend the student for suspension or expulsion from NOCCS in alignment with California Education Code as detailed below.

Policy Overview

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at NOCCS. In creating this policy, NOCCS has reviewed Education Code Section 48900 et seq. which describes the list of offenses and procedures for suspensions and expulsions for non-charter schools. As such, the language that follows closely mirrors the language of Education Code Section 48900 et seq. NOCCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as NOCCS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations, to meet requirements that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom NOCCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. NOCCS will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom NOCCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on

school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

As used in this Policy, “school property” includes, but is not limited to, electronic files and databases.

B. Enumerated Offenses

1. A pupil shall not be suspended from school or recommended for expulsion, unless the Head of School or the Head of School’s designee of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of the enumerated offenses listed below:
 - a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force of violence upon the person of another, except self-defense.
 - b. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Head of School or the designee of the Head of School.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Commission of this enumerated offense will not constitute grounds for expulsion. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute

grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students, as defined in Education Code sections 48900.2 [sexual harassment], 48900.3 [hate violence], or 48900.4 [harassment and intimidation], which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, or image.
- A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- iii. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

- s. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.
- t. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family
- u. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- w. Intentionally harassed, threatened or intimidated school personnel, school volunteers, and/or a student or group of students, in a sufficiently severe and pervasive manner to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of school personnel, volunteers, and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

2. Mandatory Offenses

- a. Unless the Head of School or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Head of School or designee shall suspend and recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds:
 - Causing serious physical injury to another person, except in self-defense.

- Possession of any knife or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (A) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or (B) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- Robbery or extortion.
- Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

If the Head of School or designee makes a determination not to recommend expulsion, as described in paragraph 2(a), above, he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

b. The Head of School or designee shall suspend and recommend for expulsion a student when it is determined the student:

- Possessed, sold, or otherwise furnished a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the Head of School or the designee of the Head of School. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school. The term “firearm” has the same meaning as described in Section 921 of Title 18 of the United States Code.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive. The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

If it is determined during an expulsion hearing that a student has possessed a firearm or explosive on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

3. Other Means of Correction

Suspension or expulsion for any offense not listed in Section 2, Mandatory Offenses, shall be imposed only when other means of correction fail to bring about proper conduct. DCP provides for Other means of correction may include, but are not limited to, the following:

- a. A conference between school personnel, the pupil’s parent or guardian, and the pupil.
- b. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

- c. Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- d. Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- e. Enrollment in a program for teaching prosocial behavior or anger management.
- f. Participation in a restorative justice program.
- g. A positive behavior support approach with tiered interventions that occur during the school day on campus, such as but not limited to a behavior contract.
- h. After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- i. Community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

C. Suspension and Recommendation for Expulsion Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following

suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Prior to a recommendation for expulsion, the Head of School or Head of School's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. This meeting may take place separate from or as part of the suspension conference explained above.

D. Authority to Expel

A student may be expelled either by NOCCS Board following a hearing before it or by NOCCS Board upon the recommendation of an Administrative Panel. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of NOCCS's Board. The Director of Student Services or other administrator identified by the Board, shall appoint panel members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of NOCCS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at NOCCS to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

NOCCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by NOCCS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. NOCCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, NOCCS must present evidence that the witness' presence is both desired by the witness and will be helpful to NOCCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Head of School or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with NOCCS.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

NOCCS shall also send notice to the student's district of residence, as required by Education Code section 47605(d)(3).

J. Disciplinary Records

NOCCS shall maintain records of all student suspensions and expulsions at NOCCS. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from NOCCS as NOCCS Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. NOCCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from NOCCS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to NOCCS for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Head of School or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon NOCCS's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of the District

NOCCS shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who NOCCS or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, NOCCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If NOCCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If NOCCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that NOCCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and NOCCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If NOCCS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then NOCCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or NOCCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or NOCCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and NOCCS agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated NOCCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if NOCCS had knowledge that the student was disabled before the behavior occurred.

8. NOCCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
 - a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
 - b. The parent has requested an evaluation of the child.
 - c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If NOCCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If NOCCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. NOCCS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by NOCCS pending the results of the evaluation.

NOCCS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K. Retirement System

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security. California Education Code Section 47605(b)(5)(K)

OUSD Required Language

There is no required district language for this section.

Policy and Procedures

All North Oakland Community Charter School ("NOCCS" or the "Charter School") employees who qualify for membership in California State Teachers' Retirement System (STRS) or California Public Employees' Retirement System (PERS) are covered under the appropriate system. Employees contribute at the rate established by STRS or PERS. NOCCS makes all employer contributions as required by STRS and PERS. NOCCS will rely on the district or county to cooperate as necessary and forward any required payroll deductions and related data. All other employees will participate in the federal social security system.

NOCCS retains the option for its Trustees to elect to participate in another retirement or reciprocal systems in the future, should it find that participation enables the school to attract and retain a high-quality staff. NOCCS will continue to develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff.

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Element L. Attendance Alternative

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. California Education Code Section 47605(b)(5)(L)

OUSD Required Language

Required district language has been used to replace previous language for this section.

Policy and Procedures

No student may be required to attend North Oakland Community Charter School (“NOCCS” or the “Charter School”).

Pupils who choose not to attend the North Oakland Community Charter School (“NOCCS” or the “Charter School”) may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the NOCCS shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the NOCCS, except to the extent that such a right is extended by the District.

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Element M. Employee Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. California Education Code Section 47605(b)(5)(M)

OUSD Required Language

Required district language has been used to replace previous language for this section.

Policy and Procedures

No public school district employee shall be required to work at North Oakland Community Charter School ("NOCCS" or the "Charter School").

Employees of the District who choose to leave the employment of the District to work at NOCCS shall have no automatic rights of return to the District after employment at NOCCS unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with NOCCS, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings. Additional information on employee rights regarding salary, terms of employment, and benefits can be found in **Element E** (Employee Qualifications) and **Element K** (Employee Retirement Systems).

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Element N. Dispute Resolution Process, Oversight, Reporting, and Renewal

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. California Education Code Section 47605(b)(5)(N)

OUSD Required Language

All district required language is embedded within this section, rather than listed prior, to facilitate grouping of policies and procedures for the external reader. The three groupings of the district required language are used and text is in the district required order. Text not highlighted are additional assurances North Oakland Community Charter School (“NOCCS” or the “Charter School”) makes to ensure access to dispute resolution by students, families, and staff.

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Procedures for Complaints against Charter School

Disputes arising from within the school, including all disputes among and between students, parents, staff, volunteers, advisors, consultants, partner organizations, and governing board members of the school, will be resolved pursuant to the Comprehensive Complaint Policies and processes developed by the school and adopted by its Board of Trustees. These policies are provided to students, families, and staff via the Employee Handbook and Student and Family Handbook, available in **Appendix 11 – Handbooks**. The Grievance Procedure is provided in **Appendix 8 – Health, Wellness, and Safety Plans**.

NOCCS has established complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. NOCCS will not, at any time, refer such complaints to the District for handling. In turn, NOCCS requests that the District refer any complaints or reports regarding such internal disputes to the Board of Trustees or NOCCS's Head of School for resolution pursuant to the school's policies. NOCCS recognizes that should the District have reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, it may intervene.

The complaint procedures include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school's Employee and Student and Family handbooks or distributed widely.

NOCCS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with NOCCS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. NOCCS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

NOCCS shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the NOCCS under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

NOCCS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

NOCCS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and NOCCS

The staff and Governing Board members of NOCCS agree to attempt to resolve all disputes between the District and NOCCS regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and NOCCS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

- (1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification

must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, certified mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by facsimile, upon electronic confirmation of receipt; (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To North Oakland Community Charter School, c/o Head of School:

1000 42nd Street

Oakland, CA 94608

To Director, Office of Charter Schools:

1000 Broadway, 3rd Floor, Suite 398

Oakland, CA 94607

- (2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, certified mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

- (3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Oversight, Reporting, Revocation, and Renewal

OUSD may inspect or observe any part of the school at any time, and may attempt to provide reasonable notice to the school's Head of School prior to any such observation or inspection.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

NOCCS submits quarterly fiscal reports in accordance with the timelines stated in the school law.

Element O. School Closure Procedure

***Governing Law:** A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. California Education Code Section 47605(b)(5)(P).*

OUSD Required Language

Required district language has been used in its entirety to replace previous language for this section.

Closure Action

The decision to close North Oakland Community Charter School (“NOCCS” or the “Charter School”), either by the governing board of NOCCS or by the OUSD Board of Education, must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of NOCCS votes to close NOCCS; or the Charter lapses or is surrendered.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to NOCCS, including its nonprofit corporation and governing board.

A) Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of NOCCS or the OUSD Board of Education, the governing board of NOCCS shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how NOCCS will fund, these activities.

B) Notification of Closure Action

Upon the taking of a Closure Action, NOCCS shall send written notice of its closure to:

1. The OUSD OCS. NOCCS shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of NOCCS, NOCCS shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in NOCCS within 72 hours of the Closure Action. NOCCS shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). NOCCS shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. NOCCS shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which NOCCS participates. NOCCS shall send written notification of the Closure Action to the SELPA in which NOCCS participates by registered mail within 72 hours of the Closure Action. NOCCS shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which NOCCS's employees participate. Within fourteen (14) calendar days of the Closure Action, NOCCS shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. NOCCS shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). NOCCS shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. NOCCS shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of NOCCS. NOCCS shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. NOCCS shall provide a copy of these notifications, if any, to the OCS.
8. All NOCCS employees and vendors within 72 hours of the Closure Action. NOCCS shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of NOCCS
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of NOCCS
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of NOCCS, by which NOCCS shall provide employees with written verification of employment

Within 30 days of the effective date of closure, N shall provide all employees with written verification of employment. NOCCS shall send copies of such letters to the OCS.

C) Records Retention and Transfer

NOCCS shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. NOCCS shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of NOCCS. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. NOCCS's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. NOCCS shall prepare and provide an electronic master list of all students to the OCS's Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the NOCCS closure occurs before the end of the school year, the list also shall indicate the name of the school to which each

student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. NOCCS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. NOCCS will coordinate with the OCS for the delivery and/or pickup of student records.
5. NOCCS must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. NOCCS must provide to the OCS a copy of student attendance records, teacher gradebooks, NOCCS payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. NOCCS shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. NOCCS shall provide to the responsible person(s) designated by the governing board of NOCCS to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

D) Financial Close-Out

After receiving notification of closure, the CDE will notify NOCCS and the authorizing entity of any liabilities NOCCS owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of NOCCS if it has reason to believe that the school received state funding for which it was not eligible.

NOCCS shall ensure completion of an independent final audit within six months after the closure of NOCCS that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as NOCCS's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

NOCCS shall pay for the financial closeout audit of NOCCS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by NOCCS will be the responsibility of NOCCS and not OUSD. NOCCS understands and acknowledges that NOCCS will cover the outstanding debts or liabilities of NOCCS. Any unused monies at the time of the audit

will be returned to the appropriate funding source. NOCCS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which NOCCS participates, and other categorical funds will be returned to the source of funds.

NOCCS shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If NOCCS chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed NOCCS with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

E) Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of NOCCS. NOCCS closure procedures must also ensure appropriate disposal, in accordance with NOCCS's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of NOCCS have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. NOCCS, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to NOCCS by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and NOCCS shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If NOCCS is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of NOCCS, the corporation shall be dissolved according to its bylaws.

NOCCS shall retain sufficient staff, as deemed appropriate by the NOCCS governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

NOCCS's governing board shall adopt a plan for wind-up of NOCCS and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

NOCCS shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which NOCCS will make the payments.

Prior to final close-out, NOCCS shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end NOCCS's authorization to operate as a charter school or cause NOCCS to cease operation. NOCCS agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should NOCCS breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Miscellaneous Clauses

Charter Agreement

Term

The term of this charter will begin on July 1, 2020 and expire five years thereafter on June 30, 2025.

NOCCS must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools. The District may revoke the charter of North Oakland Community Charter School in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Amendments

Any amendments to this charter will be made by the mutual agreement of the governing boards of the school and district. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by the district and the governing board of the school. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidating provisions in a timely fashion and in good faith.

Budget, Financial Plan, and Fiscal Matters

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

To support review of this renewal petition, the following documents have been included in **Appendix 12 – Financial Documents**.

- Projected Budget
- Projected Cash Flow
- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and includes many key assumptions, as outlined in the annotated budget narrative.

Statutory Financial Reports

NOCCS will annually prepare and submit reports to the District in accordance with Education Code Section 47604.33 as follows:

- On or before July 1st, a board approved preliminary budget for the current fiscal year.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- On or before December 15th, an interim financial report that reflects changes to the preliminary budget through October 31st. Additionally, on December 15, a copy of DCP's annual, independent fiscal audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and County Superintendent of Schools.
- On or before March 15th, a second interim financial report that reflects changes to the preliminary budget through January 31st.
- On or before September 15th, a final non-audited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

Other Financial Reports

With regard to other financial reports, DCP will:

- Implement an attendance recording and accounting system that complies with state law and District requirements
- Be a directly funded charter school. DCP will deposit its funds in a non-speculative and federally insured bank account for use by the school
- Provide other reports required by law including the California Basic Educational Data System (CBEDS-ORA), CALPADS reporting, Annual Student Service Identifier (SSID) maintenance, actual Average Daily Attendance reports, School Accountability Report Card (SARC) and the Federal Civil Rights Collection (CRDC).

Insurance

NOCCS will secure and maintain commercially reasonable general liability, workers' compensation, and other necessary insurance coverage. NOCCS will secure and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in the current Best Insurance Rating Guide, at a minimum, the insurance as set forth below to protect NOCCS from claims that may arise from its operations:

1. Workers' Compensation Insurance, as required by the California Labor Code, with not less than statutory limits;
2. General Liability, Comprehensive Bodily Injury, and Property Damage Liability which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance for combined single limit coverage of not less than \$1,000,000 for each occurrence.

NOCCS will provide evidence of the above insurance coverage to the Authorizer. These amounts may be altered upon recommendation of the Insurer or as required by agreement between the District and NOCCS.

Financial Process

NOCCS contracts with a back office provider, currently edtec, to perform many of the accounting and budgeting operations of the school. The Head of School in collaboration with the Board of Trustees' Finance Committee oversees the work of the back office provider. NOCCS will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure (SACS) for all reports to the District including the First and Second Interim Reports, Adopted Budgets, and Non-audited Actuals as required by the Education Code.

Third Party Contracts

NOCCS shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, NOCCS], require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety. NOCCS shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of NOCCS's obligations under the contract, including payment for services.

Offset for Special Education Revenue Adjustment/Payment for Services

In the event that NOCCS owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from NOCCS, NOCCS authorizes the District to deduct any and all of the in lieu property taxes that NOCCS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. NOCCS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to NOCCS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, NOCCS agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Exclusive Employer

NOCCS shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) NOCCS shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Records and Reporting

Attendance Accounting

NOCCS will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

Student Records

Student records will be maintained and used in the manner required by law. In addition, records will be maintained so as to conform to OUSD requirements for student records and record formats in order for student transfers to/from OUSD and the school to be facilitated. Student records will be transferred to/from the school and OUSD schools when students are accepted into either.

External Reporting

NOCCS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Public Records

NOCCS acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including NOCCS to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at NOCCS and of the District. NOCCS further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that NOCCS does not have that NOCCS needs in order to meet its obligations, the District shall provide the same to NOCCS in a reasonably timely manner upon request.

Facilities

The school is located at 1000 42nd Street, Oakland, CA 95608 in a non-district owned facility. NOCCS will comply with Education Code Section 47605.1 and Education Code Section 47610 with regard to the location and compliance of its facilities. District required language for non-district owned facilities is included accordingly.

Certificate of Occupancy

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, NOCCS shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows NOCCS to use and occupy the site as a charter school. NOCCS shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit.

NOCCS may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If NOCCS intends to move or expand to another facility during the term of this Charter, NOCCS shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, NOCCS shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Section N.

If NOCCS fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If NOCCS moves or expands to another facility during the term of this charter, NOCCS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. NOCCS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”

Facility Compliance

Prior to occupancy or use of any school site or facility, NOCCS shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which NOCCS is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. NOCCS shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. NOCCS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. NOCCS shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Other Requirements

Pest Management

NOCCS shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management

NOCCS shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Administrative Services

NOCCS has an experienced administrative staff that is responsible for services such as payroll, accounting, and purchasing. NOCCS is responsible for its personnel salary and benefits, and other costs. No administrative services will be provided by OUSD.

The District may charge for the actual costs of supervisorial oversight of NOCCS not to exceed 1% of NOCCS's revenue, or the District may charge for the actual costs of supervisorial oversight of NOCCS not to exceed 3% if NOCCS is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

District Impact Statement / Potential Civil Liability Effects

NOCCS, a 501(c)(3) nonprofit corporation, is responsible for all matters of civil and financial liability resulting from operation of the school. NOCCS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- NOCCS is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of NOCCS.
- The District is authorized to revoke this charter for, among other reasons, the failure of NOCCS to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit NOCCS' books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

NOCCS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to NOCCS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to NOCCS operations is received by the District, the NOCCS shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

NOCCS, through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, NOCCS's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by NOCCS, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

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Conclusion

Today more than ever, school plays a crucial role in children's development. It has the power to provoke reflection, introspection, and imagination. It can inspire students to invent and explore new ideas. It can ignite their curiosity about the world and invite deep intellectual engagement with important subject matter. It can shape students' relationships to one another and how they understand their role in the wider community. It can bring them into close, sustained, caring relationships with adults.

Thus it is an awesome and humbling responsibility to conceive of, develop, and sustain a school, for it situates between four walls so many of the expectations and aspirations we have for children and what they can become. A school can accomplish these things if it is founded on a compelling vision of teaching and learning that involves deep knowledge of students' learning, as well as ongoing opportunities for teachers to assess and develop their practice.

Because we will not rest on past success, but strive to learn and grow, because we cherish each and every student, because we invite all on a shared journey of discovery, NOCCS is such a school.



Appendix 1 - Performance Report

2018-19 OUSD Performance Report

2018-19 Overview of ELA and Math Data

2018-19 Graphs of ELA and Math Data

2018-19 Family Satisfaction

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Charter Renewal Performance Report

Background

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program...

Filings that request charter renewal must include, but not be limited to, a reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data.

Therefore, in keeping with this policy, the Office of Charter Schools asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources.

Goals

- Highlight areas of emphasis for the Office of Charter Schools for the renewal process, related to Board Policy 0420.4
- Provide guidance for the Office of Charter Schools for further inquiry during the renewal site visit
- Collect information on areas that are not necessarily otherwise covered in each school's charter renewal petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools staff (charteroffice@ousd.org) via e-mail in Word format **at least 2 weeks in advance** of either the renewal site visit or the submission of the charter renewal request at a Board meeting, whichever is earlier. **The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.**

Measurable Pupil Outcomes (MPOs): Please update your school's MPOs in the Info Center by the same deadline as the performance report.

Performance Report - Open Responses

1. Measuring the effectiveness of instruction

How do you measure the effectiveness of the quality of instruction?

We use the TNTP CORE teaching rubric as a measure of whether students are getting the instruction they deserve. Lead Teachers are observed and rated using the [TNTP Core Rubric](#). Teachers are expected to demonstrate success in instruction in four domains. The domains are a ladder of effective instruction; it is very difficult to achieve success in the later domains without first demonstrating a mastery of the first. The domains are:

1. Culture of Learning: Are all students engaged in the work of the lesson from start to finish?
2. Essential Content: Are all students working with content aligned to the appropriate standards for their subject and grade?
3. Academic Ownership: Are all students responsible for doing the thinking in this classroom?
4. Demonstration of Learning: Do all students demonstrate that they are learning?

Each domain yield a score on a one through five scale:

1. Ineffective
2. Minimally Effective
3. Developing
4. Proficient
5. Skillful

Lead Teachers will be observed and rated once prior to winter break as a way of establishing familiarity with the system and establishing clear goals for improvement. The first round of rated observations will not be reflected in the final evaluation. Lead Teachers will again be evaluated in after winter break. The second rated observation will count for a third of each Lead Teacher's overall evaluation.

The Lead Teacher Evaluation Form and TNTP Rubric are provided in [Appendix 5 - Professional Development and Evaluation](#).

Which are the most effective features of instruction at your school, and why?

NOCCS students have meaningful relationships with their teachers, including the assistant teachers who push into each class and the wellness center staff. Teachers are able to use these relationships to leverage deeper engagement amongst students. Thanks to the newly adopted curriculums (Wit and Wisdom, Ready for Common Core Mathematics, and Amplify Science), teachers are able to ensure that students are held to rigorous grade level standard aligned expectations. The relationships and

commitment on the part of teachers to culturally responsive teaching allow teachers to modify these curriculums to best suit their students' specific interests.

What aspects of instruction most need improvement, and what action is being taken?

Students are too often reciting responses modeled by teachers or other students. Students need to be pushed towards more academic ownership over the material and a demonstration of learning that forces them to synthesize information in a way that makes sense to them.

2. Diversity of student enrollment

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. representation of English Learners, students with disabilities, or of homeless status)?

Our commitment as a school is to be an intentionally diverse community. The demographics of the NOCCS student body reflect the beautiful variety of cultures, races, and experiences that make up Oakland. Making sure that every family and student feels that NOCCS is their school is part of the important work we do at NOCCS. This does not happen by accident. NOCCS takes specific steps to:

- Recruit a diverse student body
- Develop and recruit a diverse faculty and staff, while also developing cultural competency
- Creating an inclusive and welcoming environment for all families, especially those who are traditionally marginalized

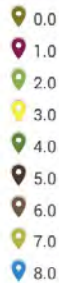
Examples of each practice are detailed below.

Students

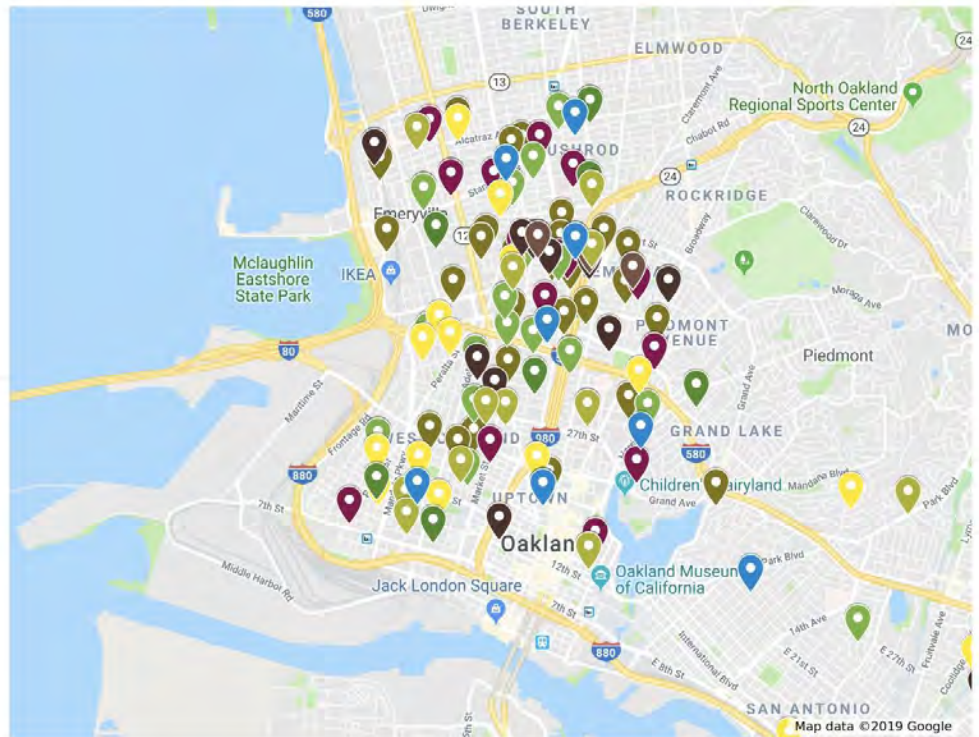
NOCCS has established a recruitment plan specifically designed to recruit a diverse student body, including our work with OUSD to establish a Neighborhood Attendance Area preference for students located in the former Sankofa, Hoover, and Santa Fe attendance boundaries. As seen in the heat map below, most NOCCS students now come from this area.

NOCCS Family Locations 2019-20

Copy of Copy of Master Roster
2019-20



Where NOCCS scholars are coming from on their way to school each day.

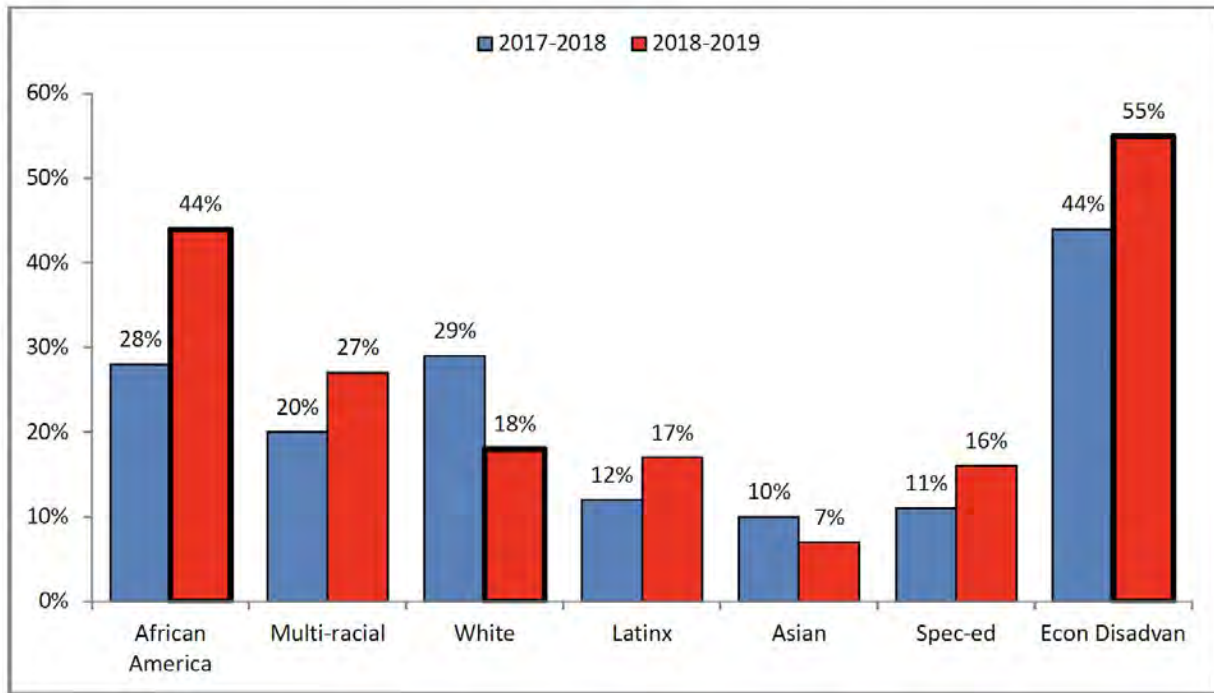


The NOCCS student population has significantly changed in the last charter term. Whereas NOCCS served less students of color and students from low-income families in its early iterations, it is now a leader in the district in terms of serving students who are African American and students with identified special needs. The percent of students coming from low-income families has also significantly increased.

The demographic shifts between 2017-18 and 2018-19 are provided below.

CHANGES IN NOCCS POPULATION OVER 2 YEAR PERIOD

2 Year Comparison



Student population decrease of 43 students:

2017-2018: 224 Students

2018-2019: 181 Students

As these shifts in students have occurred, NOCCS has become more reflective of the demographics of the Longfellow neighborhood within which it operates, as well as OUSD as whole as seen in the figure below, using the most recently available public data from 2018-19 as a comparison.

Demographic Subgroups	NOCCS (K-8)	OUSD (TK-12)	Longfellow (All Ages)
Ethnicity / Race			
African American	38.4% (44.4% in 2019-20)	23.5%	34.1%
White	18.6% (17.2% in 2019-20)	10.3%	31.7%
Latinx	16.9%	50.0%	20.4%

Two or More Races	13.4%	4.0%	7.6%
Asian	7.0%	12.2%	4.2%
Program Participation			
Low-income	52.3% (56% in 2019-20)	74.2%	-
English Learner	14.5%	31.2%	-
Special Education	11.6% (17% in 2019-20)	13.0%	-

Source: 2018-19 Data for NOCCS and OUSD is available at <https://dq.cde.ca.gov/dataquest/>. Ethnicities for the neighborhood are available at <https://statisticalatlas.com/neighborhood/California/Oakland/Longfellow/Overview>

Teachers

NOCCS teachers engage in specific racial equity, implicit bias, and culturally responsive pedagogy professional development. In both the 2018-19 and 2019-20 school years, this has been a specific focus using shared texts. For example, in 2018-19 staff read *Culturally Responsive Teaching and the Brain* by Zaretta Hammond and applied these learning to their practice. An example of a PD Session, *Closing the Opportunity Gap Through Culturally Responsive Teaching*, is provided in in **Appendix 5 - Professional Development and Evaluation**.

In addition, NOCCS has developed a teacher pipeline - part of its work on intentional diversity as it specifically develops more Lead Teachers of color. Currently, one-third of Lead Teachers are African American and over half of Lead Teachers are people of color. Of the new Lead Teachers in 2019-20, two came through the NOCCS teacher pipeline program – one of whom had been at the school for four years previously. NOCCS partners with teacher development programs, including BATTI and REACH, to support the development and certification of teachers. Similar to the Lead Teacher demographic, the majority of Assistant Teachers at NOCCS are people of color.

Families

To ensure all families feel welcome - especially traditionally marginalized populations - NOCCS has developed a series of family advisory councils. Realizing that different communities sometimes have different concerns, and want a space to voice those concerns, NOCCS created the Family Advisory Councils. Currently, there is an African American, Latino, and LGBT Family Advisory Council. These councils inform programming for students and outreach to families. The Family Advisory Councils formally meet every other month during the school year and can informally meet whenever they like.

What future plans do you have to address any disparities in representation at your school?

The Latino Family Advisory Council has begun generating monthly updates in Spanish to give better access to our small, but mighty, primary Spanish speaking families. Further, the Head of School is working with a neighboring school, BayTech Academy, to give volunteer hours to Arabic speaking high school students who can serve as translators.

3. Student engagement

How do students know how they are doing?

Students are formally assessed four times a year and receive a formative assessment every week in one of the core subjects. These results are shared with students to give them specific information on what to work on next. Further, students struggling socio-emotionally are given the Zones of Regulation curriculum and do multi-daily check-ins around the progress they are making in self-regulation.

How do students voice concerns?

Students are encouraged to respectfully challenge their teachers and the content they learn. Every class holds a daily circle in which students can voice their concerns. Further, teachers do regular individual check ins with students.

Are there opportunities for students to be involved in decision-making and the governance of the school?

The middle school students are often tapped to take on leadership positions in supporting the younger students. Middle school students help in the recycling, arts performances, student behavior plans, and modeling for other students.

What is an example of a change you have made to the school based on student feedback?

Student feedback was essential in a decision to not reelect a teacher last year who had been dismissive of numerous students. These students were used to having responsive teachers and this particular teacher was not measuring up to that expectation. The Head of School held multiple listening sessions with students last year during lunch to help understand their concerns. Those concerns were first part of a teacher improvement plan and ultimately decisive in a decision to find a new teacher.

4. Family engagement

What opportunities exist for family involvement at the school?

Every third Wednesday is the NOCCS Family-Teacher Organization (FTO). Its mission is to develop and provide opportunities for open communication, learning, volunteering and support within the NOCCS community, and to align these efforts with the school's mission and core principles. NOCCS has a long-standing tradition of strong parent support and volunteerism, and with its continued growth as a school, acknowledges the broader need for a family-teacher organization. The FTO was created in 2013 to formalize, improve and sustain parent and teacher engagement in the school community. All NOCCS families and teachers are encouraged to participate in the NOCCS Family-Teacher Organization and be a part of making NOCCS an even better school for our kids.

Further, there is a first Friday coffee hour for families right after the beginning of school. This is a space for families to make connections with one another. These are both in addition the Family Advisory Council meetings mentioned above.

Finally, all families are routinely encouraged to volunteer. There is a volunteer book in the front hallway for families who have five minutes or five hours to contribute to the school.

How do families know how their students are doing?

Families receive three annual report cards which have interim testing data and there are two family teacher conferences each year. Further, teachers are in daily contact with some portion of the families in their school, going out of their way to reach out to historically underserved families.

How do families voice concerns?

Families are encouraged to email, call, or come into the office with any concerns. The Head of School, Director of Operations, or Director of Student support responds to every concern within 24 hours. Further, there is an open comment period at the beginning of every monthly NOCCS board meeting.

Are there opportunities for families to be involved in decision-making and the governance of the school?

Yes, there are three family members currently on the board of directors that makes all high-level policy decisions and supervises the Head of School. The FTO is also a space in which families are able to share their concerns. Further, the FTO runs nearly all of the evening family and student-performance events.

What is an example of a change you have made to the school based on family feedback?

Last year a group of parents helped guide NOCCS towards a connection with Super Achievement's Selina Jackson who is running the classroom coaching and positive classroom environment professional development this year.

5. Teacher engagement

How can teachers voice concerns?

Teachers are able to email or set an appointment with any member of the leadership team. When there is a concern that requires a response, one of the members of the leadership team works with the teacher to find a solution.

Are there opportunities for teachers to be involved in decision-making and the governance of the school?

Teachers have a non-voting representative on the board of directors. That staff person meets regularly with the staff representative to get a pulse on how the staff feels and how responsive the Head of School is being to staff concerns.

What is an example of a change you have made to the school based on teacher feedback?

Teachers strongly felt that a stand-alone full day kindergarten classroom was going to lead to better teacher sustainability. As a result of a teacher led proposal to the board, NOCCS moved to single grade kindergarten class this year and plans to phase in single-grade classrooms K-5.

6. Performance of key student groups

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement, what future actions are planned to address this, and what are significant barriers to increasing student achievement for these groups?

- (a) English Learners
- (b) students with disabilities
- (c) students in need of remediation
- (d) advanced students performing above grade level, and
- (e) any other student groups you are paying particular attention to

Response to Intervention

NOCCS has a bimonthly Response to Intervention meeting facilitated by the Coordination of Services Team (COST) to which teachers can refer any students. The Campus Supervisor and Lead Special Education teacher have daily office hours to help teachers develop a tier one intervention if a student is—for any of a variety of reasons inclusive of all of those listed above—not successful. The bimonthly RtI meetings look at out of classroom referral data, interim assessment data, and teacher observations to determine which students need additional support. Every student not meeting grade

level expectations in terms of reading or math, based on the interim assessments, receives a tier-two or tier-three academic intervention.

Comprehensive Student Support Model

NOCCS believes that everyone – students, staff, families, and community members – are responsible for creating a caring, safe, and effective learning community at NOCCS.

Toward that end the school has, since its inception, continued to develop what we now call our Comprehensive Student Support Model. This model draws from a variety of resources that we believe are consistent with the NOCCS' mission, guiding principles, and education program to create a web of supports and strategies that are used to build and maintain a safe, respectful, progressive, and equitable approach to building our classroom and school's positive climate. These resources include:

- A wellness center for students to reset and learn about positive behavior
- Social-emotional curriculum in each classroom (PAX and Zones of Regulation)
- Social skills groups
- An alternative to suspension system
- A Response to Intervention team to support students with specific behavior or academic needs

The five students receiving the overwhelming majority of out of classroom referrals are getting a daily social-skills class in which they are learning the Zones of Regulation. The current campus supervisor is currently working on her social worker license so that in addition to leading the social skills groups and restorative justice processes, she can also do the Education Related Mental Health Services as well. These services are currently contracted out with an outside organization that does not have the same intense daily contact with the students.

7. Governance

Does the governing board interact with students, parents, and/or teachers? If so, in what ways?

Yes, the governing board of NOCCS constitutes several parents who are actively involved in the events of the school. Further, at every board meeting there are opportunities for students and parents to share their concerns directly with the board as a whole. Parents are often invited to the Executive Committee meeting to address confidential student concerns.

Does the governing board evaluate the school leader? If so, how?

Yes, there is an annual evaluation process based on observation, reports to the board, and teacher interviews.

Provide an example of a recent issue or policy that the board is working on.

The NOCCS board is working on African American male achievement given that the majority of out of classroom referrals are currently of young African American men. The board has reached out to several organizations, including OUSD's Office of African American Male Achievement, to sponsor further mentorship of young students and further professional development for teachers.

8. Innovation

What are 2-3 innovative practices at your school that could not be implemented in a district school setting?

1. **Elevating the Arts** - Every NOCCS student receives four dance, music, and/or visual arts classes a week with regular opportunities to display or present their work. The arts integration at NOCCS is among the best of any school in Oakland.
2. **Intentional Diversity** - The NOCCS community is doing the hard work of being an intentionally diverse community, including lifting up the voices of traditionally marginalized communities, and helping privileged families understand how they ultimately benefit from a diverse community as well.
3. **Wholistic Teacher Development** - NOCCS teachers are evaluated using a three-part process that equally ways observation of rigorous instruction, feedback from families, and professional conduct amongst their colleagues.

Performance Report - Data Request

Supplemental Financial Information (for Year 5 of current charter term)

Percent of budget to be spent on facilities	
Percent of budget to be spent on teacher salaries	
Percent of budget to be spent on other staff salaries	

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Waitlist data should be from around the first day of school.

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>EXAMPLE</i>	<i>4/1/18</i>	<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
Year 1		K	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
		6	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Year 2		K	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
		6	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Year 3		K	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
		6	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Year 4		K	80	22	0
		6	40	20	0
Year 5	3/5/2019	K	TBD	TBD	TBD
		6	TBD	TBD	TBD

NOTE: Waitlist data under the previous administration is not available.

Pupil Mobility

Subgroup	Number of Students					Percent of Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission	Not available	Not available	Not available	TBD	TBD	Not available	Not available	Not available	TBD	TBD
Students who left the school other than at the usual time of leaving	Not available	Not available	Not available	TBD	TBD	Not available	Not available	Not available	TBD	TBD

* Enter most recent data available.

NOTE: Pupil Mobility data under the previous administration is not available.

Enrollment (for Year 5 of current charter term)

Student Group	Number Enrolled	Percent of Total Enrollment
Total Enrollment	188	100
Asian	7	4
Black or African American	93	50
Filipino	0	0
Hispanic or Latino	18	10
Native American or Alaskan Native	0	0
Native Hawaiian or Pacific Islander	0	0
White	28	15
Two or More Races	33	18
Race Not Reported	1	0
Male	105	56
Female	83	44
Homeless Students	0	0
Foster Youth	0	0
FRPM-Eligible / Economically Disadvantaged	98	52
English Learners	8	4

Students with Disabilities	31	44
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** If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

Enrollment Projections

For the upcoming charter term, projected enrollment for each year

	2020-21	2021-22	2022-23	2023-24	2024-25
Projected Enrollment	215	225	225	225	225

Maximum enrollment of school during the upcoming charter term: 225

Expulsions

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

Graduation Information (High Schools only) - For Year 4 of current charter term

Cohort Graduation Rate	n/a
Cohort Dropout Rate	n/a

If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college	n/a	n/a	n/a	n/a
% attending 2-year college	n/a	n/a	n/a	n/a
% attending vocational/ technical training	n/a	n/a	n/a	n/a
% joined military	n/a	n/a	n/a	n/a
% working exclusively	n/a	n/a	n/a	n/a

Teacher Recruitment/Retention (for each year of current charter term)

	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers	Not Available	Not Available	Not Available	12	12
# of new classroom teacher hires	Not Available	Not Available	Not Available	4	5
# of classroom teachers retained from prior year	Not Available	Not Available	Not Available	8	7
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	Not Available	Not Available	Not Available	3	0
# of currently vacant classroom teaching positions (FTEs)					0

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	12
# Asian	2

# Black or African American	4
# Hispanic or Latino	1
# White	5
# Other Ethnicity or Missing	0

Performance Report - Facilities and Material Revisions

Facilities

Please respond to the following:

Does your lease extend through the end of your requested charter term? If not, please describe your plans for a facility solution.

Yes.

Do you anticipate applying for Prop 39 during the course of the upcoming charter term?

No

Material Revisions

Please respond to the following:

As applicable: Describe any material revisions to your charter that you are requesting for this renewal period. These will be considered as part of the renewal process.

- **Material revisions include, but are not limited to, the following areas: substantial changes to the educational program, mission, or vision; changes in grade levels to be served; increasing the enrollment cap; changes to lottery preferences or admission procedures; changes to the governance structure; entering into or revising a contract with a Charter Management Organization; changes in school location.**
- **In order to have the material revision to your charter approved:**
 - **State the revision(s) the school's governing board wishes to make to the charter**
 - **Describe the reasons for the request(s)**
 - **Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years**

Office of Charter Schools staff may reach out for additional information to inform its recommendation.

Material Revisions:

- Movement to K-5 program over the course of the Charter Term, phasing out Grades 6 - 8 by the 2022-23 school year
- Movement to single grade classrooms, phasing out multi-age classrooms
- Adding a lottery preference for students from Emeryville after students from Oakland have been considered.

2018-2019 NOCCS Executive Summary

**2019-20
SMART
Goal:**

Internal Assessment in Reading-On or Above Expectation

As measured by Reading Inventory (2-8) or F&P (K-1)

	Trimester I	Trimester II	Trimester III
Overall	31%	42%	48%
African American	14%	23%	30%
Latino	38%	50%	50%
Special Education	12%	14%	19%
Economically Disadvantaged	20%	34%	33%

net change:

increase 17% 60%

increase 16% 40%

increase 12% 60%

increase 7% 30%

increase 13% 43%

**2019-20
SMART
Goal:**

Internal Assessment in Math-On or Above Expectation

As measured by iReady Math (K-8)

	Trimester I	Trimester II	Trimester III
Overall	16%	34%	36%
African American	5%	23%	20%
Latino	17%	24%	30%
Special Education	4%	7%	8%
Economically Disadvantaged	8%	22%	20%

net change:

increase 20% 50%

increase 15% 35%

increase 13% 40%

increase 4% 20%

increase 12% 35%

CAASSP ELA Assessment-Totals

Standard Exceeded and Standard Met

	2017-2018	2018-2019	
Overall	41%	29%	decrease 12%
African American	14%	12%	decrease 2%
Latino	48%	55%	increase 7%
Special Education	25%	5%	decrease 20%
Economically Disadvantaged	24%	15%	decrease 9%

CAASSP ELA Assessment-Returning Students Only

Standard Exceeded and Standard Met

	2017-2018	2018-2019	
Overall (46)	33%	38%	increase 5%
African American (19)	16%	26%	increase 10%
Latino (11)	45%	54%	increase 9%
Special Education (9)	11%	11%	no change
Economically Disadvantaged (28)	21%	21%	no change

CAASSP Math Assessment-Totals

Standard Exceeded and Standard Met

	2017-2018	2018-2019	
Overall	32%	20%	decrease 12%
African American	10%	10%	no change
Latino	26%	26%	no change
Special Education	24%	0	decrease 24%
Economically Disadvantaged	15%	15%	no change

CAASSP Math Assessment-Returning Students Only

Standard Exceeded and Standard Met

	2017-2018	2018-2019	
Overall (47)	19%	26%	increase 5%
African American (20)	5%	20%	increase 15%
Latino (11)	27%	36%	increase 9%
Special Education (9)	11%	0%	decrease 11%
Economically Disadvantaged (29)	10%	17%	increase 7%

Population Served

	2017-2018	2018-2019	2019-2020
Overall	224	181	187
African American	28%	44%	50%
Latino	12%	17%	10%
Asian	10%	7%	8%
multi-racial	20%	27%	18%
white	29%	18%	15%
Special Education	11%	16%	17%
Economically Disadvantaged	44%	55%	

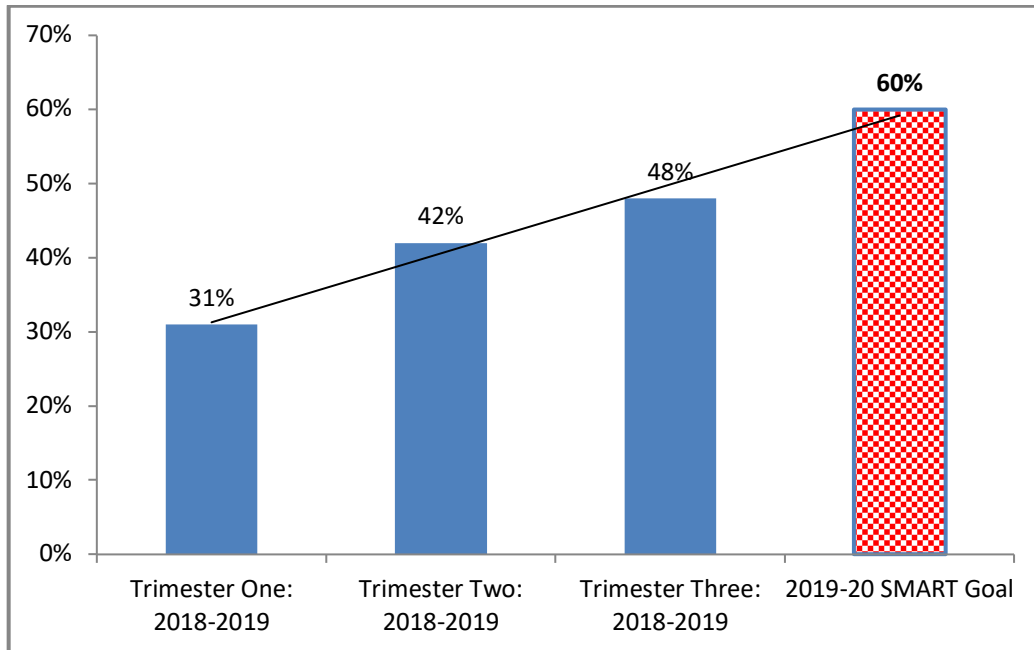
NOCCS READING ASSESSMENTS

2018-2019

Internal Assessments in Reading: On or Above Expectations

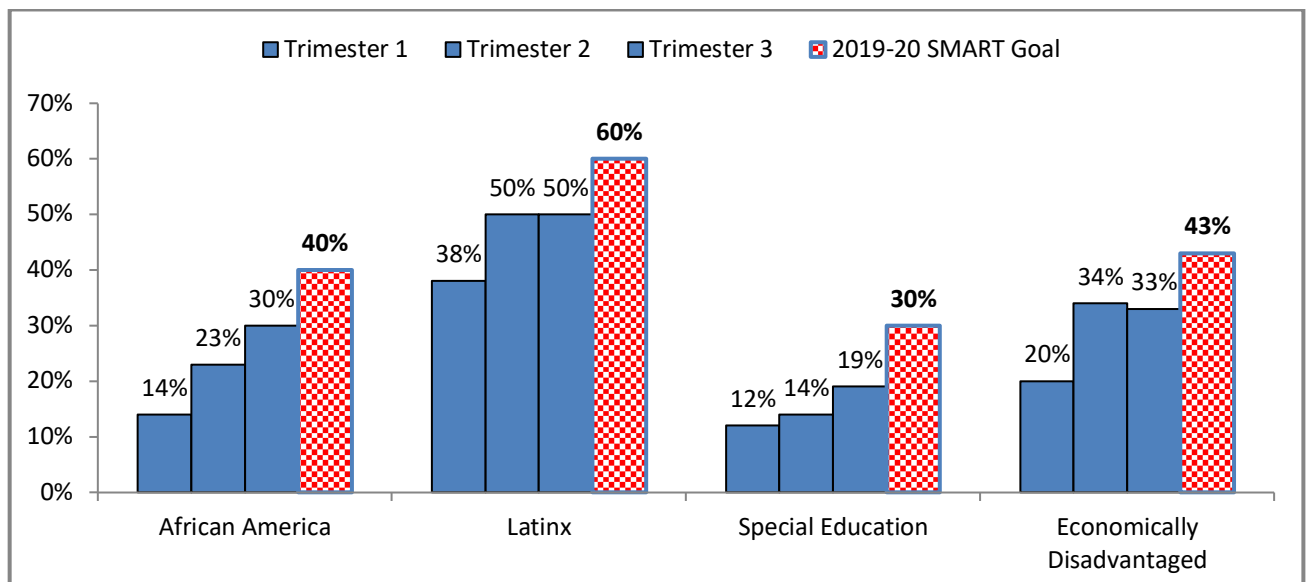
As measured by Reading Inventory (grades 2-8) or F&P (grades K-1)

Overall School



Reading Assessment Broken Out by Groups

2018-2019



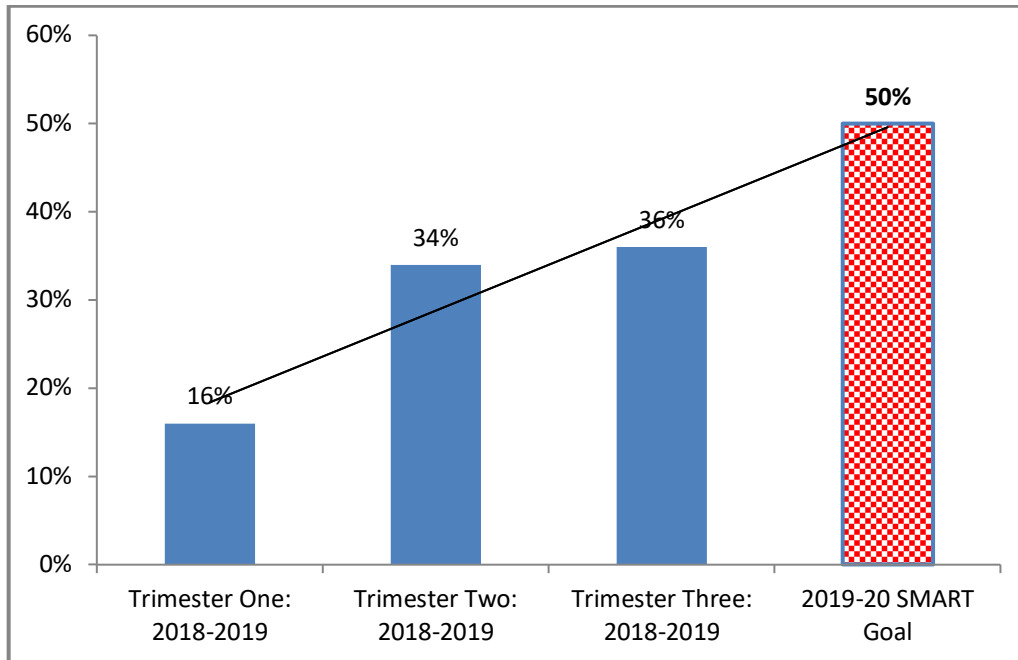
NOCCS MATH ASSESSMENTS

2018-2019

Internal Assessments in Math: On or Above Expectations

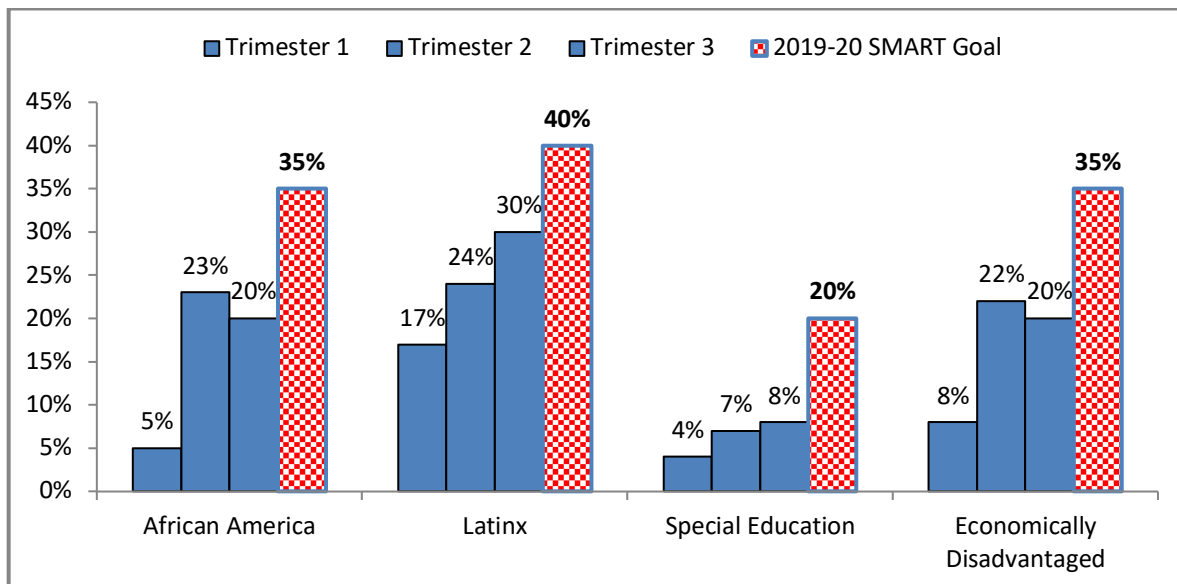
As measured by iReady Math (grades K-8)

Overall School



Math Assessment Broken Out by Groups

2018-2019

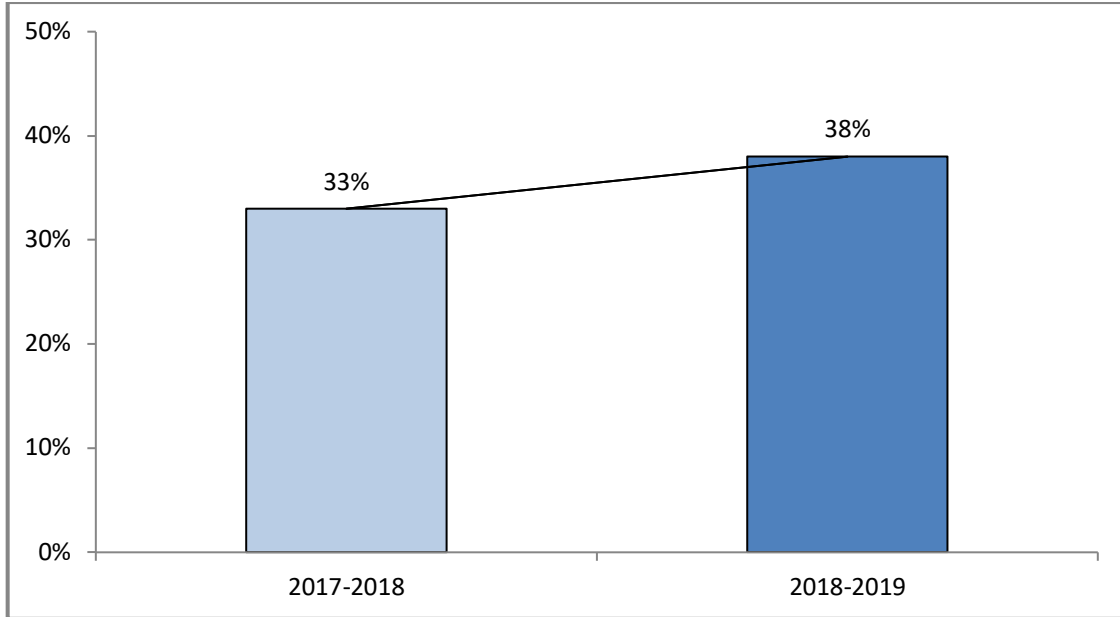


NOCCS CAASSP ELA ASSESSMENTS

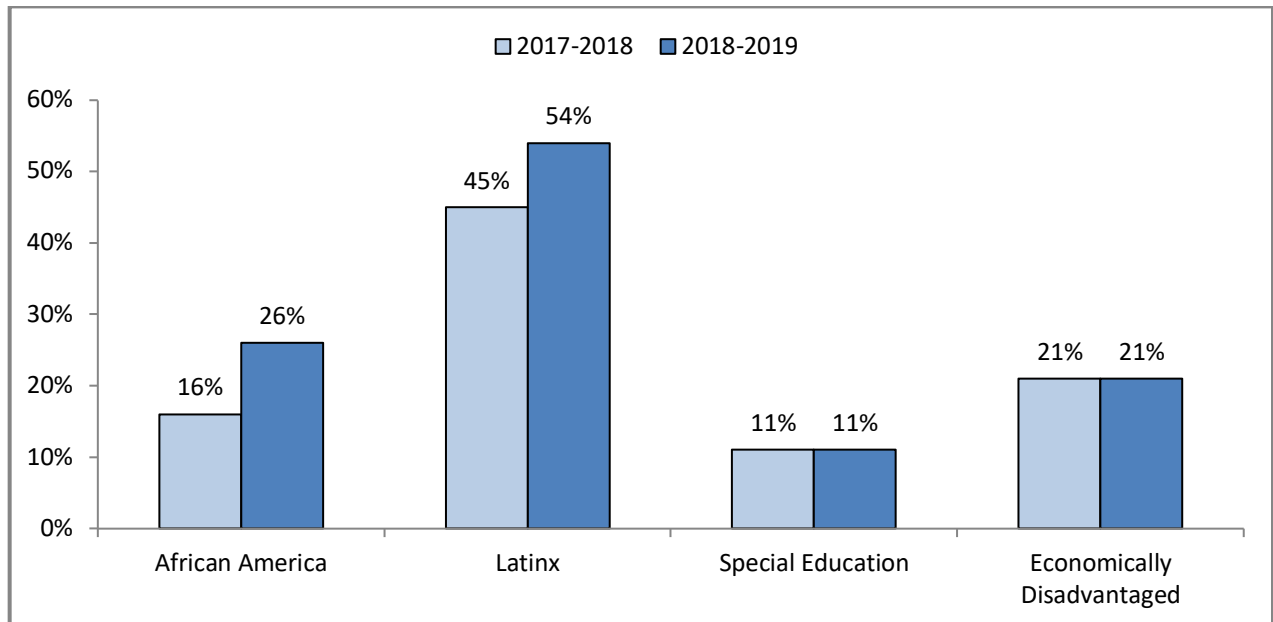
2 Year Comparison

Standard Exceeded and Standard Met

Returning Students Only



CAASSP ELA Assessment Broken Out by Groups

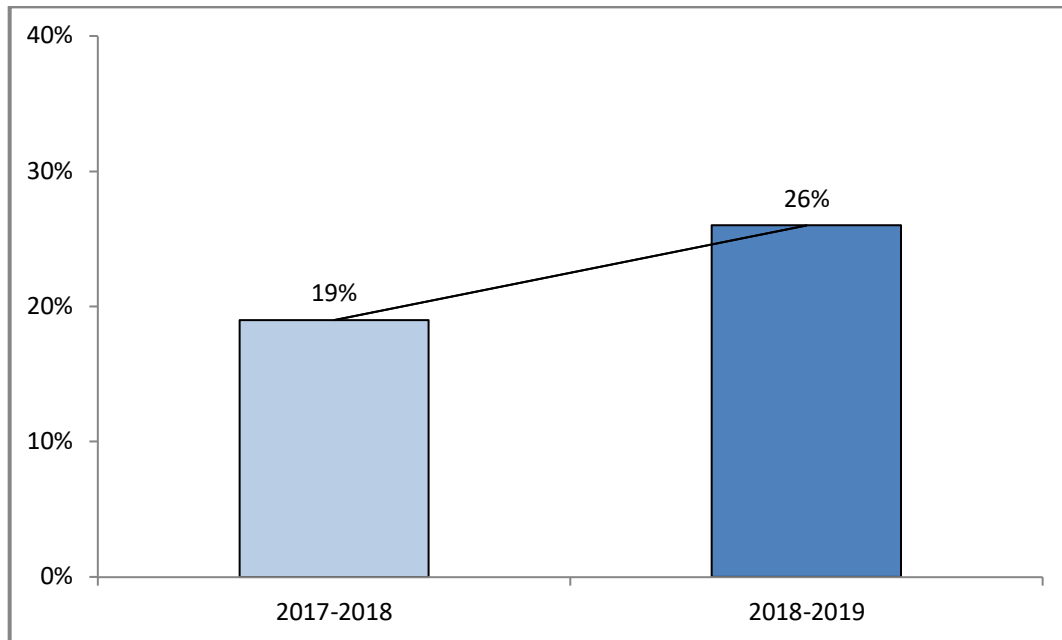


NOCCS CAASSP MATH ASSESSMENTS

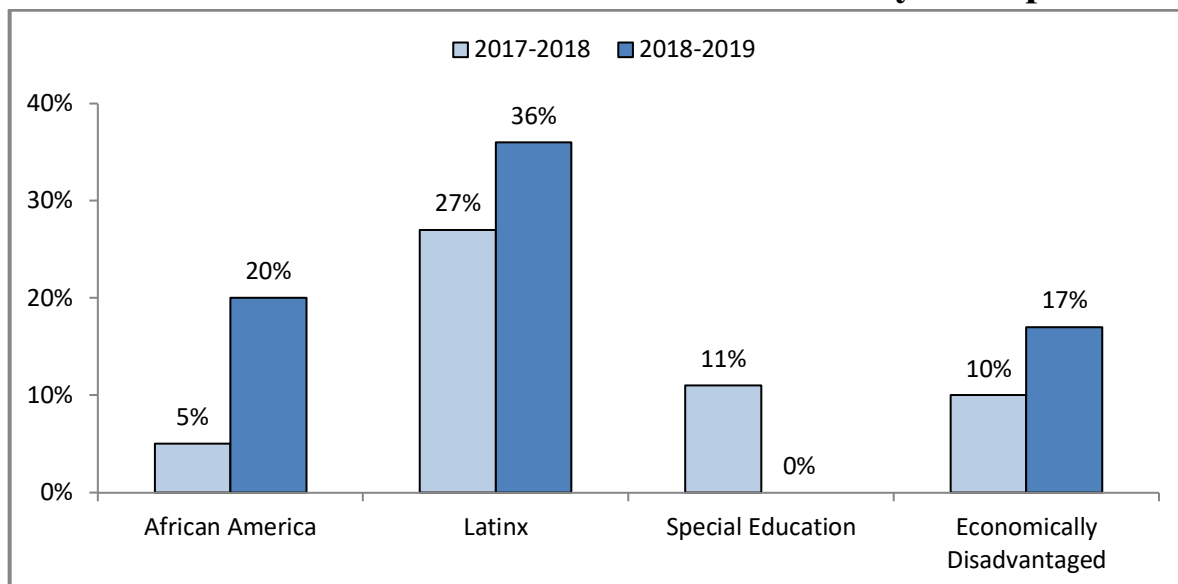
2 Year Comparison

Standard Exceeded and Standard Met

Returning Students Only

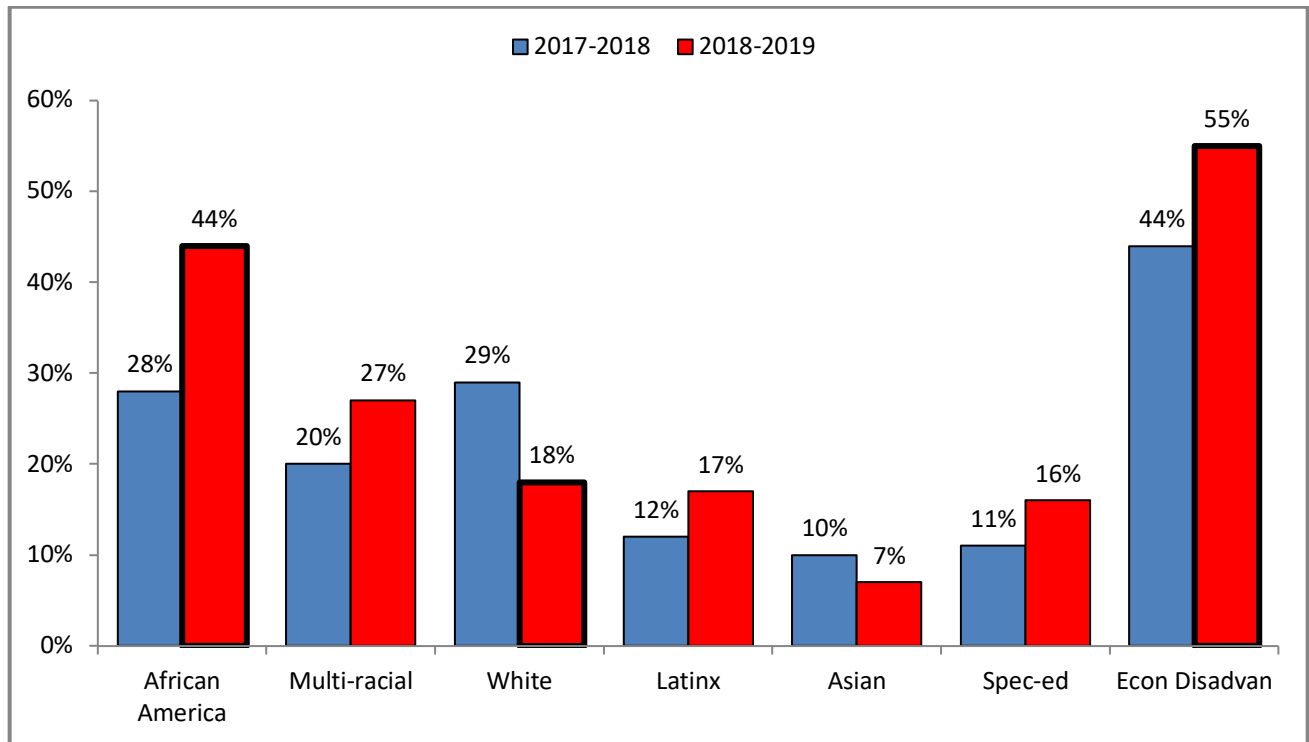


CAASSP Math Assessment Broken Out by Groups



CHANGES IN NOCCS POPULATION OVER 2 YEAR PERIOD

2 Year Comparison



Student population decrease of 43 students:

2017-2018: 224 Students

2018-2019: 181 Students

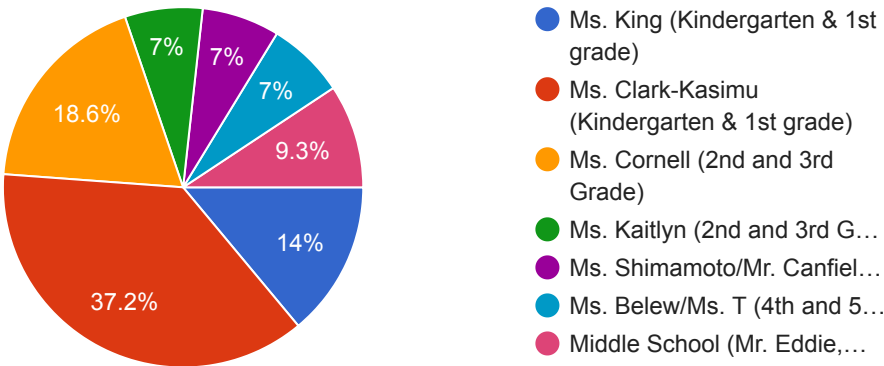
NOCCS Family Survey

43 responses

Your Scholar's Classroom

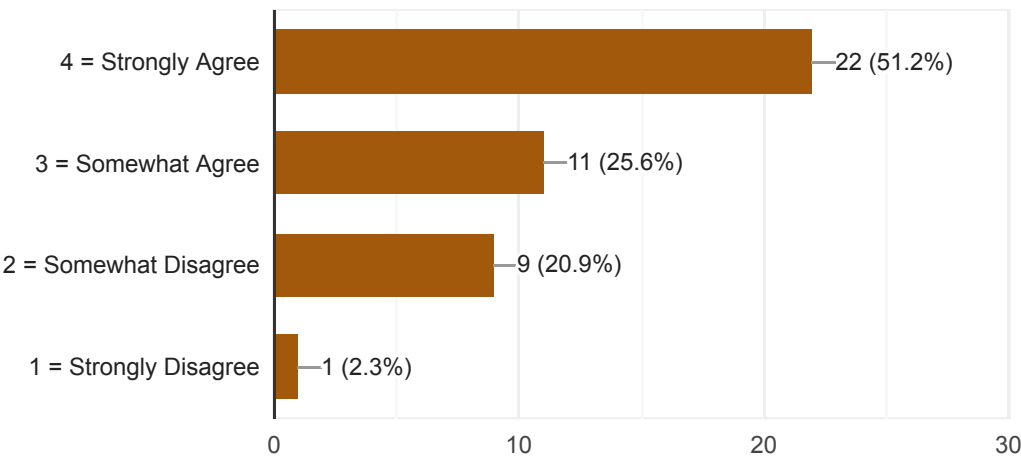


43 responses



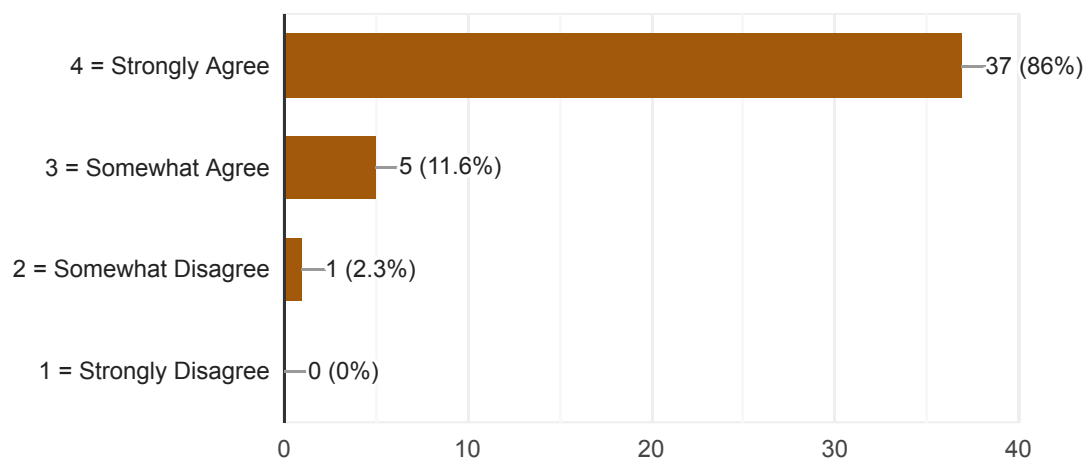
I. My child feels physically safe at school.

43 responses



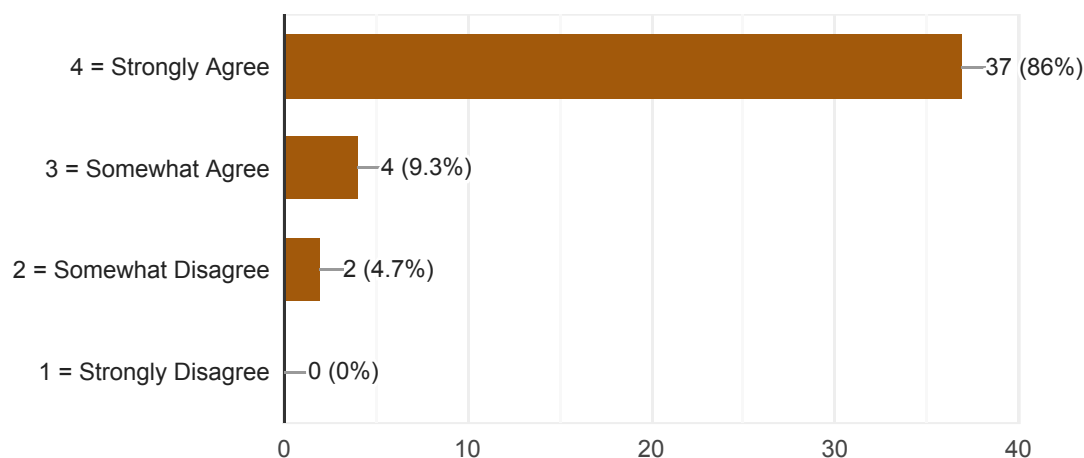
II. I feel comfortable talking with my child's teachers.

43 responses



III. I understand how my participation in volunteering and fundraising impacts my child(ren)'s education.

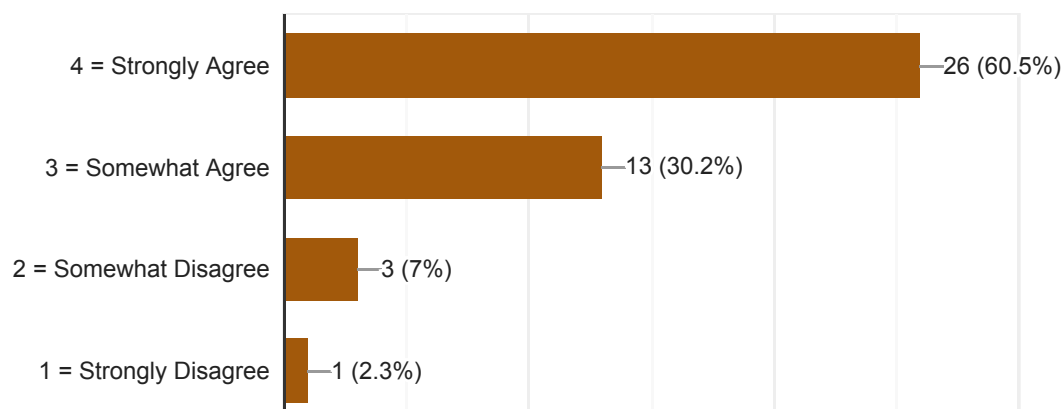
43 responses



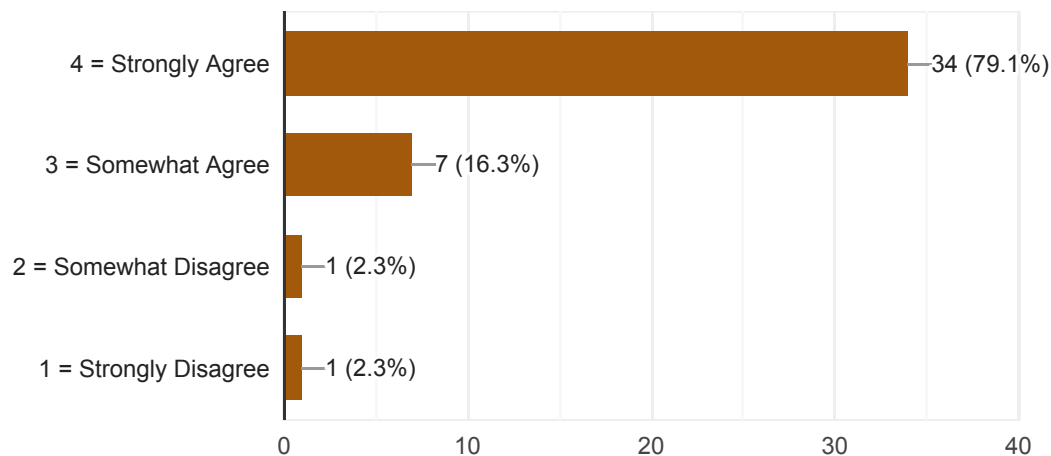
IV. My child is respected at school for his/her differences (for example: gender, physical appearance, race, ethnicity, family

structure, culture...)

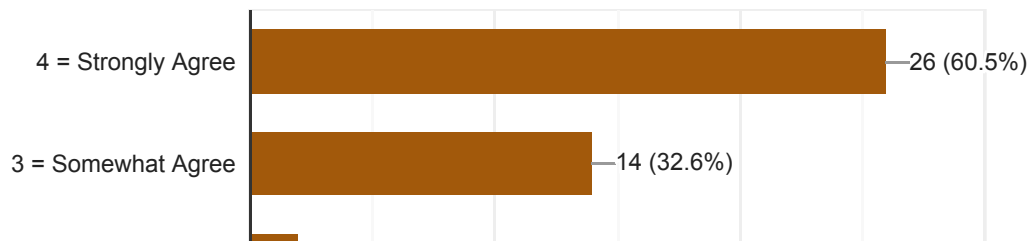
43 responses

**V. Teachers have built strong relationships with my child.**

43 responses

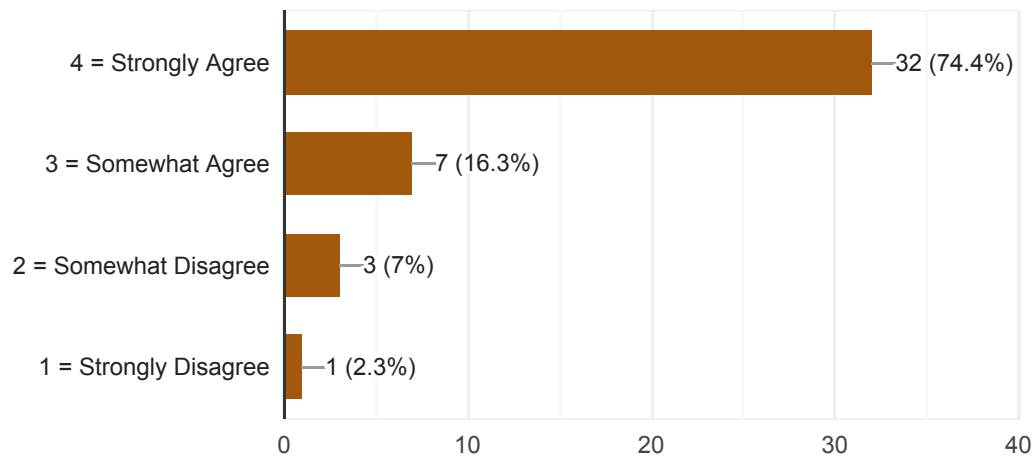
**VI. Teachers successfully create a sense of community in their classes.**

43 responses



VII. My child has good friendships with a diverse group of friends at NOCCS.

43 responses



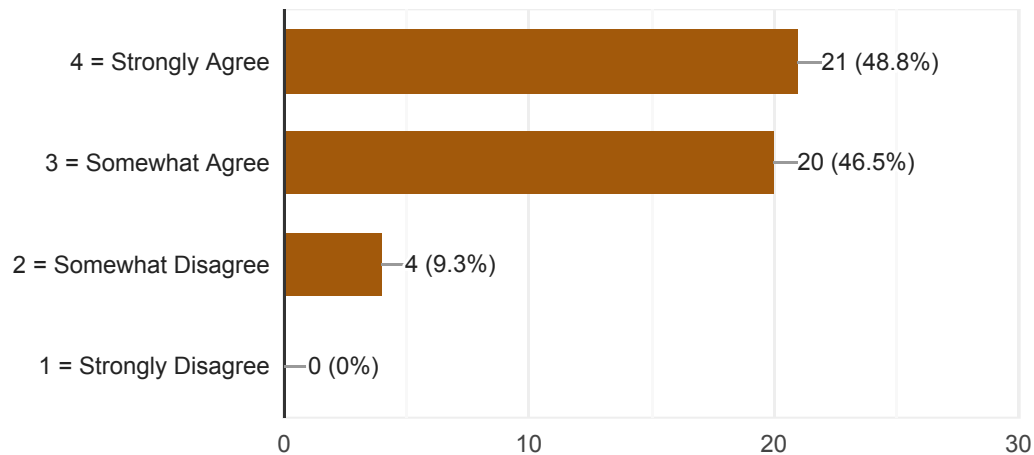
VIII. NOCCS is helping my child to become a thoughtful, informed, and inquisitive citizen.

43 responses



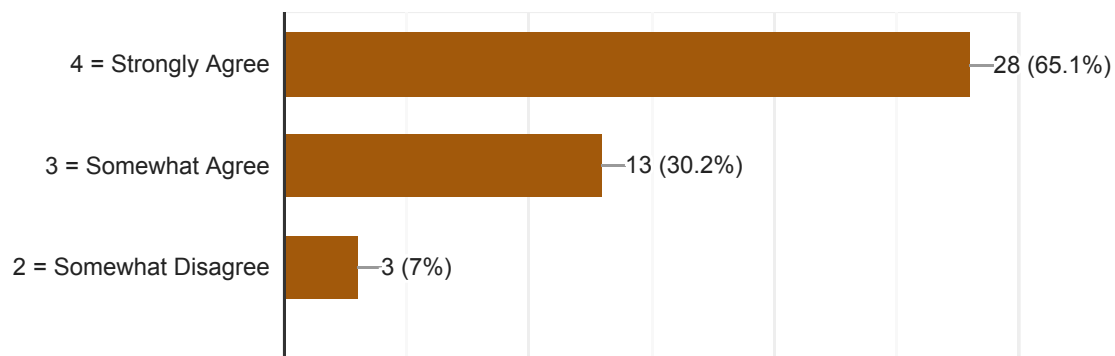
IX. My child is engaged in what he/she is learning.

43 responses



X. My child is encouraged to think critically.

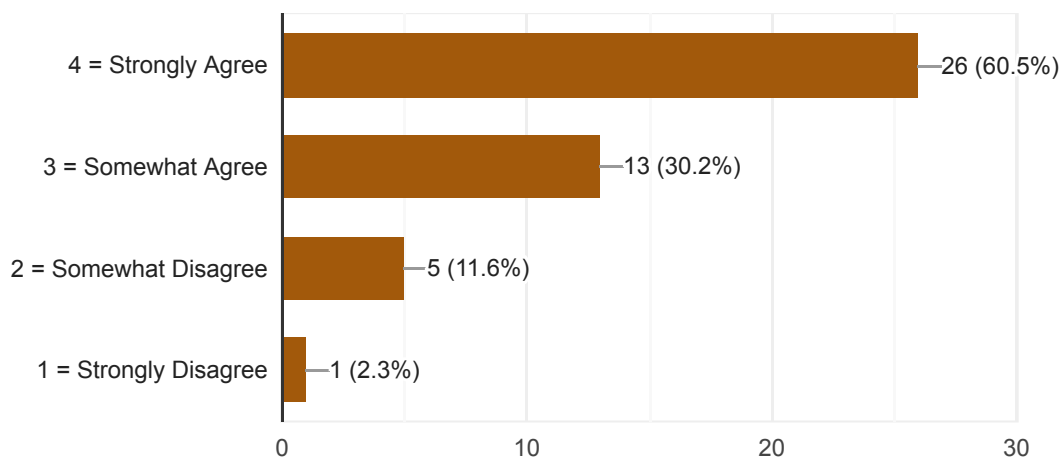
43 responses





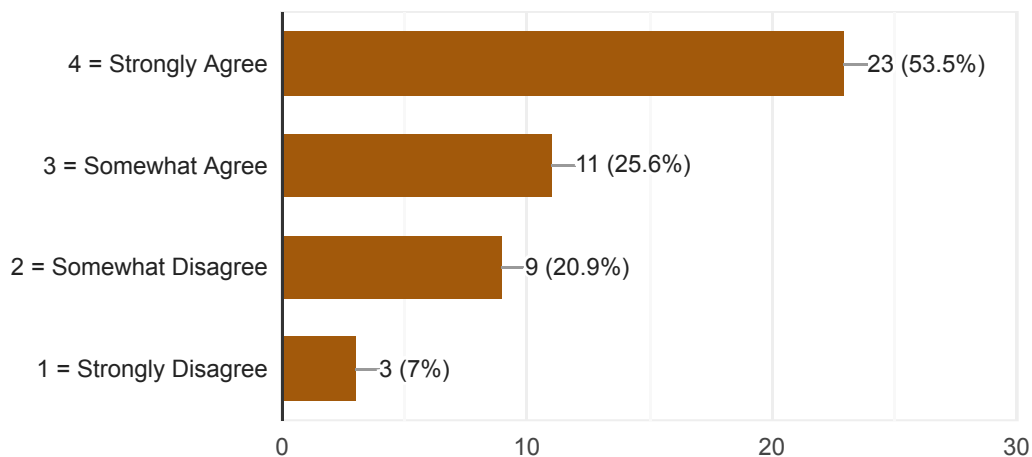
XI. My family feels included in the NOCCS community.

43 responses



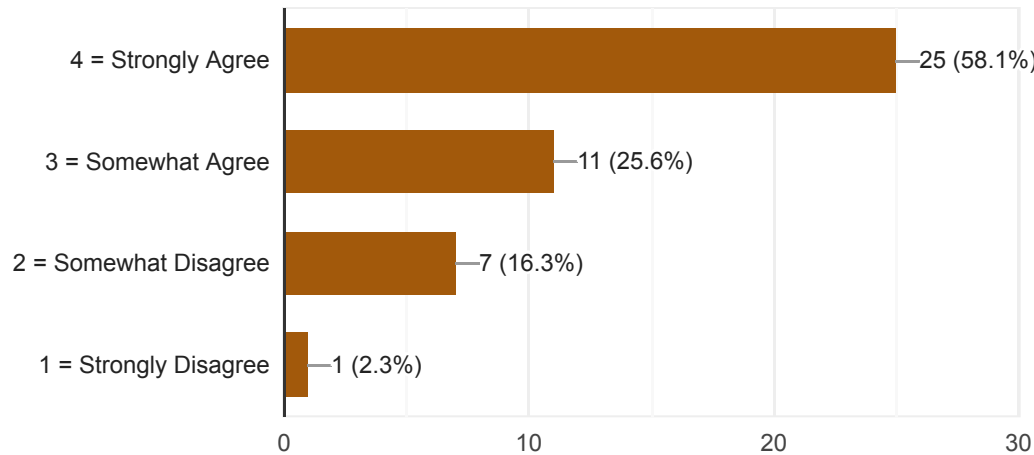
XII. I would recommend NOCCS to a friend.

43 responses



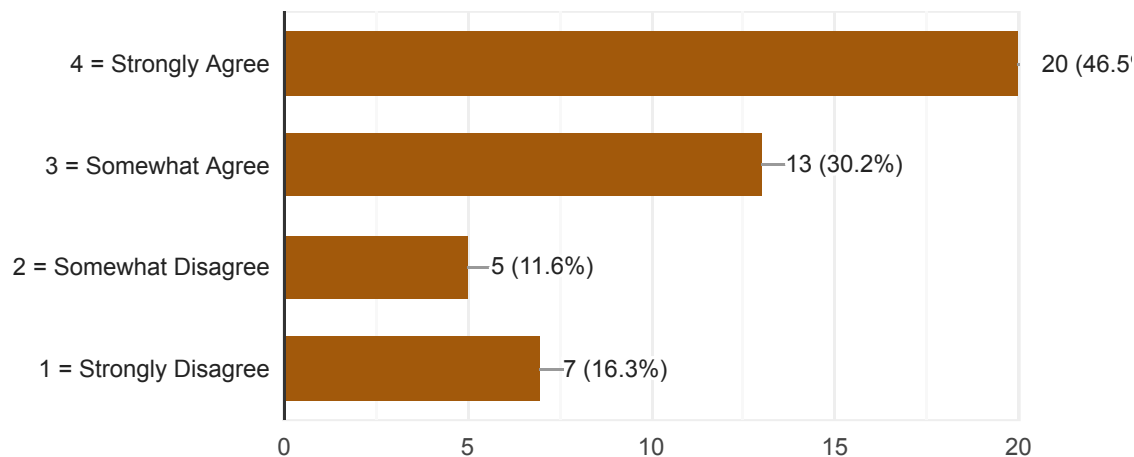
XIII. My child feels supported by the learning environment in his/her class.

43 responses



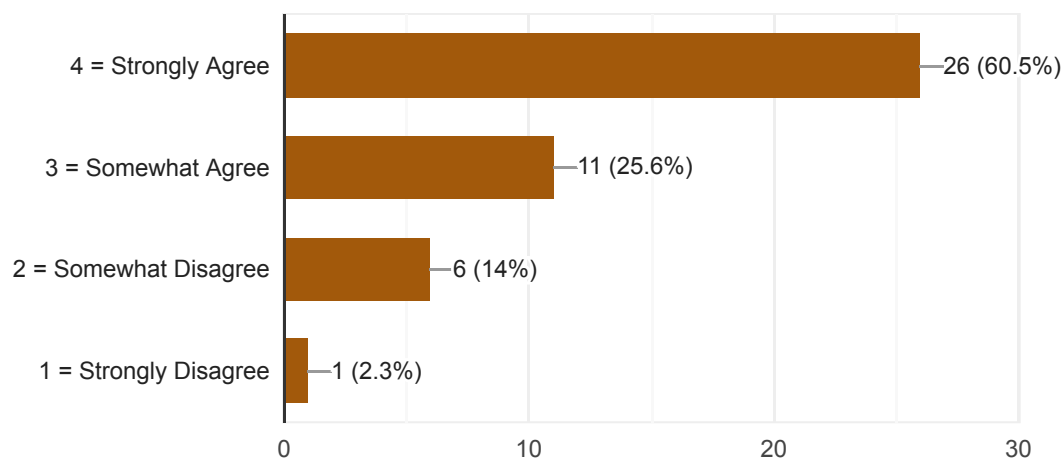
XIV. Students at NOCCS learn ways to resolve disagreements so that everyone can be satisfied with the outcome.

43 responses



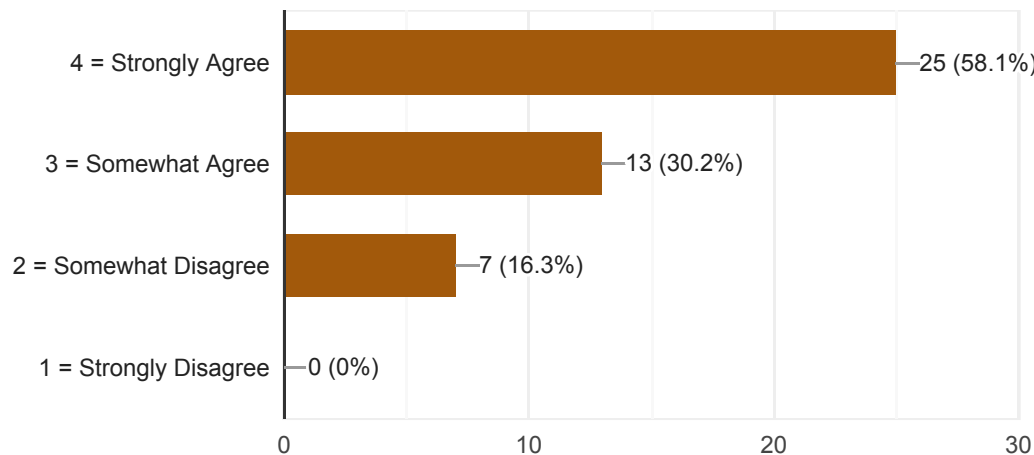
XV. I know how to get my questions answered and problems addressed.

43 responses



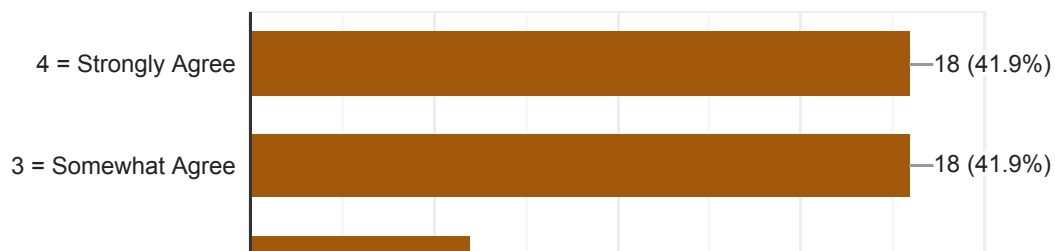
XVI. I am well informed about how my child is doing in school.

43 responses



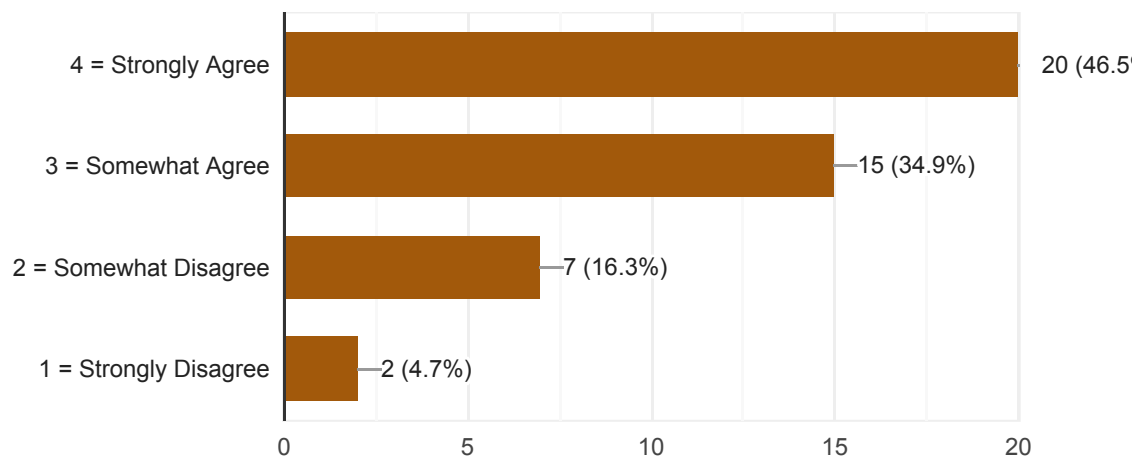
XVII. My child feels challenged by the work in class.

43 responses



XVII. My child feels challenged by the work in class.

43 responses



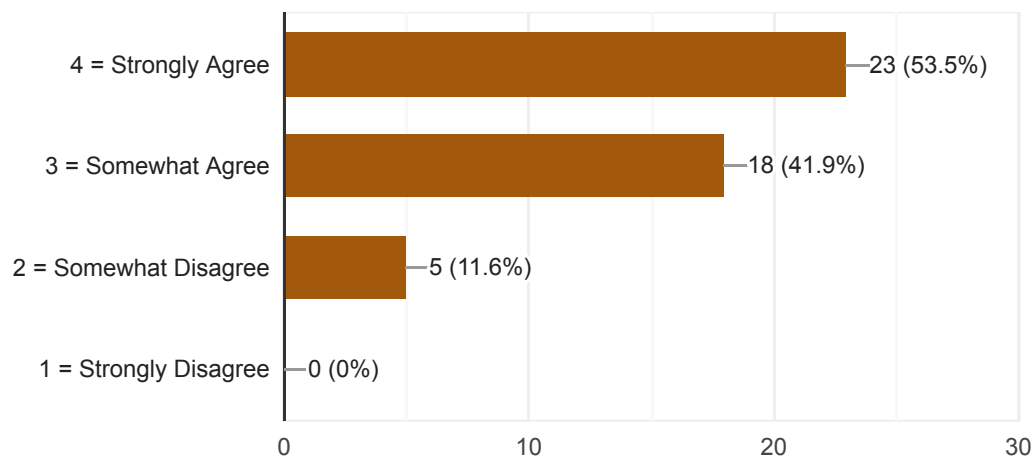
XVIII. I understand how NOCCS is organized and how big decisions are made (for example: budget, programs, hiring, strategic planning)

43 responses



XIX. School leaders encourage input and welcome parents' contributions.

43 responses



XX. It is evident from student behavior that there are clear expectations and consistency in the discipline policy.

43 responses



Appendix 2 - Theory of Action

NOCCS “We Believe” Statement

2018-19 NOCCS LCAP

Research - Wit and Wisdom

Research - Words Their Way

Research - Zoophonics

Research - Ready Mathematics

Research - Amplify Science

List of Foundational Research References

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North Oakland Community Charter School

Who we are: NOCCS is a neighborhood-driven, equity-focused, and arts-infused, progressive education school serving students from kindergarten through 8th grade.



Mission Statement:

The North Oakland Community Charter School (NOCCS) is a public school dedicated to helping children become thoughtful, informed, and inquisitive citizens.

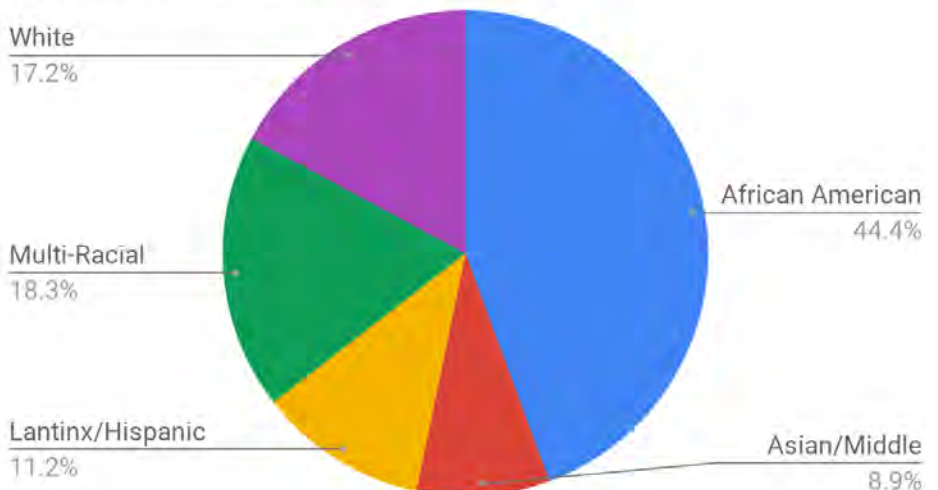
NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. The school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child.



Location and Demographics:

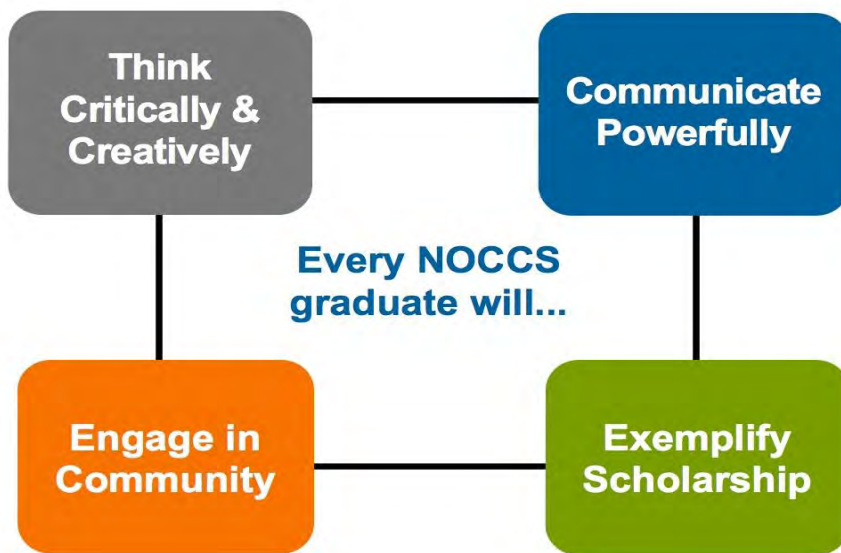
NOCCS is in the Longfellow Neighborhood of Oakland, right on the border with Emeryville. The economically (56% *Free and Reduced Lunch*) and racially diverse student body represents the populations of the North Oakland, West Oakland, and Temescal neighborhoods from which it draws.

NOCCS Student Body Data 2018-2019



Core Principles: In 2000, a diverse group of parents and educators began meeting in North Oakland to share a dream of starting a new school. Those founders talked about how they could design a school that respected and nurtured young learners. They developed NOCCS' 10 Core Principles.

- A commitment to equity
- Families' contributions
- Respect for teachers and teaching
- Creativity
- Teaching for understanding
- Respect for children and their learning
- High expectations
- A caring community of learners
- Valuing diversity
- Connections to the world

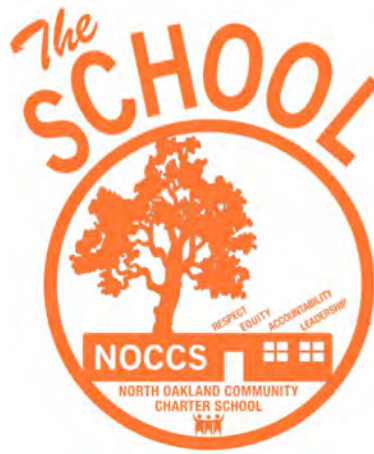


We Believe: In order to grow “thoughtful, informed, and inquisitive citizens,” NOCCS staff of teachers, in partnership with families, help students engage in a critical examination of their diverse world through artistic expression, studying the social dynamics of their communities, and connecting their academic expectations to their roles as leaders.

Academic Philosophy: *Teaching for Understanding* is key to the academic philosophy of NOCCS. Through project-based, interdisciplinary explorations, students come to their own definition of what it means to be a citizen in their various contexts.



At NOCCS, teachers teach students, using curriculums as tools.



was caught being a REAL

NOCCS-STAR



- ☐ Respectful
- ☐ Equitable
- ☐ Accountable
- ☐ Leader

Student Socio-Emotional Supports:

Staff actively seek out REAAL (Respectful, Equitable, Accountable, Ally, and/or Leader) behavior amongst students and praise appropriately, giving out our **NOCCS Star tickets**.

Further, Lead Teachers give out bimonthly awards for students engaging in academic conversations, our **NOCCS Talks awards**.

Restorative Justice: Students who are asked to leave the room (for a Level 3 Violation, which includes things like physical aggression, threatening others, or leaving the vicinity of the classroom) will be asked to take an at least 15-minute break meant to reset their limbic system. Then they will go through a restorative conversation with one of the NOCCS staff. Finally, if at all possible, they will be asked to make a restitution to heal the harm as an alternative to suspension.



Automatic Referrals out of class:

- Chronically impeding instruction (over more than one day)
- Repeatedly verbally abusive to peers/staff
- Verbally/physically threatening violence
- Physical violence (hitting, kicking, etc.)
- Leaving campus/vicinity of your classroom
- Possession of dangerous object/substance
- **Homophobic or racial slurs**
- Sexual harassment (including degradation of perceived gender identity and/or sexuality)
- Sexual activity on campus (including consensual behavior)
- Sexualized behavior and/or language that is aggressive or offensive, especially physical touching and/or misogynistic language
- Permanent vandalism that is repeated and/or offensive (especially hate speech)
- Cyber bullying

Ongoing adult learning at NOCCS:

- Community

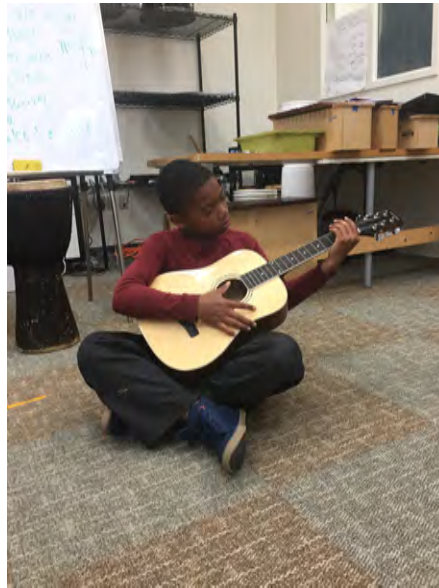
How do we build/repair community?

- Discourse

How do we make sure we are talking about the right things?

- Equity

How do we make sure everyone is welcomed and inspired?



Community Means Inclusion:

- Safety/Wellbeing

Free from bullying, threats, or aggression

- Recognizing each other's culture

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** - 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.
- **Action 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.
- **Action 2c** - Establish a 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.

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.

- **Action 3a** - Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.
- **Action 3b** - Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.
- **Action 3c** - 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.
- **Action 3d** - Maintain depreciating capital as necessary to support strong school operations.
- **Action 3e** - Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

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.

- **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.

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.

- **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.

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 – 36%
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 <p><i>NOTE: SBAC results will be available in Fall 2019.</i></p>
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 – 45%
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 <p><i>NOTE: SBAC results will be available in Fall 2019.</i></p>
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"> 75%
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 <p><i>NOTE: ELPAC results will be available in Fall 2019.</i></p>

Expected

Percent of English Learners who are reclassified as English Proficient, as measured by reclassification rate, will be greater than 50%.

Actual

Percent of English Learners who are reclassified as English Proficient, as measured by reclassification rate, was:

- **TBD**

NOTE: Reclassification rates will be available in Fall 2019.

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
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).	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.	\$4000 LCFF Supplemental 4100 Approved Textbooks & Core Curriculum Materials	Funded through LCFF Base, Categorical, & Other Revenues 4100 Approved Textbooks & Core Curriculum Materials

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 4100 Approved Textbooks & Core Curriculum Materials</p>	<p>Funded through LCFF Base, Categorical, & Other Revenues 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 4100 Approved Textbooks & Core Curriculum Materials	Funded through LCFF Base, Categorical, & Other Revenues 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)	Funded through LCFF Base, Categorical, & Other Revenues 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)	Funded through LCFF Base, Categorical, & Other Revenues 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)	Funded through LCFF Base, Categorical, & Other Revenues 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)	Funded through LCFF Base, Categorical, & Other Revenues 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:

- Expenses for core curriculum, as well as Instructional Aides, were funded through LCFF Base, Categorical, and Other Revenues to strengthen alignment of LCFF Supplemental spending to services for Unduplicated Pupils.

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
- Align Expenditures for Actions, delineating between those funded by LCFF Supplemental dollars and LCFF Base, Categorical, and Other Revenues.

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"> • 8%
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"> • 17%
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"> • Safe – 76.8% • Connected – 90.7%
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"> • 28.67%
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"> • 100%

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 4100 Approved Textbooks & Core Curriculum	Funded through LCFF Base, Categorical, & Other Revenues 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 1100 Certificated Salaries	\$50000 LCFF Supplemental 1100 Certificated Salaries (Director of Student Support)

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 2100 Classified Salaries	\$40000 LCFF Supplemental 2100 Classified Salaries (Behavior Support Aide)

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 2100 Classified Salaries	\$20000 LCFF Supplemental 2100 Classified Salaries (6-8 Math Interventionist/Behavior 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 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:

- Expenses for core curriculum were funded through LCFF Base, Categorical, and Other Revenues to strengthen alignment of LCFF Supplemental spending to services for Unduplicated Pupils.

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.
- Align Expenditures for Actions, delineating between those funded by LCFF Supplemental dollars and LCFF Base, Categorical, and Other Revenues.

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)

Location(s):

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

[Add Students to be Served selection here]

[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)

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)

English Learners, Foster Youth, and/or Low Income

LEA-wide

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 Base, Categorical, & Other Revenues
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 Base, Categorical, & Other Revenues
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)

Location(s):

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

[Add Students to be Served selection here]

[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)

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)

English Learners, Foster Youth, and/or Low Income

LEA-wide

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	n/a	New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	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 Base, Categorical, & Other Revenues
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 \$7013 \$36465 \$9116 \$25245 \$6311 \$28050 \$7013
Source	n/a	LCFF Supplemental & Concentration	LCFF Base, Categorical, & Other Funding 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) 3000-3999 Associated Benefits 2000-2999 Classified Salaries (2/3 Intern) 3000-3999 Associated Benefits 2000-2999 Classified Salaries (4/5 Intern) 3000-3999 Associated Benefits 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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[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)	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)
English Learners, Foster Youth, and/or Low Income	LEA-wide	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	\$10,000 \$2,500
Source	n/a	LCFF Supplemental	LCFF Supplemental
Budget Reference	n/a	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries (20% of Assistant Principal) 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 Supplemental
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 \$10,519 \$47,736 \$11,934
Source	n/a	LCFF Supplemental	LCFF Supplemental
Budget Reference	n/a	2100 Classified Salaries (Behavior Interventionist) 2100 Classified Salaries (6-8 Math Interventionist)	2100 Classified Salaries (Behavior Support Aide) 3000-3999 Associated Benefits 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	Funded in Action 3a
Source	n/a	n/a	LCFF Base, Categorical, & Other Revenues
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 3a

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)

Location(s):

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

All

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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	3a. 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	\$654,337 \$460,347 \$251,554
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 3b

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

3b. 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	\$97,289
Source	n/a	n/a	LCFF Base, Categorical, & Other Revenue
Budget Reference	n/a	n/a	4000 Books, Supplies, and Materials

Action 3c

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

3c. 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	\$849,234
Source	n/a	n/a	LCFF Base, Categorical, & Other Revenue
Budget Reference	n/a	n/a	5000 Operating Expenses

Action 3d

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

3d. Maintain depreciating capital as necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$24,445
Source	n/a	n/a	LCFF Base & Other Revenue
Budget Reference	n/a	n/a	6000 Capital Outlay

Action 3e

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

3e. 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	\$0
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

\$ 161,126

10.13%

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

Wit & Wisdom is a K–8 English curriculum developed by teachers, for teachers in collaboration with the nonprofit Great Minds.

Wit & Wisdom teachers and students experience the joy of reading, writing, and speaking about excellent texts while meeting the rigor of the standards. With four modules at each grade level, students build content knowledge by delving deeply into significant, high-interest topics in the liberal arts and sciences.

Wit & Wisdom's learning design is based on the premise that texts lead and standards follow. Instead of addressing standards in isolation, *Wit & Wisdom* lessons integrate standards from multiple Common Core State Standards strands based on the demands of the text.

***Wit & Wisdom* Literacy Foundations**

Wit & Wisdom's learning design is based on high-quality academic research. Teacher–writers built on the research highlighted below, bringing years of experience with diverse learners to lesson writing.

Key Elements of Learning Design		Supporting Research
Building Knowledge	<ul style="list-style-type: none"> ▪ Each module builds knowledge about a worthy topic in literature, science, history, or visual art. ▪ A module Essential Question guides student inquiry. ▪ Students read carefully chosen literary, informational, and visual art texts. ▪ Topics strategically reoccur across Grades K–8, establishing a foundation of background knowledge. 	Students who usually struggle with reading can outperform those who usually score high—if they possess more knowledge of a text's topic. ¹ They also acquire vocabulary much more quickly when reading numerous texts focused on one topic rather than a collection on scattered topics. In an effect known as “bootstrapping,” reading increasingly complex texts focused on a single topic allows students to access texts above their typical independent reading level by expanding relevant background knowledge and vocabulary. ²
Rich, Complex Texts	<ul style="list-style-type: none"> ▪ Students read complex, engaging, grade-level texts to build knowledge and develop essential reading, writing, speaking, listening, grammar, and vocabulary skills. ▪ Texts were selected for their literary merit and rich content. 	“Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not.” ³

Key Elements of Learning Design		Supporting Research
Framework for Reading Complex Texts	<ul style="list-style-type: none"> ▪ Students read complex texts using a framework of five Content Stages. ▪ Each lesson has a Content Framing Question, aligned to a Content Stage, to focus students' exploration of the lesson's text(s): <ul style="list-style-type: none"> ▫ Wonder—What do I notice and wonder about the text? ▫ Organize—What is happening in the text? ▫ Reveal—What does a deeper exploration of a text-specific element reveal about the text? ▫ Distill—What is the essential meaning of this text? ▫ Know—How does the text build my knowledge in a specific content area? ▪ Through repeated application of the Content Stages, students develop and apply habits of mind across texts and content areas. 	<p>Successful readers hold a “standard for coherence,” expecting to understand each aspect of a text.⁴ Repeatedly progressing through a sequence of purposeful, predictable close reading stages⁵ can establish and enable that standard for coherence.</p> <p>To comprehend any text, readers coordinate and execute many complex thinking processes.⁶ Each text's unique attributes inform the varied questions, tasks, and standards students explore and practice with that text.⁷</p>
Integrated Approach to Literacy	<ul style="list-style-type: none"> ▪ All work with reading, thinking, speaking, listening, writing, vocabulary, and grammar ties into the module topic. ▪ Academic writing and discourse are based on module texts, leveraging students' knowledge about the topic. 	<p>Reading, writing, speaking, and listening are interrelated aspects of the same act: communicating ideas through language. When studied together, these strands reinforce one another.⁸ Content integration levels the playing field among students with different types of background knowledge by focusing on information gained through reading rather than through personal experience.⁹</p>

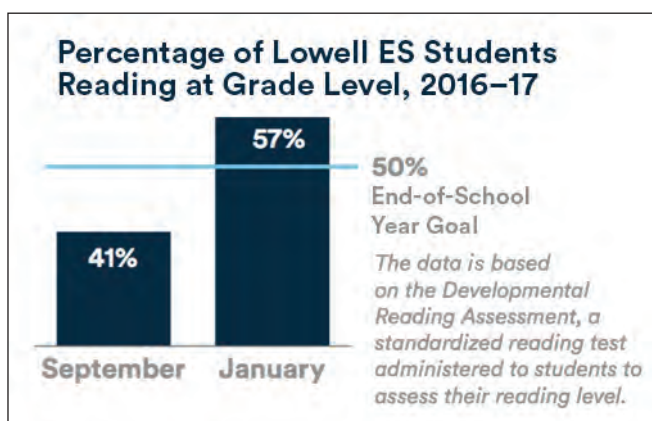
Key Elements of Learning Design		Supporting Research
Explicit Writing and Speaking Instruction	<ul style="list-style-type: none"> ▪ Students learn to convey information and express ideas through explicit instruction in the crafts of writing, speaking, and presenting. ▪ A progression of Craft Questions guides students in learning the elements of strong craft: <ul style="list-style-type: none"> ▫ Examine—Students begin by examining high-quality exemplars. ▫ Experiment—Students practice the target skill in a scaffolded task. ▫ Execute—Students employ the skill in their own text-based work. ▫ Excel—Students revise their own work, and often that of a peer, cultivating mastery of the target skill. 	Effective writing instruction requires that students develop deep knowledge of content and craft. Knowledge of craft flows from direct instruction, including writing models. ¹⁰
Meaningful, Frequent, and Varied Assessments	<ul style="list-style-type: none"> ▪ Assessments occur in every lesson, with both formative and summative assessments throughout the module. ▪ Assessments tie to module and lesson content and build toward a culminating performance task for the module. 	The most powerful type of assessment is the content-based performance task. Tasks should consist of work worth doing, reflecting best instruction. ¹¹

Evidence of Efficacy

Wit & Wisdom was launched in the 2016–2017 school year. Accordingly, there has not yet been an opportunity to formally study its effectiveness. However, schools implementing the curriculum report numerous positive student outcomes, suggesting potential for powerful impact. These schools have reported the following:

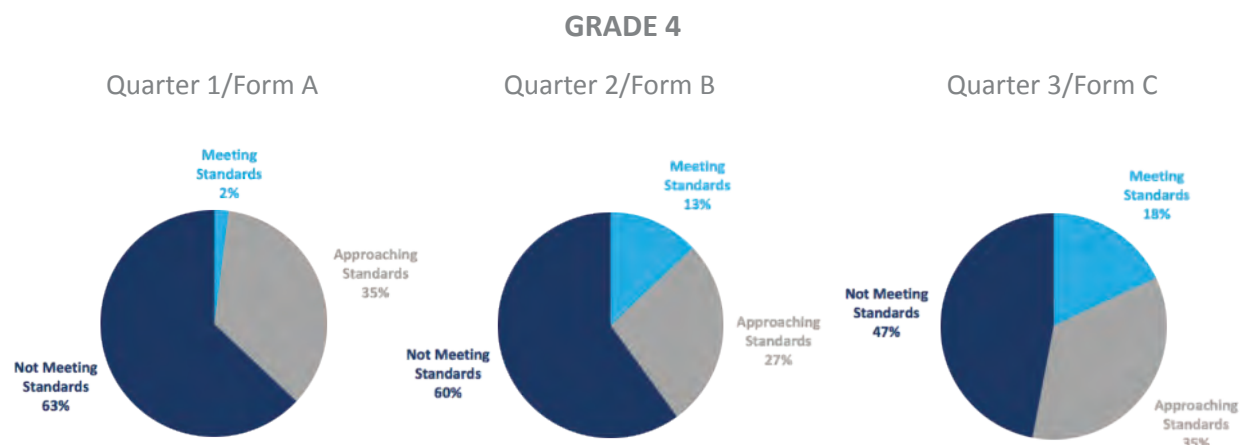
- **Strong classroom discourse.** Educators have observed rich academic conversations in *Wit & Wisdom* classrooms. Many remark upon the power of Socratic Seminars—student-led, collaborative discussions centering on a thought-provoking question related to a module’s content.
- **Heightened use of evidence.** Students regularly support ideas and opinions in writing and speaking with evidence from texts, both when prompted and spontaneously.
- **Growth in student knowledge.** Students develop deep knowledge of and interest in module topics. Many have been inspired to continue learning even after the module ends.
- **High levels of student engagement.** Students are excited about English Language Arts. One principal shared that while eighth-graders previously tried to avoid ELA class, with *Wit & Wisdom* they are now eager to attend.
- **Growth in reading performance by all students, including students with IEPs.** With *Wit & Wisdom*, all students, regardless of their reading level or learning challenges, read the same texts. They learn the same content and develop the same skills. Many schools report that students with individualized educational plans have made especially noteworthy strides in their reading abilities.

In addition, many *Wit & Wisdom* schools see increased reading performance as measured by standardized tests. For example, James R. Lowell Elementary, a Philadelphia school, began implementing *Wit & Wisdom* in the fall of 2016. The school reports that from September to January, the number of students reading at grade level has increased 16%, almost double the school’s end-of-year goal of 9% growth on their administration of the Developmental Reading Assessment.

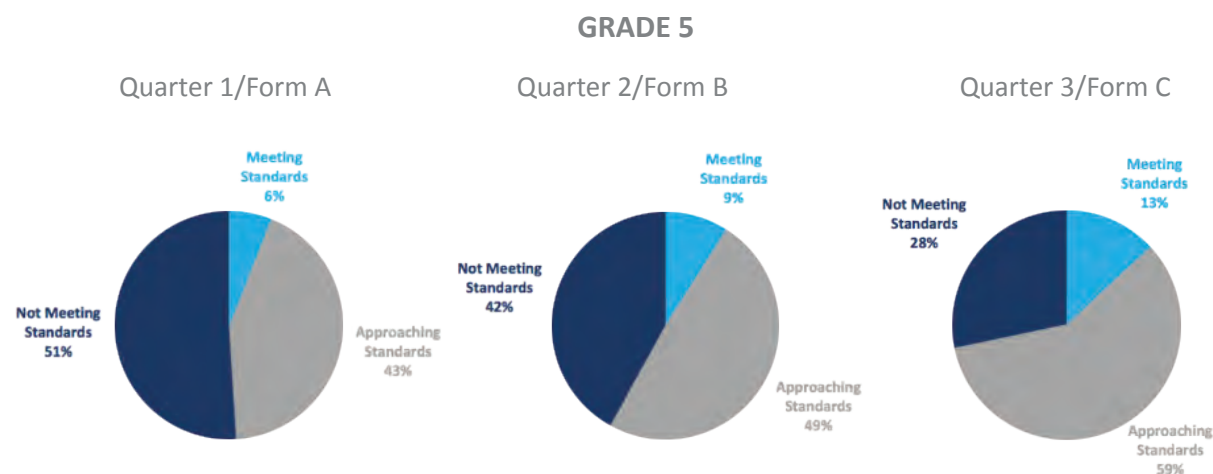


Another school, Fletcher Community School in Aurora, Colorado, has reported similar strong gains and positive results from the first quarter to the third:

- The percentage of Grade 4 students meeting standards has risen from 2% to 18%.
- The percentage of Grade 5 students meeting standards has increased from 6% to 13%.



This data comes from Acuity Benchmarks, given three times a year. Form A, given in August 2016, assesses two-thirds of the previous year's literacy standards and one-third of the current year's literacy standards. Form B, given in November 2016, assesses one-third of the past year's standards and two-thirds of the current year's standards. Form C, given in February 2017, measures 100 percent of current standards.



Similar reports from other early implementers of *Wit & Wisdom* point to the curriculum's tremendous transformational potential.

Professional Development and Implementation Support

As with the curriculum, our approach to implementation support rests on a strong research foundation. We help educators deeply understand *Wit & Wisdom*'s learning design and how to plan, customize, and teach *Wit & Wisdom*. In our sessions, educators learn through collaborative inquiry and problem-solving. In addition, our professional development values and trusts educators' experiences and unique contexts.

We offer a sequence of four professional development sessions, as described in the following table:

Session	Summary
Launch <i>Wit & Wisdom</i>	Introduces participants to the curriculum's learning design; builds knowledge of the learning design, content, and essential module and lesson components
Module Study	Deepens participants' understanding of how module components build knowledge and empower students with tools to write and speak about what they know
Lead <i>Wit & Wisdom</i>	Guides administrators in developing and sustaining successful <i>Wit & Wisdom</i> implementation
Preparation and Customization of a <i>Wit & Wisdom</i> Lesson	Empowers educators to implement the curriculum with integrity and to make strategic decisions when customizing a <i>Wit & Wisdom</i> lesson in response to classroom and student needs

Schools can continue their learning through strengths-based site visits from a *Wit & Wisdom* facilitator. These visits provide educators with opportunities to participate in guided observations to identify collective strengths and develop implementation strategies based on these strengths.

In addition, our curricular materials support embedded professional development. Specifically, schools can use the following materials to build collective understanding of the content and teaching of *Wit & Wisdom*:

- The **Implementation Guide** describes what the program is, why it works, and how to implement it.
- Each **Module Overview** lays out the module's big picture—the knowledge built, the skills taught, the standards addressed, the student learning goals targeted, and the lesson sequence.

Wit & Wisdom's effective pedagogy and deep implementation support is a powerful combination that can lead to lasting, positive change for ELA students.

Notes

1. See Willingham.
2. See Adams 9–10.
3. See ACT 16–17.
4. See Pearson and Liben 1.
5. See Adler and Van Doren 46–48; Liben 1–9.
6. See Fountas and Pinnell 272–273; Frey and Fisher 18.
7. See Shanahan 9–11.
8. See Graham and Perin 20–21; Hawkins et al. 14.
9. See Hawkins et al. 34–36.
10. See Hawkins et al. 10–14.
11. See Frey and Fisher 1–15.

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Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated a statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

Words Their Way® meets ESSA’s “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	Exceeds A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes	Meets <div>  Students using <i>Words Their Way</i> achieved statistically significant growth on the Metropolitan Achievement Tests™, Reading Diagnostic Tests, 8th Edition during the first year of implementation increasing 24 points. </div> <div>  <ul style="list-style-type: none"> • Fourth grade treatment students outperformed comparison peers by roughly 10 points. </div> <div>  <ul style="list-style-type: none"> • Minority students using <i>Words Their Way</i> outperformed their counterparts by 9 points. </div>

What does the National Center on Intensive Intervention say about *Words Their Way*?

The National Center on Intensive Intervention (NCII) reviewed the *Words Their Way* study and awarded the study quality “Convincing Evidence” across the board for Participants, Design, Fidelity of Implementation, Measures (Targeted) and Measures (Broader).

[See the full NCII review of *Words Their Way* here.](#)

For more information, visit:

pearsonschool.com/evidencebased



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Words Their Way CLASSROOM

Study completed by:

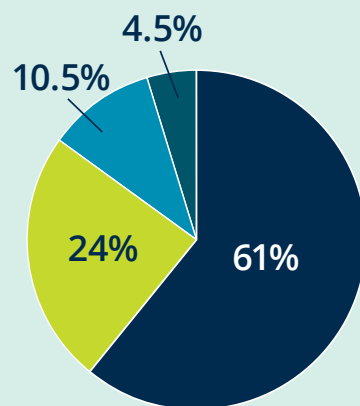
Cobblestone Applied Research & Evaluation, Inc.

[Available here.](#)

Year: 2010-11

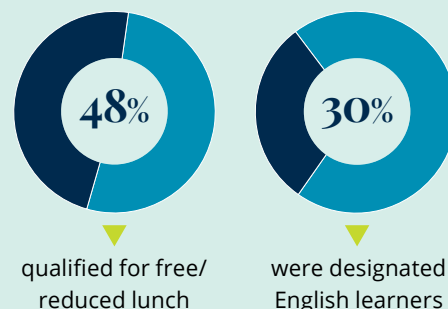
Study description: The study focused on improving second and fourth grade intervention students’ spelling, phonics, vocabulary, and word study skills in a small group, pull-out format. Students used the intervention for 20 minutes, four times a week for 18 weeks. Results were analyzed for 257 participating students, taught by 23 intervention teachers across 15 schools in 6 states, with matched pretest/posttest scores.

The final sample was diverse including:



- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



Research Demonstrates the Effectiveness of the Zoo-phonics® Multisensory Language Arts Program with Kindergartners in California and Michigan Schools

2013 - 2014

***Study One: Research Demonstrates the Effectiveness of the Zoo-phonics Multisensory
Language Arts Program with Kindergartners in California and Michigan Schools***

***Study Two: Year-End Scores Compare Special Day Class Kindergarten Student Growth vs.
Regular Education Kindergarten Growth***



An Independent Study Conducted by E3 Research

Research Demonstrates the Effectiveness of the Zoo-phonics Multisensory Language Arts Program with Kindergartners in California and Michigan Schools

Introduction:

A study of the efficacy of the *Zoo-phonics Multisensory Language Arts Program* was conducted during the 2014-2015 school year by E3 Research, LLC. It was selected because it has demonstrated high potential as an integrated, active, multisensory curriculum. *Zoo-phonics* rapidly anchors the letter shapes and sounds in memory, preparing children for early reading, spelling and writing. Instruction aligns to the Head Start Guidelines, California Foundations, and Common Core Standards.

The *Zoo-phonics* methodology was determined to be efficacious (Griffith, 2014) and is founded in current neuroscience research. It uses pictorial mnemonics (Ehri, et al, 1984; Asher, 1993), movement (Asher, 1993; Jensen, 2000; Medina, 2008; Ratey, 2009), sensory exploration and novelty (Medina, 2008). *Zoo-phonics* quickly gains and keeps children's attention, moving newly taught information into long-term memory (Jensen, 2000; Medina, 2008; Ratey, 2009). Children learn more effectively when they move with purpose. Exercise and movement maximize attention, understanding, memory, utilization and transference to all areas of the language arts process (American Academy of Pediatrics, "The Crucial Role of Recess in School," 2012).

Earlier studies on the *Zoo-phonics Multisensory Language Arts Program* indicate that little boys learned language arts skills at the same rate as little girls, providing them confidence and a strong foundation for more advanced learning (Scott, Spielmanns, & Julka, 2012). Children with less enrichment and economic stability learn alphabetic skills just as quickly and easily as more affluent children (Kimmons and Staff, 2009). Additionally, English Language Learners and students with academic delays learned at the same or similar rate as traditional students in the area of alphabetic knowledge and other literacy skills. (Liu, 2014).

Participants, Studies 1 and 2:

In Study 1, conducted by E3 Research, the 240 students assessed were enrolled in four public schools, consisting of ten kindergarten classes. The participants consisted of four elementary schools located in Southern, Central, and Northern California, and in Michigan. 37% were White, 60% were Latino, 03% were Black. 37% were Non-English Proficient, 56% were Title 1 students. 80% of these students were on the "Free or Reduced" Lunch Program.

In Study 2, a single case study of 13 public school Special Day Class (SDC) kindergarten students was conducted. The participants included 11 boys and 2 girls.

All students in the participating schools received reading instruction using the *Zoo-phonics Multisensory Language Arts Program for Kindergarten*, implemented with fidelity by their teachers. Both studies used a "business as usual" model for teaching language arts skills. **NOTE:** End-of-the-year results from Study 1 are used in comparison to Special Day Class students in Study 2.

"Traditional seatwork engages less of the brain. If you want your learners to remember what they are learning, get them involved: Get them moving. Start 'playing' more and 'working' less" (2000, Jensen). The President's Council on Fitness and Sports recommends that all school age children need a minimum of 30 minutes a day of physical movement to stimulate the brain" (2000, Jensen). This research has been obviously ignored. Simply view the teaching practices of the last decade where recess and physical education classes have been dropped providing more time for reading lessons due to slumping reading scores of America's youth. Instead of changing the manner in which the alphabet, reading, spelling and writing are taught, the hour has been extended, killing the joy of learning for children. Jensen adds, "... some educators will still ignore the findings."

Zoo-phonics Multisensory Language Arts Program Description

The *Zoo-phonics Multisensory Language Arts Program* is a developmental, sequential and comprehensive, phonics- and literature-based language arts program for early and primary education: toddlers, preschoolers, kindergarten and 1st grade, as well as for various ages of English Language Learners and Special Needs students. Beginning with the teaching of the alphabet, phonemic and print awareness, the curricula (toddler/preschool, kindergarten, 1st grade) move children playfully, developmentally, and physically into each of the early reading, spelling and writing domains.

Children first learn through the *Lowercase Animal Alphabet* where animals are drawn directly into the shape of each lowercase letter (Ehri, et al, 1984). Each Animal Letter has a related body movement, called a Signal, that acts as the catalyst that cements the letter sounds to the letter shapes (alligator's jaws open and close, /a/; bear reaches for honey, /b/; cat washes her face, /c/, etc.). This transforms abstract symbolism into the concrete realm for student understanding and access.

Each Animal Letter has an Alliterative Name that helps children master the sounds of the letters quickly: **a**llie **a**lligator, **b**ubba **b**ear, **c**atina **c**at, etc. The children "see, say, hear and do" as well as touch, sing, dance, pantomime, toss, catch, slither, jump and run. The *Uppercase Animal Alphabet* is comprised of the capital letters with the same animals as the lowercase alphabet, which provides an associative affect for easy mastery.

Zoo-phonics teaches the alphabet as a whole entity and in alphabetical order. *Zoo-phonics* focuses on the lowercase letters and their sounds first, before teaching letter names and capital letters (95% of text is written with lowercase letters, see *Zoo-phonics* "Essences" below). Children learn the letter shapes and sounds of the letters so quickly for long-term memory, that there is no need to teach the most frequently used letters first. Within two to four months, most children have the entire lowercase alphabet to utilize.

As children learn the alphabet, fun and interesting information is directly connected through each letter sound in the areas of literature, math, music, art, sensory-drama, science, social sciences, cooking and nutrition, and physical education. These lessons are available in the *Zoo-phonics Adventuresome Kids Manual on CD* for preschool and kindergarten.

Once the alphabet is mastered, initial, ending and medial sounds are taught. These letters can then be strung together to form simple vowel-consonant (VC) and consonant-vowel-consonant (CVC) words. Children are taught to segment, blend, and rhyme at this time. Children continue to use their bodies to Signal out the sounds of the words, inputting new information into long-term memory. Soon, more complex phonetic concepts are sequentially taught (blends, digraphs, schwa, long vowels, r controlled vowels, silent letters, soft sounds etc.) still using the Body Signals, until mastery and independence is achieved. Children will now have strategies to decode large, unfamiliar words. Children learn to read words and simple-to-more-complex sentences as they master phonetic skills. Close reading experiences help children explore text that is read to them as well as when they later read independently.

A variety of instructional curricula and materials support each step of the language arts process, including both Animal Alphabets (pictorial mnemonics for lower- and uppercase letters), grade-specific decodable readers, music that teaches the alphabet and phonetic concepts, puppets for letter sound reinforcement, mini-books and readers, interactive technology, alphabet and phonics games, and a complete handwriting program. An assessment inventory provides quick tests for the teacher and supplies help to remediate, accelerate, and set goals and objectives for each student. A strong parent component is included in the daily lessons. The curricula are digitized for SmartBoards. *Zoo-phonics* also has a *Zoo-phonics en español Multisensory Language Arts Program*. Arabic and Danish versions are being developed.

"Brain-derived Neurotrophic Factor (BDNF) is...Miracle-Gro® for the Brain...a crucial link between thought, emotions, and movement... Eric Kandel [found] that repeated activation, or **practice**, causes the synapses themselves to swell and make stronger connections...exercise sparks the master molecule of the learning process...a direct biological connection between movement and cognitive function."

- *Spark*, (Ratey, 2008, pps. 40- 43).

"Zoo-phonics® is an amazing program which accelerates all students' learning. Most importantly, it helps our special needs and ELL students' progress at an amazing rate."

- Pam Evenson, Kindergarten Teacher, Study Participant - Quail Valley Elementary, CA

The Essences of Zoo-phonics

1. The Animal Alphabets helps children remember the shapes and sounds of the lower- and uppercase letters.
 2. Letter sounds are taught before letter names. You cannot sound blend with letter names.
 3. Lowercase letters are taught before capital letters. (Lowercase letters are used 95% of the time in text.)
 4. An animal-related body movement (called a Signal) for each Animal Letter helps “cement” the phonemic information into memory (connecting sounds to letter shapes) and adds a physical response for inputting and retrieving information.
 5. The alphabet is taught sequentially and as a whole entity, “a – z.” The alphabet is not fragmented.
 6. Short vowels are taught before long vowels because there are many short vowel words for children to master, including many High Frequency Words.
 7. Phonemic patterns (at, bat, fat, sat) are taught first. High frequency words that are easy to sound blend are also taught (up, on, at, not, did, etc.). More challenging high frequency words (of, it, was, etc.) are taught through their phonemic word families later. Children’s brains need patterns.
 8. The *Zoo-phonics* curricula are fully integrated with other academic subjects (math, science, art, music, social studies, physical education, sensory-drama, etc.) daily.
-

Definitions

1. *Alphabetic Domain*: The Alphabetic Domain is defined as a combination of alphabet knowledge: lower- and uppercase letter shapes, sounds, letter names (in *Zoo-phonics*, Signals and Alliterative Animal Names are included); a beginning and ending sounds in words.
2. *Phonics Domain*: For these studies, this domain includes segmenting, blending, adding and subtracting sounds (phonemic manipulation); schwa, blend and digraph knowledge.
3. *Reading Fluency Domain*: This domain includes sound blending and reading vowel-consonant words (VC) and consonant -vowel-consonant words (CVC); sound blending and reading High Frequency Words.
4. *Comprehension Domain*: Understanding of the written word.
5. *Kindergarten*: Children normally begin kindergarten (or K) at five years of age. Rules vary by state.
6. *Zoo-phonics Basic Reading Assessment 2 (Z-BRA2)*: This assessment covers all aspects of phonemic awareness, alphabetics, the four reading domains, and written language.
7. *Baseline*: Also called Pre-Test. This is the test given at the beginning of the year to determine student alphabet, phonics, and word knowledge.
8. *1st Trimester*: The school year is divided into 3-month blocks of time. Assessments occur at the baseline (Pre-Test), 1st Trimester (two months from the Baseline Test or November), and 3rd Trimester (end of the year or Post-Test).
9. *Social-Economic Status (SES)*: This is the economic and ethnic make-up of participants in the study group.
10. *Special Day Class (SDC)*: The child does not achieve commensurate with his or her age and ability levels in or more of the areas listed below: oral expression, listening comprehension, alphabetics, written expression, basic reading skill, reading comprehension, mathematics calculation, and mathematics reasoning.
11. *Merged Animal Alphabet*: *Zoo-phonics* has drawn the animals in the exact shape of each lowercase letters for a **mnemonic affect** (Ehri, et al, 1984). The capital letters use the same animals for an **associative affect**.
12. *Signals*: The animal-related body movement that connects the sounds and shapes of the *Zoo-phonics Animal Alphabets* (Medina 2008; Ratey, 2009).

Study One: The Efficacy of the Zoo-phonics Multisensory Language Arts Program for Kindergarten Students in California and Michigan (Graphs 1 - 5)

Participants:

This study, conducted by E3 Research, assessed 240 students enrolled in four public schools, consisting of ten kindergarten classes. The participants consisted of four elementary schools located in Southern, Central, and Northern California, and in Michigan. The students in the participating schools received reading instruction using the *Zoo-phonics Multisensory Language Arts Program for Kindergarten*, implemented with fidelity. The study used a “business as usual” model for teaching language arts skills. *NOTE:* These end-of-the-year results from the study are used in comparison to Special Day Class students in Study 2.

Methodology:

A cross-sectional, multi-case method was used to determine the efficacy of the *Zoo-phonics Multisensory Language Arts Program for Kindergarten* in various demographics. The *Zoo-phonics Basic Reading Assessment 2 (Z-BRA2)* was used to assess the four domains of early literacy (Alphabetics and Phonemic Awareness, Reading Fluency, Comprehension and General Reading Achievement) through three assessment periods, Post-Test, 1st Trimester (November) and the Post-Test, during one school year.

Demographics:

Gender:

Boys.....	48%
Girls	52%

Ethnicity:

White	37%
Latino.....	60%
African American	03%

Socio-economic Status:

Free or Reduced Lunch.....	80%
English Language Learners (Non-English Proficient)	37%
Title 1	56%

Findings:

For each of the following tests (Graphs 1 - 5), significant gains are reported using 2-tailed T-Tests. The significance for nearly all tests was set at .000, meaning that the results did not happen by chance. Large effect sizes of 0.8 or greater were indicated, using Cohen’s d. The outcomes did not happen by coincidence, and they occurred over a relatively large and diverse sample of children.

Data shown in Graphs 1 - 5 demonstrate the academic growth of 240 kindergarten students in the areas of lower- and uppercase letter shapes, sounds, and names; and rhyming, segmenting and sound-blending words. Significantly, the mean scores in Graph 1, the Pre-Test (1st bar), show that students could identify an average of seven lower- and uppercase letters by names and sounds. The mean scores in the 2nd bar (1st Trimester) in each set show that students could identify 24 lower- and uppercase letters by names and sounds. The mean scores in the 3rd bar (Post-Test) in each set show that all students knew over 25 each of the lower- and uppercase letters, sounds and names.

Conclusions:

This study shows that all children, regardless of gender, ability, economics or ethnic groups became proficient in lower- and uppercase letter shapes, names and sounds by the end of the 1st Trimester of school through the *Zoo-phonics Program*. After the 1st Trimester, students were enabled to develop other language arts skills, such as rhyming, segmenting and sound-blending words. Mean scores of Post-Tests demonstrate proficiency in these areas for the majority of the students. It is the overall achievement seen in literacy gained across the school year that is most important. It is significant to note that the majority of students were considered low Social-Economic Status (SES), including 37% Non-Proficient English speakers.

“Physical movement from earliest infancy and throughout our lives plays an important role in the creation of nerve cell networks which are actually the essence of learning.”

- *Smart Moves, Why Learning is Not All in Your Head*, (Hannaford, 1995, p. 12)

Graph 1

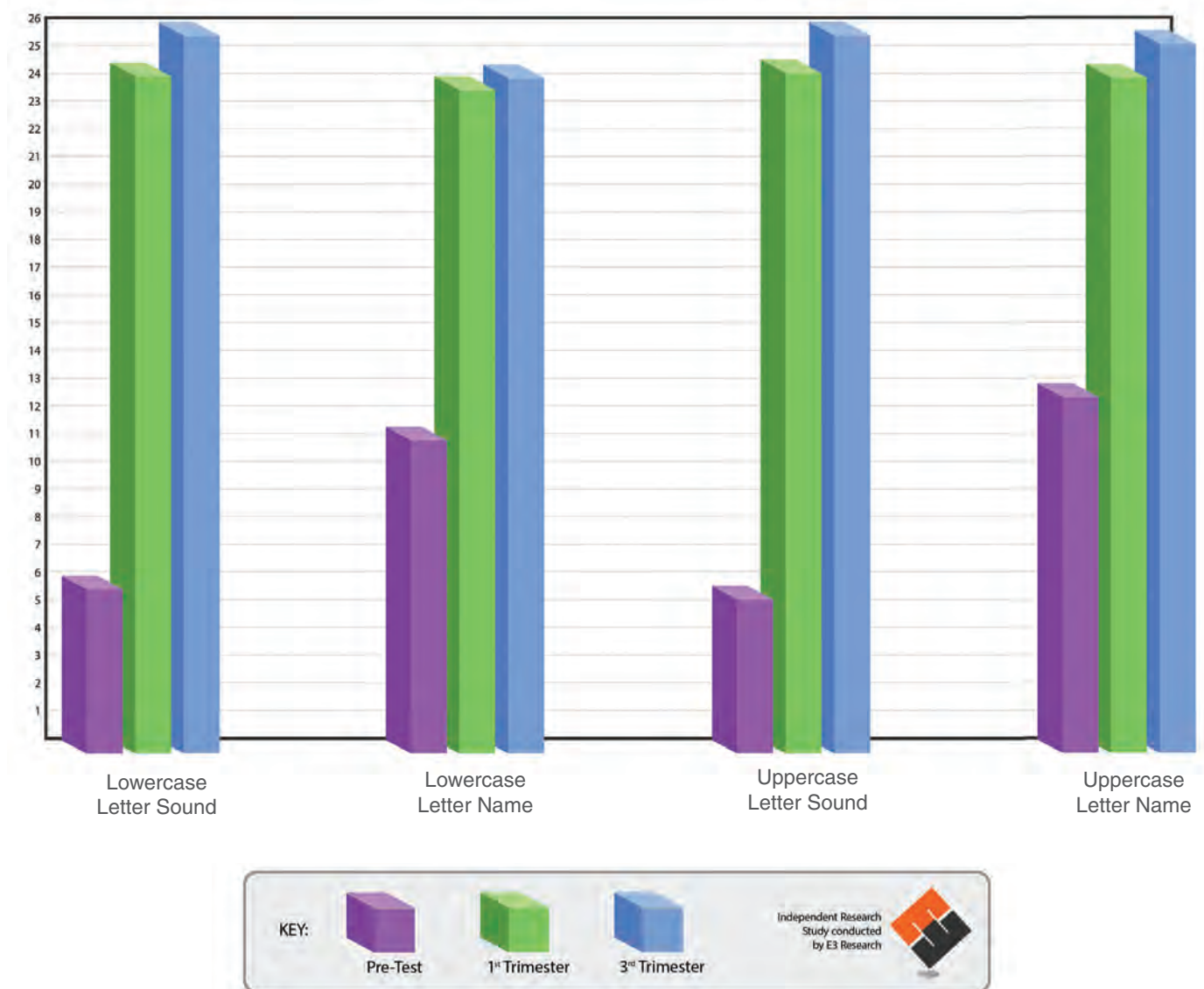
Alphabet Knowledge

Findings:

Note: Teachers assessed students with plain lower- and uppercase letters in the Pre-Test, prior to teaching the alphabet with the *Zoo-phonics Animal Alphabets*. At the 1st Trimester and Post-Test, teachers showed the *Zoo-phonics Merged Animal Alphabet* to assess letter knowledge.

Pre-Test mean scores demonstrate that kindergartners knew 6 lowercase letter sounds, 11 lowercase letter names, 5 uppercase letter sounds, and 12 uppercase letter names. Mean scores of the 1st Trimester (November) demonstrate that kindergartners knew 24 lowercase letter sounds; 23.5 lowercase letter names; 24 uppercase letter sounds and shapes; and, 24 uppercase letter names. Post-Test mean scores demonstrate that kindergartners knew 25.5 lowercase letter sounds; 24 lowercase letter names; 25 uppercase letter sounds and shapes; and 24 uppercase letter names. Males and females showed no statistical differences in scores.

Graph 1 – Alphabet Knowledge (Lower and Uppercase Letter Shapes, Names and Sounds)



Conclusions:

Knowledge of some letter names and capital letters at the Pre-Test suggests that parents and preschool teachers had taught capital letters and letter names to students prior to enrollment in kindergarten. Student knowledge of lowercase shapes and sounds was not evident in the Pre-Test. Mean scores demonstrate that all students were near alphabet proficiency by the 1st Trimester demonstrating quick growth. Knowing lowercase alphabet skills by November enabled children to use the alphabet immediately for letter and word play, leading to sound blending (segmenting and blending), reading, spelling and writing in the near future.

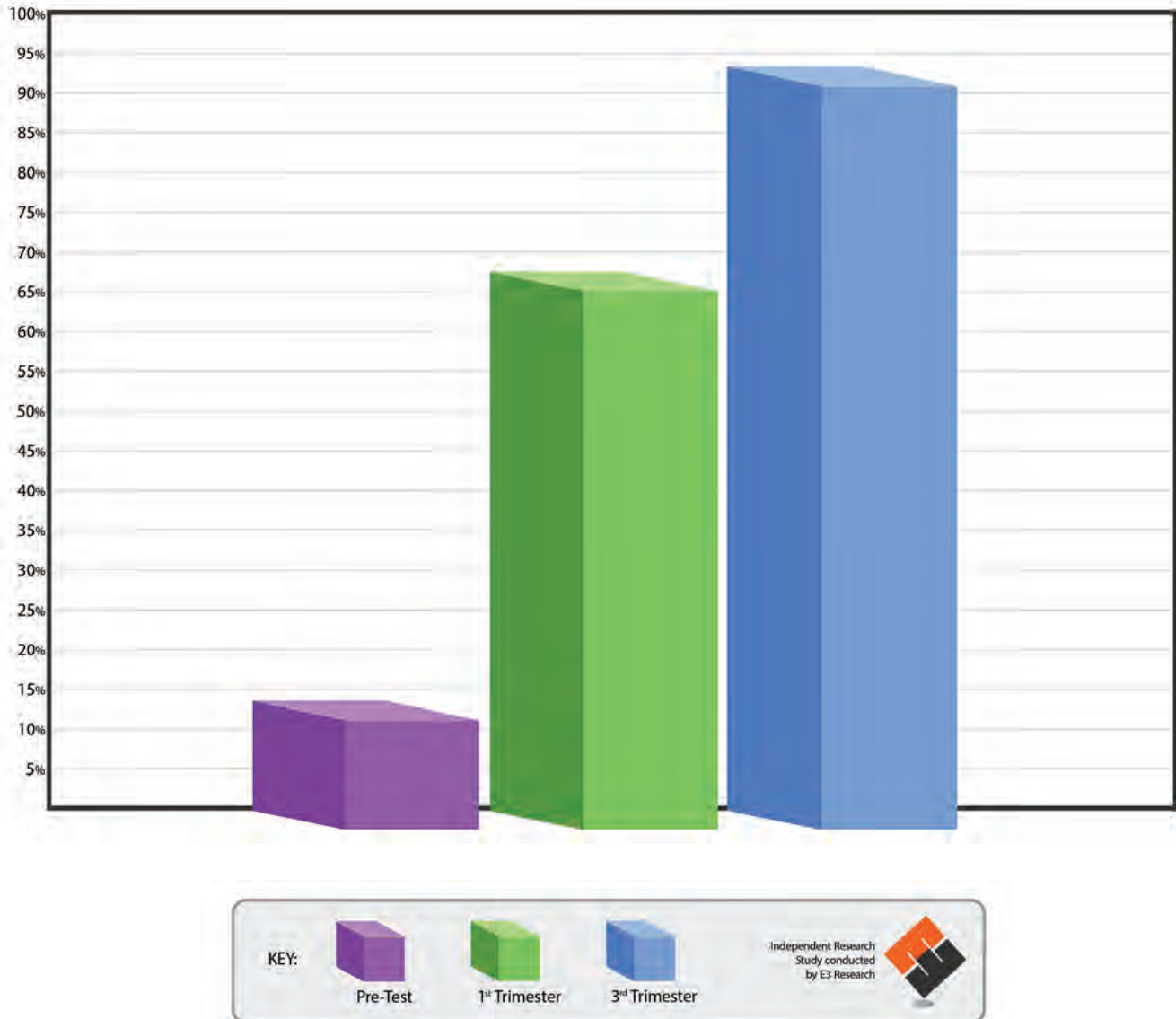
Graph 2

Beginning and Ending Sounds

Findings:

Graph 2 demonstrates the growth of kindergarten students in the area of beginning and ending sounds. In the Pre-Test (1st bar), mean scores show that students were able to identify only 15% of the beginning and ending sounds in words. At the 1st Trimester, mean scores show that students were able to identify 65% of the beginning and ending sounds. End-of-the-year mean scores demonstrate that students were able to identify over 90% of the beginning and ending sounds in the lowercase alphabet. Males and females showed no statistical differences in scores.

Graph 2 – Beginning and Ending Sounds



Conclusions:

Mean scores show that sustained growth was obtained all year, with the majority of initial and ending sound skill development happening in the 1st Trimester as the students learned the sounds, shapes and Signals of the lowercase alphabet through *Zoo-phonics*. All students gained phonemic skills much earlier in the school year, enabling them to begin the sound-blending and word building process in the second or third month of kindergarten.

Graph 3

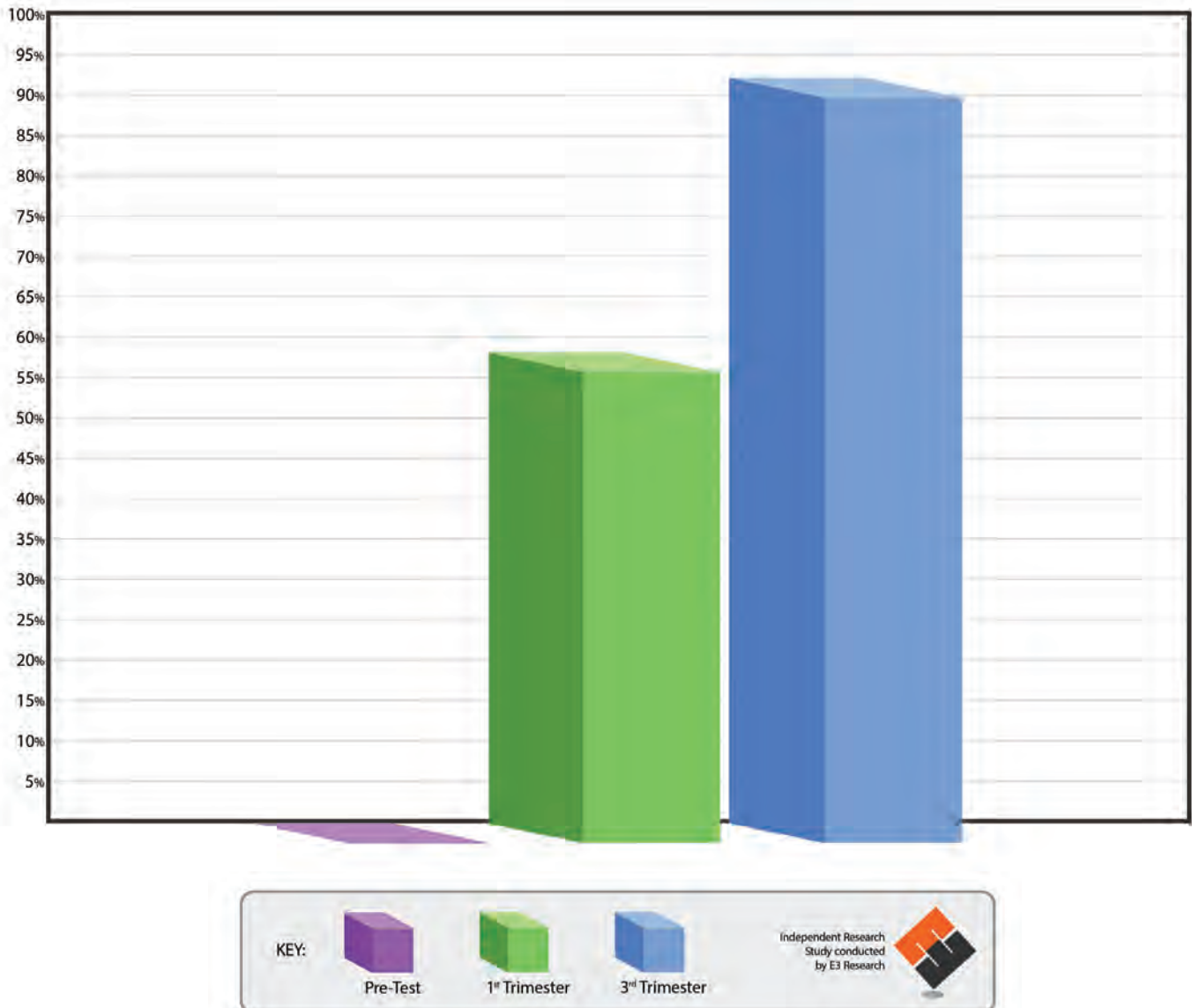
Detecting Rhymes

NOTE: The students were asked to identify rhymes in word lists of three (sit, pat, bat), and four (tack, blot, black, stack), and then in sentences.

Findings:

Pre-Test mean scores show that kindergartners could not determine any rhyming words. Mean scores in the 1st Trimester demonstrate that kindergartners could now determine rhyming words 55% of the time. Mean scores in the 3rd Trimester demonstrate that kindergartners could determine rhyming words 90% of the time. Males and females showed no statistical differences in scores.

Graph 3 – Detecting Rhymes



Conclusions:

Pre-Test mean scores show that students were not able to identify rhyming words. Sustained growth was obtained all year, with the majority of rhyming ability happening by the 1st Trimester as the students learned the sounds, shapes and Signals of the alphabet with *Zoo-phonics*. As students gained alphabet skills much earlier in the school year, they were able to hear the sounds in rhymes more easily. The ability to rhyme prepares students to read, spell and write in the near future.

Graph 4

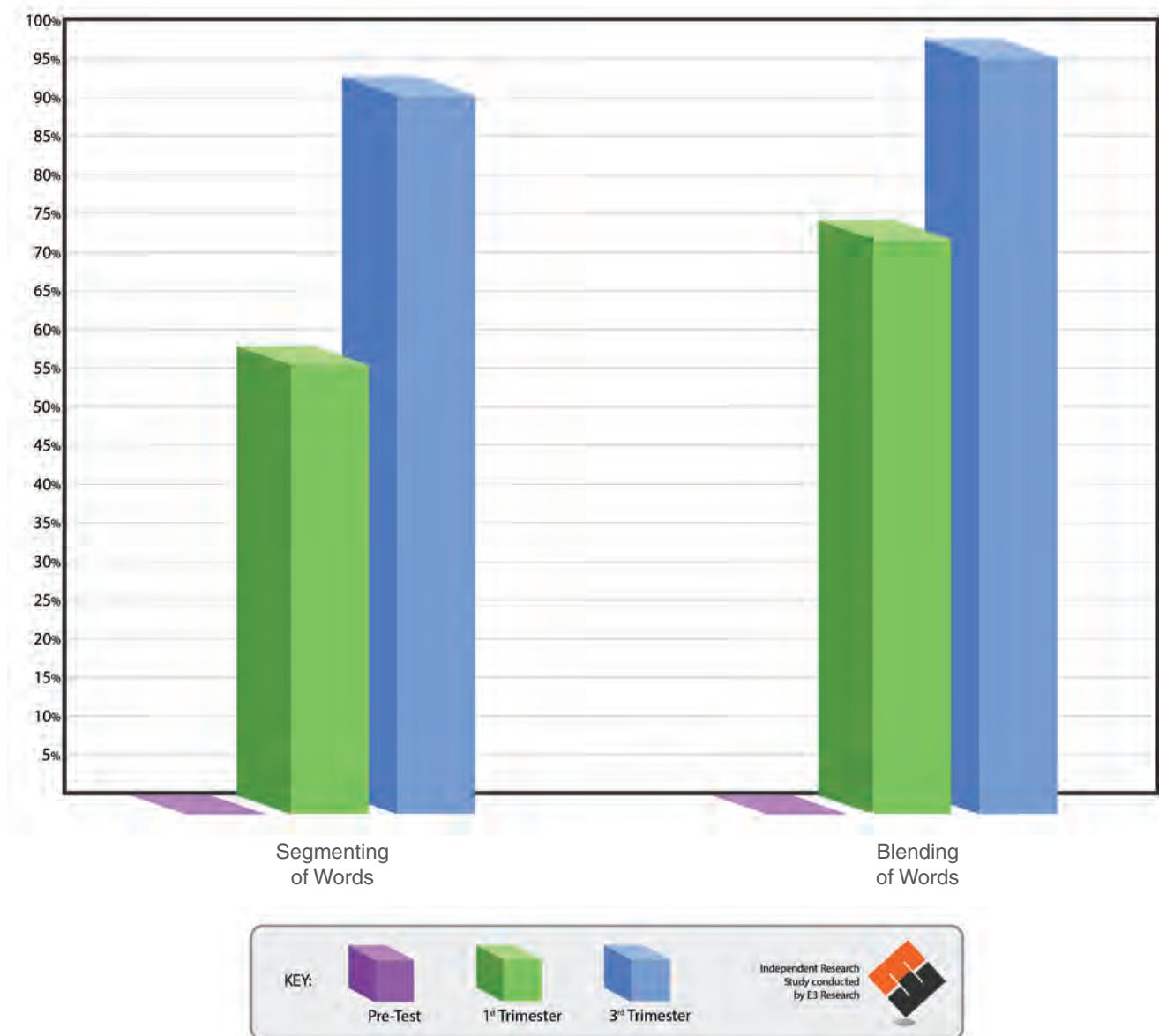
Segmenting and Blending of VC/CVC and Blend Words

NOTE: These graphs demonstrate the growth of kindergarten students in the area of segmenting and blending of vowel/consonant and consonant/vowel/consonant and blend words (glad, stop, etc.). In these tests, students were asked to segment ("hat" becomes h-a-t) and blend words (h-a-t becomes "hat").

Findings:

Pre-Test mean scores demonstrate that kindergarten students were unable to segment or blend any words. Mean scores of the 1st Trimester demonstrate that kindergarten students were able to segment 55% of the words and could blend 72% of the words. Post-Test mean scores demonstrate that kindergarten students were able to segment 90% of the words and could blend 95% of the words. Males and females showed no statistical differences in scores.

Graph 4 – Segmenting and Blending of CVC and Blend Words



Conclusions:

Mean scores show that in the Pre-Test, kindergarten students were not able to segment a word nor blend one (put a segmented sounds to form a word). Two months later, 1st Trimester data demonstrate that students made large and sustained strides in both segmenting and blending. By the Post-Test, most students had proficiency in both segmenting and blending.

Graph 5

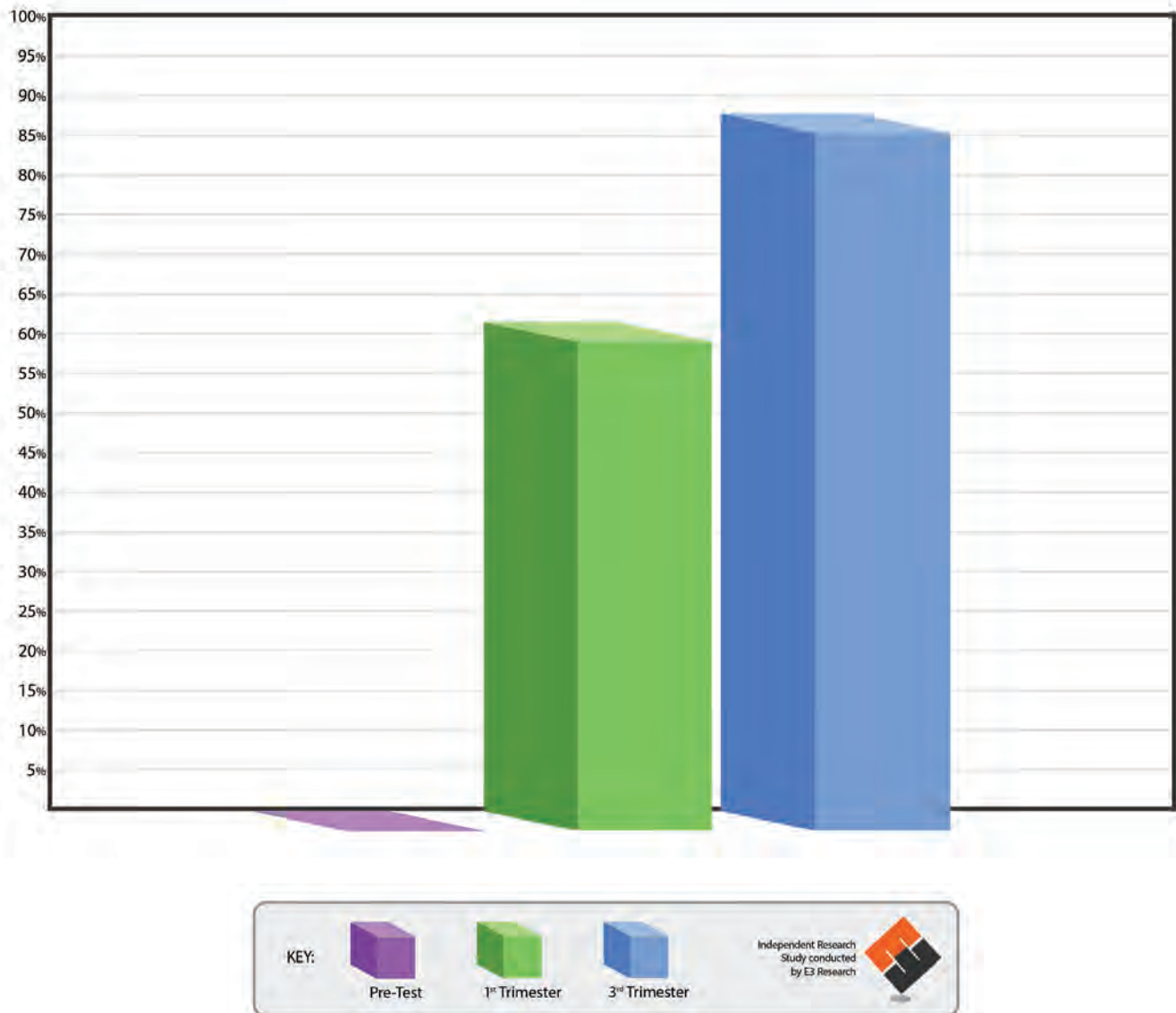
Determining Syllables in Words

NOTE: Students were asked to determine how many syllables were in 1 – 4 syllabic words.

Findings:

Pre-Test mean scores demonstrate that kindergarten students were unable to syllabicate words. Mean scores of the 1st Trimester demonstrate that kindergarten students were able to syllabicate 58% of the words. Post-Test mean scores demonstrate that kindergarten students were able to syllabicate 85% of the words. Males and females showed no statistical differences in scores.

Graph 5 – Determining Syllables in Words



Conclusions:

Mean scores show that kindergarten students were not able to syllabicate 1 – 4 syllabic words in the Pre-Test. By the 1st Trimester students were able to syllabicate well over half the words in the list with most students gaining full proficiency by the end of the year. In order to break down large words for sound blending, students need to hear and see the syllables in words. This skill is foundational for reading, spelling, and writing. If children's ears and eyes are trained to match sounds to letters early in the year, syllabication becomes easy for them.

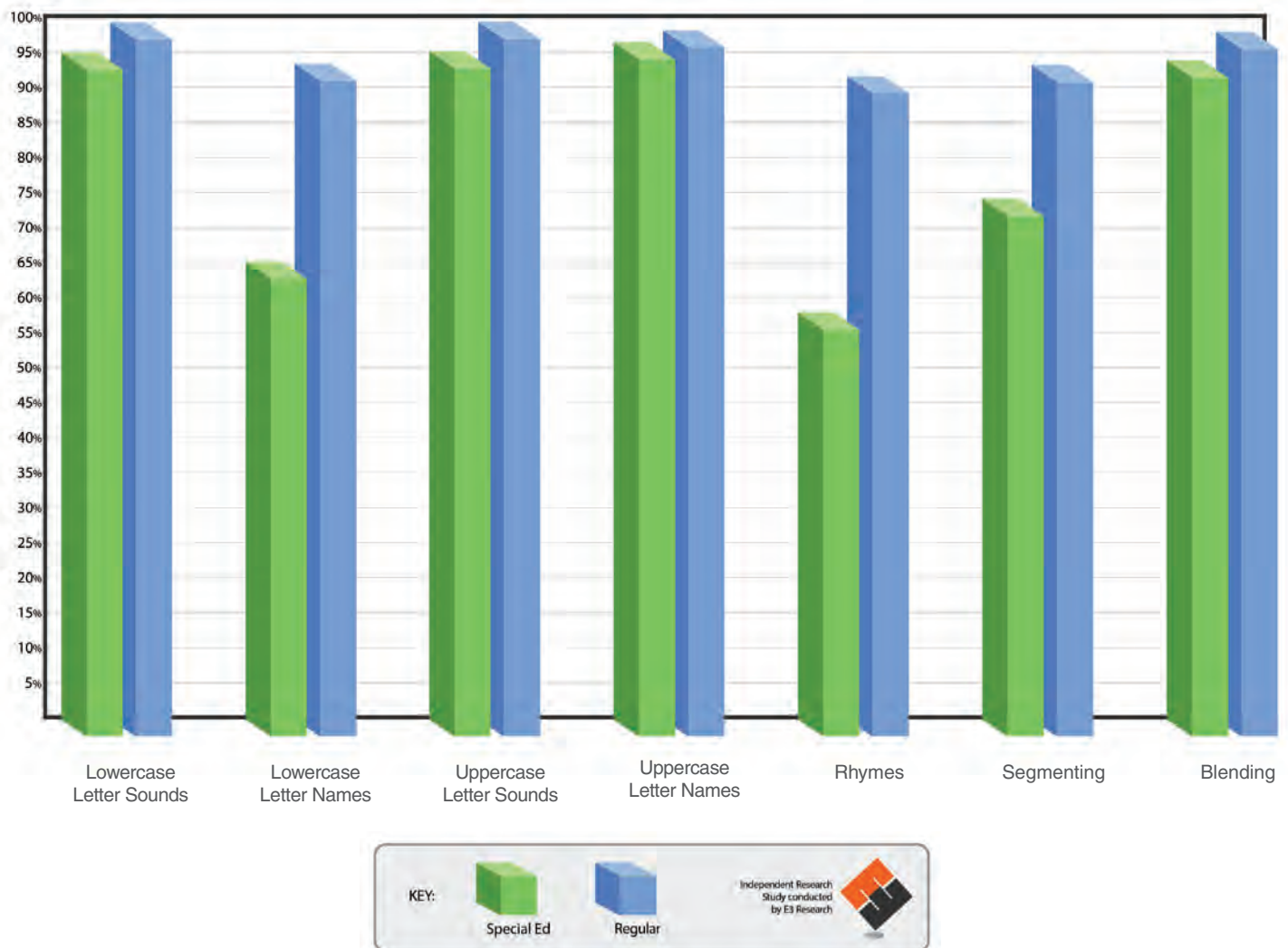
Study Two: Year-End Scores Compare Special Day Class Kindergarten Student Growth vs. Regular Education Kindergarten Student Growth

A single case study of 13 public school Special Day Class (SDC) kindergarten students was conducted using the *Zoo-phonics Multi-sensory Language Arts Program*. The participants included 11 boys and 2 girls. Mean scores demonstrated that SDC students learned at a similar rate as regular education students throughout the course of the year. At the end of the year, data shows that SDC students achieved similar scores as did regular education kindergarten students in seven language arts skills. Males and females showed no statistical differences in scores.

Findings:

There was no statistical difference between kindergarten-aged Special Day Class students and regular education kindergartners in alphabetic knowledge at the end of the year. As reading concepts became more complex, SDC students continue to show positive growth in all skill areas. Regular education kindergarten students slightly outpaced SDC kindergarten students in letter names, rhyming and segmenting only.

Graph 6 - Year End Scores Compare Special Day Class Kindergarten Students' Growth vs. Regular Education Kindergarten Students' Growth



Conclusions:

In most of the seven subjects assessed, SDC students scored same, similar or close to their regular education counterparts. Because of the playful, mnemonic, kinesthetic and concrete presentation of the *Zoo-phonics Animal Alphabet*, SDC kindergarten students were able to learn the alphabet and other related language arts skills equal or close to regular education students. Most of SDC students in this study were boys (11 boys to 2 girls), which is significant as young girls usually outscore young boys in language arts. This is a small study sample but the results are sufficiently compelling to encourage a larger study.



An Independent Study Conducted by E3 Research

www.e3research.com

Tel: 916.956.8556

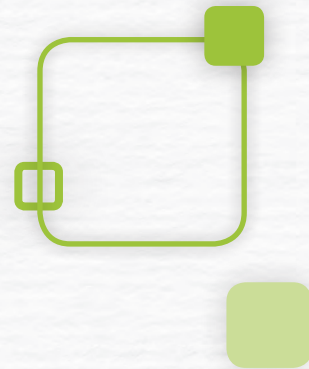
www.zoo-phonics.com

Zoo-phonics, Inc. - 995 Morning Star Dr, Ste B, Sonoma, CA 95370 - Tel: 1.800.622.8104
01-101315



Ready Efficacy:
Research on *Ready*
Program Impact

.....
Research Support for Ready and ESSA
.....



The Impact of *Ready*

In the spring of 2018 Curriculum Associates conducted comprehensive research into the impact of *Ready Reading* and *Ready Mathematics* instruction on student academic proficiency as measured by state summative test scores. In this study, consisting of schools from across New York State¹ where students had access to *Ready* books during the 2016–2017 academic year and took the New York State assessments in spring 2017, our researchers found that schools that had access to the *Ready* program experienced higher scores on the state assessment than schools that did not have access to *Ready*, controlling for key demographic factors.

Scores on the New York State Grades 3–8 Test for those schools with access to *Ready* were substantially higher than scores for schools without access to *Ready*. For the purposes of this paper, schools with access to *Ready* books will be referred to as “*Ready* schools” and those without access to *Ready* books as “schools without *Ready*.” *Ready* schools had New York State Grades 3–8 Test scores that were four to seven scale score points higher in English Language Arts (ELA) and seven to eleven scale score points higher in Mathematics than schools without *Ready*.

The results of this analysis, which controlled for selection bias as required by the Every Student Succeeds Act (ESSA), were statistically significant at the $p < .05$ level across all subjects and grades, and most results were significant at the $p < .0001$ level. To account for differences across schools with and without access to *Ready*, the analysis controlled for:

- The proportion of each school that is non-Caucasian
- The proportion of each school that is eligible for the Federal Free and Reduced-Price Lunch Program
- The proportion of each district identified as English Learners
(these data are not collected by the federal government at the school level), and
- The proportion of each district identified as students with disabilities
(also not collected at the school level by the federal government).

Our research found that students in *Ready* schools scored higher than students in schools without *Ready* on state summative assessments. Furthermore, because this study yielded favorable results controlling for selection bias for grades 3–8, the research provides evidence that *Ready Reading* and *Ready Mathematics* meet the criteria for ESSA Level 3: Promising Evidence, with favorable effects.

Treatment Group: Schools with *Ready* Books

For the purposes of the research in this report, a school was defined as a “*Ready* school” if the school:

- Had enough *Ready* books for at least 75% of students in a given grade during the 2016–2017 school year
- Had at least one book in the school the prior year (i.e., the school was not piloting the use of *Ready* for the first time during the 2016–2017 academic year), and
- Did not have Curriculum Associates’ *i-Ready Diagnostic* or *i-Ready Instruction* product, so that we could demonstrate the impact of *Ready* books without conflating results with those from *i-Ready*.

Control Group: Schools without *Ready* or *i-Ready*

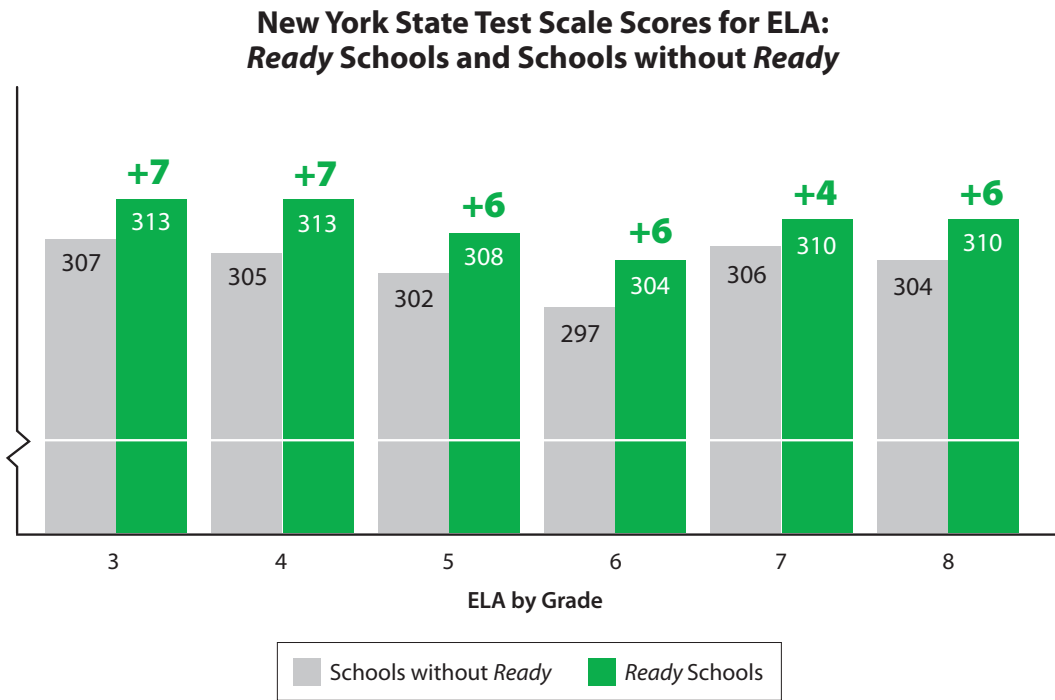
For the purposes of the research in this report, schools in the control group, or schools without *Ready*, were identified using the following criteria:

- Did not have any *Ready* books during the 2016–2017 school year
- Did not have *i-Ready* during the 2016–2017 school year

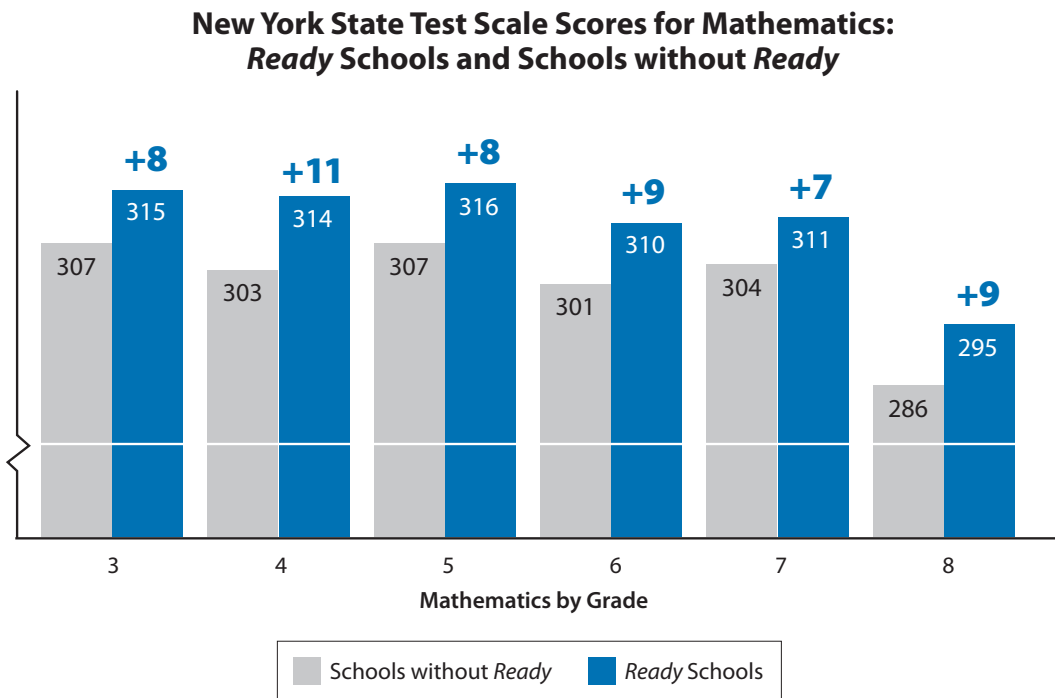
¹ Although *Ready* is used in nearly every state, this research study focused on the impact of *Ready* in New York State so that we could evaluate results on a state’s summative assessment. New York State is among the most diverse states in the United States, with schools in rural, suburban, and urban settings, and students from every demographic group, making results from New York State highly generalizable to the nation.

Ready Schools Had Higher State Assessment Scores Than Schools without Ready

In both ELA and Mathematics, *Ready* schools had, on average, greater New York State Grades 3–8 Test scores than schools without *Ready*, controlling for key demographic characteristics.



Scores and score differences are rounded to the nearest whole number.



Scores and score differences are rounded to the nearest whole number.

Ready and ESSA

ESSA defines four categories of research evidence for an effective program. Under ESSA, a Level 3 program should be supported by at least one correlational study that controls for selection bias. The results of this study satisfy ESSA's Level 3 requirements by demonstrating that *Ready* schools outperform schools without *Ready* with statistical significance and while controlling for selection bias.

To examine the relationship between *Ready* use and New York State Grades 3–8 Test scores, the Curriculum Associates research team conducted an ANCOVA analysis and corrected for selection bias using the following school- and district-level demographic variables:

- Percentage of students in the school who are non-Caucasian
- Percentage of students in the school who are eligible for the Federal Free and Reduced-Price Lunch Program
- Percentage of students in the district that are identified as English Learners
- Percentage of students in the district who are identified as students with disabilities

By controlling for these four key demographic characteristics, this study meets ESSA Level 3 requirements by correcting for selection bias and also yields helpful inferences to educators who are in schools and districts with varying proportions of students who are non-Caucasian, low SES (as measured by the Federal Free and Reduced-Price Lunch Program), English Learners, or identified as having a disability.

The results of this study were statistically significant at the $p<.05$ level for all grades and subjects, and results were significant at the $p<.0001$ level for both subjects for grades 3–5 as well as grade 6 for ELA. Based on the results of this analysis, *Ready* shows evidence of promoting greater student proficiency. The significance of the findings provides support for *Ready* as a program that meets the criteria for ESSA Level 3: Promising Evidence.

Ready Statistical Significance with Controls by Grade

	3	4	5	6	7	8
ELA	$p<.0001$	$p<.0001$	$p<.0001$	$p<.0001$	$p=.0076$	$p=.0028$
Mathematics	$p<.0001$	$p<.0001$	$p<.0001$	$p<.0010$	$p=.0171$	$p=.0098$

Understanding p-values

p-values help support the interpretation of the statistical significance of a research result. Very low *p*-values indicate very low probabilities that results are due to chance. For example, a *p*-value of .0001 indicates that the results have a probability of less than 1 in 10,000 of being observed due to chance. In this study, if the *p*-value is smaller than a certain cutoff (such as .05, .01, or .0001), it indicates the very low probability that the differences in NYSTP scores between students in *Ready* schools and schools without *Ready* were due to chance.

Sample Sizes

The following tables show the samples sizes of schools included in the analyses featured in this paper. Sample sizes vary across grades and subjects due to differences in *Ready* and *i-Ready* purchasing patterns for schools as well as availability of New York State Grades 3–8 Test data and National Center for Education Statistics (NCES) school- and district-level demographic data.

Number of Schools in ANCOVA Analysis with and without Access to *Ready* Books (Reading)

Reading	3	4	5	6	7	8
<i>Ready</i> Schools	223	236	237	98	69	66
Schools without <i>Ready</i>	1,371	1,313	1,269	942	831	820

Number of Schools in ANCOVA Analysis with and without Access to *Ready* Books (Mathematics)

Mathematics	3	4	5	6	7	8
<i>Ready</i> Schools	117	112	103	39	30	31
Schools without <i>Ready</i>	1,508	1,480	1,415	1,014	883	807

Findings from the Research

This research was undertaken with the goal of answering two key research questions:

- How do state summative test scores differ for schools where students have access to *Ready* books compared to schools where students do not have access to *Ready* books, controlling for key demographic characteristics?
- Are the differences statistically significant, after controlling for selection bias?

Curriculum Associates' research team conducted an ANCOVA analysis to answer the above questions. To answer the first question, adjusted mean scale scores were calculated for the treatment (*Ready* schools) and control (schools without *Ready*) groups and were then compared.

The findings indicated that, across all grades and both subjects, *Ready* schools outperformed schools without *Ready*. In ELA, *Ready* schools scored, on average, between four and seven scale score points higher on the New York State Grades 3–8 Test than schools without *Ready*. In Mathematics, *Ready* schools scored, on average, between seven and eleven scale score points higher on the New York State Grades 3–8 Test than schools without *Ready*.

To answer the second question, an ANCOVA analysis was performed for each grade (3–8) and subject (ELA and Mathematics) to examine the effect of *Ready* on state summative test scores. Key demographic characteristics were included as covariates to control for selection bias. Results are considered statistically significant by What Works Clearinghouse if the p -value is less than five percent ($p < .05$). All calculated p -values for this analysis were significant at the $p < .05$ level for all grades and subjects.

Findings from these analyses support positive answers to both research questions:

Students in *Ready* schools scored higher than students in schools without *Ready* on state summative assessments.

These differences in school performance at grades 3–8 were statistically significant after controlling for selection bias.

About the *Ready* Program

Curriculum Associates' *Ready* is a rigorous classroom instruction and practice program that fully prepares students for the demands of today's reading and mathematics standards in a highly interactive way, while providing teachers with step-by-step, point-of-use support to teach most effectively.

Ready Reading's complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats, and its scaffolded instructional design builds students' confidence in reading over time. Teachers have access to both on-grade level and differentiated resources to address the needs of all learners and build the habits of resilient, engaged readers. *Ready Reading* was designed to work alongside many different types of core programs, from nationally published anthologies to teacher-created materials, to add proven rigor and meaningful instruction to strengthen students' love of reading and success in school.

Ready Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners. Recently rated the highest overall K–8 program by EdReports.org, *Ready Mathematics* can be used as your core curriculum or to enhance your mathematics instruction.





The research behind Amplify Science California

Grades K–8

Amplify Science California is based on the latest research on best practices for teaching and learning science.

The Lawrence Hall of Science has done this before.

The mission of the Lawrence Hall of Science is to inspire and foster learning of science and mathematics for all, especially those who have limited access to science.

The Hall not only grounds its work in the best available research, but also conducts its own studies to inform curriculum design and development. The Hall's team supports those development efforts with iterative cycles of design and research, and subjects their curriculum to rigorous efficacy studies.

Our approach to instruction is grounded in research.

Amplify Science California was built to embody the ambitious vision for science education articulated in the Framework for K–12 Science Education (National Research Council, 2012)

and incorporates the latest research on student learning, including but not limited to:

Emphasis on coherence.

In order to structure students' exploration of the anchoring phenomena and to ensure that students ultimately demonstrate competency with the unit's targeted performance expectations, Amplify Science California units are designed around learning progressions that culminate in the complex causal explanations that students should be able to make by the end of each unit.

Real-world problems and roles

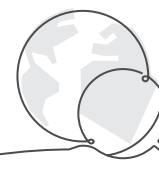
Each Amplify Science California unit introduces students to a realistic problem that they must solve by taking on the role of a scientist or engineer to explain a surprising or mysterious phenomenon.

authored by



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify Science CALIFORNIA

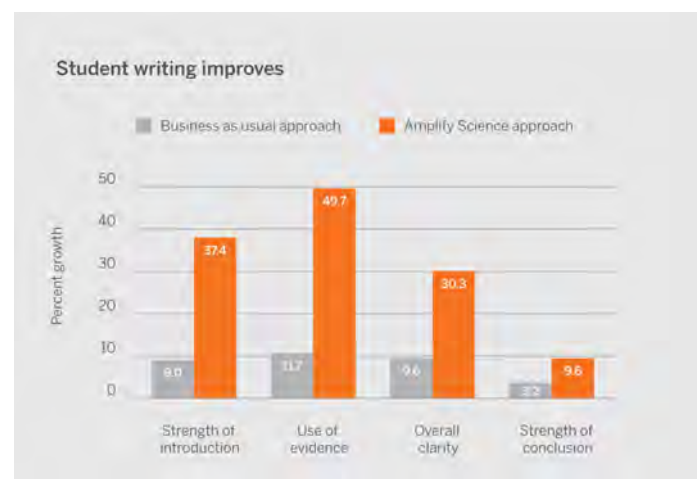
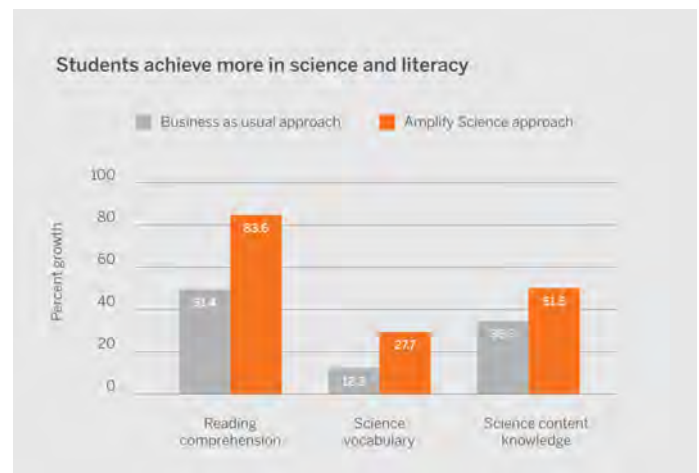


The proven efficacy of our Do, Talk, Read, Write, Visualize approach

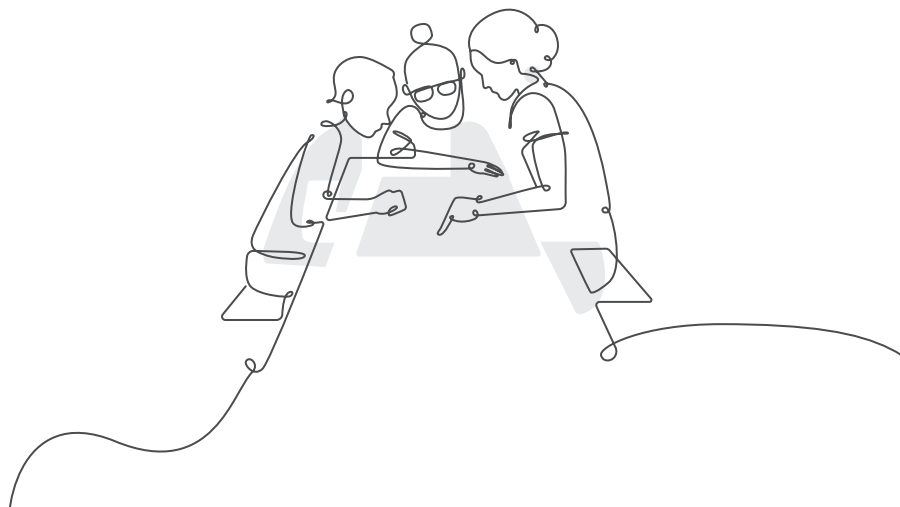
Our core instructional approach is based on the multimodal Do, Talk, Read, Write model initially developed for the Hall's Seeds of Science/Roots of Reading® program for grades 2–5. This approach to instruction is highly congruent with research about effective science knowledge and literacy development; for example, science and literacy practices driven by inquiry are known to support rich and immersive learning. The program was carefully studied and has gold standard evidence to show its efficacy. It was recognized as “a pioneer in cultivating science skills within literacy development as a powerful way to build students’ reading skills and learn science content at the same time” (Carnegie, 2009).

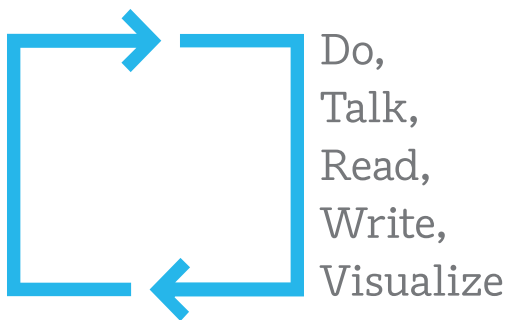
Amplify Science California evolved and extended the Do, Talk, Read, Write model to grades K–1 and 6–8 by conducting research and development with teachers and students in classrooms to determine the best ways to immerse older and younger students in science phenomena through multiple modalities. It was through this research that we added Visualize to the model to become Do, Talk, Read, Write, Visualize. Especially with the technology enhancements that Amplify brought to the partnership, we could enable students to visualize things that are too small, too big, too far away, too slow, or too fast to observe in firsthand ways. Adding regular instruction to support visualization aligns with the current educational emphasis on helping students create mental models of scientific phenomena. The Do, Talk, Read, Write, Visualize modalities align with the science practices described in the NRC Framework for K–12 Science Education, and embodied in the NGSS.

Each of these elements has been shown to support and enhance science learning. Together, they provide a means of engaging students with particular concepts multiple times in multiple ways, and as a whole, they serve to shift student learning from “learning about” to “figuring out” science.



Efficacy research shown based on the Do, Talk, Read, Write approach as tested in the Seeds of Science/Roots of Reading program.





Do

Learners engage with scientific phenomena by conducting student-centered investigations. Students collect evidence from a rich variety of evidence sources, including hands-on investigation with real phenomena; observations of primary sources such as video clips, photos, or another scientist's data; and physical and digital models. Students use this evidence to formulate a convincing scientific argument.

Talk

Students engage in collaborative discussions and scientific argumentation. In general, student-to-student talk is a key component of a productive learning environment, and Amplify Science California features student talk as a key modality for instruction. We work to help teachers create learning environments that are both collaborative and inquisitive—where students feel comfortable challenging assumptions, probing for information, and ultimately learning from one another.

Read

Students engage in reading science text as an act of inquiry. They ask questions about what they read, gather evidence, and further investigate ideas, making connections to their own investigations. Amplify Science California does not assume that students come to class knowing how to read science text. Beginning in kindergarten and continuing through grade 8, the program includes explicit instruction in reading science text and employs a “gradual release of responsibility” model to prepare students to become independent readers.

Write

Having an authentic purpose for writing both motivates students' interest in writing and drives their need for convincing evidence. In Amplify Science California, students write to share what they have learned and also learn through writing as they apply new evidence to clarify and strengthen their written arguments. Amplify Science California supports students as they learn academic science language, helping them write like scientists by producing clear, logical, and evidence-based arguments and explanations.

Visualize

Students study a given phenomenon through carefully illustrated science texts, hands-on activities, videos, modeling tools that allow them to visually represent their thinking, and vivid digital simulations that allow them to manipulate variables. Our custom-designed simulations allow students to see and investigate complex, microscopic, or otherwise unobservable phenomena.

For more information on the research behind Amplify Science California, visit amplify.com/california.



NOCCS Program

Foundational Research

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Appendix 3 - Curriculum and Instruction

NOCCS Common Practices to Support Core Principles

NOCCS Sample Unit Plan Template

Wit & Wisdom K-8 Scope and Sequence

Ready Mathematics Grade 4 Sample

Amplify Science K-5 Scope and Sequence

Teaching Tolerance Social Justice Standards

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noccs
NORTH OAKLAND COMMUNITY CHARTER SCHOOL

Common Practices to Support Core Principles

Mission Statement

The North Oakland Community Charter School is a public school dedicated to helping children become thoughtful, informed, and inquisitive citizens.

NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. The school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child.

Core Principles

The founders of NOCCS developed ten principles that anchor and guide our community and its work, and provide a vision to which we aspire.



**Respect
for children
and their
learning**



**High
expectations**



**A caring
community
of learners**



**Valuing
diversity**



**Connections
to the world**



**Commitment
to equity**



**Families'
contributions**



**Respect for
teachers and
teaching**



Creativity



**Teaching for
understanding**

This mission statement and core principles are the foundation of this school existence and continued development. Dating back to the founding families in 2000, these principles and mission are an attempt to capture the kind of school that did not exist for their children. They are an intentionally high set of principles and an ambitious mission statement. As staff at NOCCS, we succeed when we are able to hold these

core principles as the drivers of our actions, and when we move ever closer to ALL of our children being “thoughtful, informed, and inquisitive citizens.”

These expectations are designed both for Lead Teachers and all other staff. At NOCCS, we are all educators of every child. Instructional aides now may very well be the Lead Teachers in the near future. There are no divisions importance to the NOCCS community, only specific responsibilities for different staff members. All of us are educators; each of us are responsible for intellectual and socio-emotional growth of every child, including every child with special needs based on disability or recovery from trauma. We must each model what it looks like to be a caring community of learners with a commitment to equity so that our students can see how it done.

For the 2018-2019 school year there are intentionally more expectations around the core principles of *a caring community of learners, commitment to equity, & respect for teachers and teaching*. This is intentional. As a community of educators, we must ensure that those three principles are lived realities so that in coming school years we can refine all of the other core principles.

All of the expectations here are in addition to the general conduct laid out in the NOCCS staff handbook:
<https://docs.google.com/document/d/1A-pV96TihKRUQoVpEcWuhJsKfWvMcgiYF8bpfBLUfQk/edit?usp=sharing>

Many of the items from this year’s Head of School expectations will be moved into the staff handbook for future years.

<p>Items in Red are specifically for Lead Teachers. All other items apply to all staff at NOCCS.</p>
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Respect for children and their learning

At the heart of our school is a profound appreciation, attentiveness, and respect for children's ideas. Our teachers learn by looking closely at children's understanding, and how their questions and curiosity lead them to explore their world. The insights they garner from these observations inform their practice in a powerful way.

- Lead Teachers use a variety of informal assessments (especially checks for understanding) while teaching and make appropriate adjustments to their teaching.
- Lead Teachers display and teach a positive behavior plan for their classroom.
- Content objectives, including academic vocabulary and frames (as necessary), are clearly articulated and displayed for students
- Classroom charts, including procedural, routine and anchor charts represent what is currently being taught and is used by students
- Student work, representing both best work and work in progress, is up on walls in every classroom.
- Lead Teachers will update their designated bulletin board monthly (starting September 1st) with student work associated one clear standards (CCSS, TTSJS, and/or NGSS)
 - When hanging anything in hallways or public spaces (or supervising students in doing so), adhere to these guidelines:
 - If you put it up, you take it down
 - Check grammar and spelling; Ensure legibility
 - Check with the Community and Grounds committee for any semi-permanent exhibition.
- Staff ensure that students with IEPs (Individualized Education Program) are receiving services, accommodations, modifications, and supports as indicated in their IEP and as directed by Lead Teachers and the Director of Student Support.
 - Lead Teachers will update the Director of Student Support of any changes, including progress, for students with IEPs.
- All IEPs are properly noticed, developed and completed by SPED teachers, with support of all other staff, to address each SPED child's specific learning needs. A school wide IEP master calendar is developed collaboratively between SPED staff and administrator
- Lead Teachers will communicate the specifics of any behavior plans for individual students to all staff who work directly with that child.

- All staff will implement behavior plans for individual students
- Staff is on time to school and supervisory duties. It is the responsibility of the staff member to find coverage for their supervision duties for any anticipated absences. The Head of School will arrange for coverage during emergency absences.
 - Supervision on the yard or in the park involves actively monitoring all students in the space, preventing students from harming themselves or others, and whenever possible engaging with students in the appropriate activity (including play). Staff will encourage students at recess to engage in productive play and model positive behavior, including problem solving.
- Students will not be left unsupervised in any school space during the school day either as a disciplinary measure or because the staff member needs to attend to a personal matter (bathroom). When in doubt, ask for help from another staff member!
- Students should NEVER be left unsupervised in the office.
- The office should NEVER be used as a discipline alternative (or space to send students) unless that decision is made by behavior support staff as a last resort.
- Students are not allowed in the office (other than for delivering attendance or due to illness/injury) unless a plan is made and pre-approved by the Head of School.
- Staff will complete [student injury reports](#) for any injury with lasting impact (leaving a mark, requiring a band-aid, and/or causing extended student distress). All head injuries require immediate contact with family!
- Students may not be sent home or picked up without approval from the Director of Operations, Office Coordinator and/or the Head of School
- Adults who do not work for NOCCS are not allowed on campus without first obtaining a visitors badge from the main office and signing in. Staff who see adults on campus without a visitor's badge will immediately direct them to the office (and call the Head of School if they do not immediately go to the front office).
- Cell phones (or other personal electronics) are NOT to be used when working with students. Leave phones on vibrate or silent while working with students.
 - Some families feel that it is important for their child to have cell phones for communication before and after school. During the school day, however, cell phone use is a distraction from learning and complicates the communication between school and home. If children bring cell phones to school, they must keep the cell phones turned off and out of sight. Staff are expected to confiscate cell phones from students if they continue use the cell phone after being reminded of the policy. Confiscated cell phones

(or other electronics) are turned into the Head of School for return as part of contact with the family.

- Staff will not touch students in an unwelcomed manner unless doing so for the immediate safety of themselves or another member of the community (including other students).

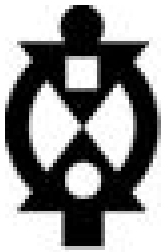


High expectations

We believe that this attention to children's thinking goes hand in hand with the high expectations and rigorous academic standards we hold for children's work. Sharing, critiquing, and reflecting on student work help our students improve their work and performance. In this way, our school encourages children to reach beyond their limits.

- Lead Teachers will create lessons with daily objectives based on grade-level appropriate standards, informal daily assessments, biweekly formal assessments (including summative assessments), and opportunities for guided practice for students.
 - All lessons will contain examples at (or above) grade level, including grade level appropriate text (<https://lexile.com>), **and** give opportunities for each student practice within their [Zone of Proximal Development](#).
- All K-5 classrooms, and all MS ELA classrooms, have a classroom library organized by genre with access to different levels of text.
- In K-5 classrooms, every student has a readers / writers notebook and/or a reading and writing folder (depending on grade level) containing drafts and mentor texts for that unit of study. There is evidence in students' notebooks of progress and learning within each unit. Teachers may want to create their own personal notebook to model the process.
- In 6-8 classrooms, students have a daily planner which is used to track all homework and in-class assignments. This may be shared between subjects/classrooms.
- ELA teachers guide students to produce at least one piece of polished writing per genre (narrative, persuasive/opinion, and informational), which teachers score on a writing rubric.
- ELA teachers help every student use a reading log. Teachers regularly check and provide reading log feedback.
- Math teachers guide students to produce at least three presentations of application of math concepts from the relevant grade-level Common Core State Standards, grounded in science, technology, and/or engineering principles.
- Lead Teachers use ongoing informal and formal data to inform their instructional decisions in the teaching of students

- All Lead Teachers ensure access to modifications and/or accommodations are followed for students with IEPs. This is NOT exclusively the responsibility of the director of student support!
- Lead Teachers will take attendance through Power School by 9 a.m. every day!!
- Staff help students be right in their behavior and academic exercises. It is the responsibility of staff to give helpful, supportive corrections when students are not acting appropriately or making mistakes on their assignments.
- Every child at NOCCS is the responsibility of every staff member. If you see something that is clearly not right, you are the person responsible for helping make it right. This includes stepping into situations which were not explicitly assigned as your duty.



A caring community of learners

Our school seeks to be a place where teachers, parents, and children create stable, warm, supportive relationships. We believe that the social climate is as important as the academic subjects taught in our classrooms. It is within the safe harbor of caring, compassionate relationships that children and adults are inspired to produce their best work.

- Classroom behavioral expectations are posted, taught, reviewed and known by every student
- K-6 teachers will engage in daily “[Good Behavior Games](#)” using the PAX approach until such time that the Lead Teacher and Head of School agree that students have internalized respectful classroom discourse.
- K-8 classrooms have a space for class meetings.
- Lead Teachers will give out at least two, and up to four, NOCCS Talks awards a month to be publicly presented during weekly gatherings.
- Lead Teachers will conduct at least weekly circles to either address specific behaviors and/or check in on the socio-emotional life of the classroom community.
- All classroom will use common Circle Guidelines.

Circle Guidelines

- **Respect the Talking Piece**
- **Speak from the Heart.** Share only your experiences, perspectives, feelings—not those of others
- **Listen from the Heart:** Let go of stories that make it hard to hear one another, be open and non-judgmental
- **What is said in the circle, stays in the circle.**
- **Trust you know what to say.** No need to rehearse
- **Say just enough.** Be considerate of the time when sharing.

- Lead Teachers have a visual schedule of the days’ learning activities
- Lead Teachers are expected to be on time when dropping off and picking up students from lunch and recess (See [Master Schedule](#))
- Report cards are completed by dates indicated in the school wide calendar.

- Lead Teachers are expected to maintain and ensure safety/lock-up procedures for all technology, lab equipment, and any potentially dangerous items in the classroom. All teachers are expected to follow school procedures for shared technology, lab equipment, and school tools. See [Tech Inventory](#).
- Lead Teacher are expected to maintain, track, and pass along student portfolios when students promote to the next classroom.
- Lead Teachers will be available for "student success conferences" -- each of the student's teachers are asked to stay after school and the parent and any support staff (IEP, counselor, admin) are asked to come to a 20 to minute to 45 minute conference and come with solutions, or a plan, or concern on how to support the student -- these conferences are held on an as needed basis, to support the student or the teacher or the parent
- Staff engage in strategic establishment of positive relationships with all students in the class
 - Lead Teachers intentionally reach out to each and every student to get to know them and learn about them
 - Lead Teachers engage in (at least) [daily positive greetings](#) at the door to pre-correct negative behavior and establish a positive climate for learning.
- All staff will attend and participate in one of the weekly gatherings on Wednesdays (either the K-5 gathering or the 6-8 gathering).
- Staff are expected to adequately prepare for the full day (copies made in advance, learning goals stated on board, room ready for use) so instructional time is not wasted.
- All staff are expected to maintain and track school resources (textbooks, manipulatives, equipment, classroom library books, etc.) and ensure proper care and return.
- Staff deliver reprimands/corrective statements in a non-threatening manner
- Staff will endeavor to offer five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)
- In order to be respectful of the entire community (being mindful of space use conflicts), staff will submit proposals for all programming outside of the regularly scheduled school day to the Head of School for approval at least two weeks prior to the proposed event (including off-campus trips with NOCCS students).
- In order to be respectful of the entire community, staff will consistently enforce all food restrictions.
 - No peanut based food will be consumed in public spaces (MPR, yard, and park) during the school day.
 - No food will be consumed inside except in the staff lounge and MPR.

There is no eating in the classrooms under any circumstances; no

food will be left in classrooms over night (snacks must be stored in MPR or staff lounge).

- All staff members are mandated reporters of suspected child abuse and/or neglect. Staff will both complete the [referral process to Alameda county](#) AND inform the Head of School. (Telling another staff member or the Head of School IS NOT by itself fulfilling your role as a mandated reporter).
- No medication will ever be administered by staff without explicit medical directions AND family permission. All medication will be kept in the main office unless otherwise directed by the family and/or a medical professional.
- Students may not be away from their class without a hall pass. All staff will immediately direct students back to their class if they are in any space without the rest of their class. Staff will refer any student who refuses to immediately return to the class to the Refresh Room (including completing a Refresh Room referral).
- Staff will submit requests for custodial support or repairs in writing (preferably via email) to the Director of Operations and/or the Office Coordinator.
- Staff will support students in cleaning every area of learning or eating prior to leaving. Staff are expected to require students to finish cleaning their immediate area prior to leaving either the class or MPR and will refer students who refuse to the Refresh Room.
- All staff will support with daily dismissal of students. Lead Teachers will not dismiss from their classroom (except during rainy days) and will walk students to the [designated dismissal area](#).
- All staff are responsible for ensuring students are either picked up, taken the appropriate after-school programming (**only if already signed up for that program**), or take students to the main office after 15 minutes of waiting for family members to arrive.
 - **Lead Teachers will not keep students beyond the normally scheduled school day without written approval from the family.**
- Staff will not release students from a field trip site, all students are expected to return to school for dismissal each day (unless the field trip is overnight).
- Lead Teachers will maintain at least two emergency contact phone numbers for each of their students and share updates with the Office Coordinator as they have them.
- Staff will support students in exiting the building during emergencies or drills. All students will convene in their dismissal location, unless the emergency requires leaving the vicinity of NOCCS, in which case the entire school will reconvene in the Home Depot Parking Lot (3838 Hollis St, Emeryville, CA 94608).
 - Staff may be called upon to be disaster service workers (CA code 3100)

- Staff will support students in properly disposing of all waste (compost, recycling, landfill) when doing lunch duty.
- Staff will shift their duties on excessively rainy days, as declared by the Head of School and/or Director of Operations. (See [Master Schedule](#))
- Staff may suggest students be seen by a doctor, but may NOT suggest specific diagnoses, medication, or providers.
- Staff should NEVER recommend assessment toward an IEP to a student or their family without first consulting the Director of Student Support, School Psychologist, and the Rtl team!
- Staff will lock classroom doors (and other rooms) when not in use.
- Students will not arrive to class after the start of school without first coming to the office and receiving a late pass. Staff will send tardy students to office if they do not come with a late pass.
- Staff will alert the Head of School (preferably by text/call, 510-459-6191) of any emergency. Staff who prefer not to use their personal devices (or do not have one) will be issued walkie-talkies to communicate with the office.
- Staff checks NOCCS email at least once daily and respond within 48 hours to direct requests for information.



Valuing diversity

We are committed to ensuring that the diversity of North Oakland is represented in our school -- its students, faculty, and governance. Our learning community seeks to be a dynamic exchange of the perspectives, talents, and ideas of all its members. Students, parents and faculty are encouraged to draw on, value, and respect the richness of their own and each other's cultures and histories, together with those of other communities.

- Lead Teachers will include representations of every culture within the classroom community in every unit of learning (especially through text selection).
- Lead Teachers will provide all family communication in the primary family language whenever possible. Staff will seek the support of the Head of School if they are not able to provide communication in the family's primary language.
- Staff will not release the name or other identifying information (including disability status) to any member of the public, government agency, or a community member who is not in that student's immediate family without express permission from the Head of School. Staff will maintain confidentiality of student/family personal information
 - Adults should never discuss students or families while in the office. Loud conversations or conversations involving information about students or student/family names should be had in private spaces.
- Staff are expected to inform the Head of School and the Rtl committee if you hear that a child is homeless, if you hear that a child is in foster care, or if you hear of major family crises/transitions.
- Staff will keep records with student information (last name, disability status, etc.) in a locked cabinet whenever they are not on campus.



Connections to the world

Our school seeks to bring the world into the classroom and the classroom into the world to create a vital exchange between the two. When children connect what they learn to the world they live in and the problems they face, they come to see their lives in a new way.

- Lead Teachers will attempt to gain permission from every student's family for participation in periodic walking field trips (less than a mile from school), and permission for special field trips beyond the North Oakland/Emeryville surrounding neighborhood
- All field trips will be explicitly tied to Common Core (<http://www.corestandards.org/>), Next Generation Science Standards (<http://www.nextgenscience.org/>) and/or Teaching Tolerance Social Justice Standards (<https://www.tolerance.org/frameworks/social-justice-standards>)



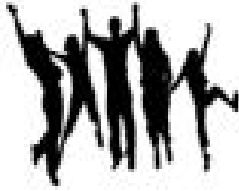
A commitment to equity

Our school believes that all children can learn at a high level and that any child's intellectual and social growth can be developed through practice and effort. Race, culture, income, and ethnicity will not be predictors of achievement. Instead, our school holds uncompromisingly high standards for all of its students, while providing active and flexible support to ensure their success.

- Lead Teachers may use a buddy classroom for Minor Violations. A buddy classroom system is an understanding between two teachers to support each other with children who are having difficulty following classroom expectations.
- Lead Teachers will enforce the [NOCCS Anti-bullying Policy](#) as part of their classroom management plan and refer students to the Refresh Room as appropriate.
- Staff implements classroom, as well as school rules, and familiarizes students with school-wide expectations. Keep it [REAAL](#)!
- Every child must receive their lunch, even if they are kept in during lunch/ recess for discipline
- Staff shares in the responsibility for implementing school expectations, priorities, policies, and procedures.
- Staff actively seek out [REAAL](#) (Respectful, Equitable, Accountable, Ally, and/or Leader) behavior amongst students and praise appropriately.
 - Support staff give out frequent (at least five a day) NOCCS-Star tickets to deserving students.
 - Lead Teachers may also give out NOCCS-Star tickets to students NOT in their primary class as appropriate.
- Staff send students to the Refresh Room ONLY for Level 3-Major Violations.

Level 1 – Incidental Violations (In-location Behavior Support, Not Referred to Refresh Room, possible request for consultation with peers)	Level 2 – Minor Violations (In-location Behavior Support, Not Referred to Refresh Room, <u>Possible Buddy Classroom referral (K-5)</u> , request for support from Rtl team and/or Head of School)	Level 3 – Major Violations (Out-of-location Behavior Support, Referred to Refresh Room, request for support from Rtl team and/or Head of School)
<ul style="list-style-type: none"> • Out of seat without permission/bothering peers • Play fighting with consenting peer(s) • Throwing objects (not targeted at another) • Speaking out of turn • Loud voices/ yelling • Name calling (excluding homophobic or racial slurs) • Tardy to class • Missing HW/ materials • Not complying w/ yard/restroom expectations • Electronic usage in bldg. or class • Copying another student's work • Developmentally appropriate foul language (potty talk) • Petty vandalism/ graffiti (removable) 	<ul style="list-style-type: none"> • Repeatedly out of seat/ bothering peers; redirection unsuccessful • Repeatedly impeding instruction • Verbal aggression w/ peers or staff • Walking out of class without permission, if staying in vicinity of class door • Avoiding being in class (hiding in bathroom) • Chronically missing HW/ materials • Failing class due to lack of assignments • Chronic electronic use in class/ refusal to turn off/ give to adult when asked • Cheating on a quiz or test • Sexualized language (not including physical touching and/or misogynistic, homophobic language) • Permanent vandalism (sharpie, carving) 	<ul style="list-style-type: none"> • Chronically impeding instruction (over more than one day) • Repeatedly verbally abusive to peers/staff • Verbally/ physically threatening violence • Physical violence (hitting, kicking, etc.) • Leaving campus/ vicinity of your classroom • Possession of dangerous object/substance • Sexual harassment (including degradation of perceived gender identity and/or sexuality) • Sexual activity on campus (including consensual behavior) • Sexualized behavior and/or language that is aggressive or offensive, especially including physical touching and/or misogynistic language • Permanent vandalism that is repeated and/or offensive (especially hate speech) • Cyber bullying

- Any staff sending students to the Refresh Room complete an online referral within 15 minutes of student entering the Refresh Room.
https://docs.google.com/forms/d/e/1FAIpQLSdKu8MiLCZ6_S7zxy6UH-VOJJHKqYhV_8iHxfjNkTnrbP5kNA/viewform
- Staff in the refresh room complete a [Restorative Justice conversation](#) and help the student complete any appropriate restitution (apology note, restorative circle, repair of physical damage, etc.)
- In order to respect student allergies, class pets must be cleared by the Head of School, and pets from home (dogs, cats, etc.) are not allowed on campus.



Families' contributions

Families are their children's first and most important teachers. They create the bridge between the culture that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles. When they share their wealth of knowledge with teachers both are better able to support children's social, academic, and intellectual growth.

- Explicit in daily/weekly plans and are accessible to visiting adults.
- Volunteer tasks are publicly posted for each classroom.
 - As part of engaging with the broader community, every Lead Teacher will create a [Donors Choose](#) account and always have at least one project available for funding (starting September 1st).
- In order for the Head of School to support learning in individual classrooms, Lead Teachers will share their communications with families with both the Head of School and Office Coordinator (preferably digitally).
 - **All** NOCCS community-wide (families of students) communication will go through the Head of School, who will publish it in the weekly email blasts.
- Lead Teachers will attempt to include families in learning activities, especially making use of specific skills family members may have (i.e. professional skills or hobbies)
- Lead Teachers are encouraged to conduct home visits and/or meet families in community spaces (i.e. coffee shops)
 - Arrangements can be made with the Head of School to elect to do Home Visits over other regularly scheduled responsibilities (like conferences).
- Lead Teachers will attempt to conduct a parent-teacher conference with every family of their students, going the extra mile to connect with families who do not immediately sign up for conference times.
- Lead Teachers will complete a [Help Me Get to Know Your Child](#) survey for every child and share with the Head of School.
- Lead Teachers are responsible for making contact with families around Level 1 and Level II behavior violations.
- Staff participates in activities that promote positive relationships with families and students.
 - Lead Teachers will do at least one weekly positive phone call/text home to a member of their classroom community, trying to do at least one positive phone call/text for every child in their class over the course of the year.

- Staff encourages family participation in class and school-wide events. All staff attend the Back to School night, Exhibition Night, and Graduation unless explicitly excused by the Head of School.
- Outreach to families in the class is proactive, especially parents/guardians of historically underserved students.



Respect for teachers and teaching

Our teachers bring a deep understanding of subject matter, children and their learning, and the craft of teaching. We respect their knowledge and support their growth and development as professionals and learners.

- Lead Teachers maintain a 3-day emergency lesson plan including a student roster and weekly schedule with sufficient copies for all students to complete all described learning activities. Three days of emergency lesson plans will be printed and put into a provided three ring binder. Emergency lesson plans are due to the Head of School by **September 1st** and will be updated within a week of being used.
- Lead Teachers will have substantial and regularly scheduled time will be set aside for teachers to share students' work
 - Substantial time will be set aside to create and develop positive mentor relationships amongst colleagues
- Lead Teachers will be encouraged to direct and design content of professional development, including inviting speakers and experts
 - These decisions will be made in the ILT.
- Lead Teachers will serve on at least one of the school committees (ILT, Rtl, Community & Grounds), meeting bi-monthly. All staff are welcome to attend any of the school committee meetings.
 - The Instructional Leadership Team (ILT) will make decisions about curriculum, instruction, and assessments for the school.
 - The Response to Intervention team (Rtl) will make decisions about supporting any student who needs Tier II or Tier III (beyond general classroom instruction) support, including students with IEPs or behavior challenges.
 - The Community and Grounds committee will make decisions about the art and other postings in the building, beautification of the entire grounds, student assemblies, student showcases, recognizing staff members, and building positive staff culture.
- Staff comes to **all** meetings **on time** and with all agreed deliverables (readings completed, student work, graded assessments, etc.). Staff being late, absent, and/or unprepared for more than three (3) required meetings will be considered a lack of respect for their colleagues and may come with corrective action by the Head of School.

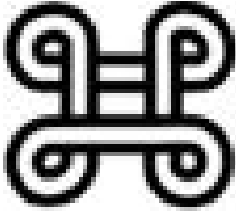
- Staff pursues up-to-date staff development opportunities, engages in peer observations and meets regularly with lead teachers and Head of School.
- Staff maintain positive, professional collegial relationships with grade level team and fellow staff members.
- Staff complete all required paperwork within the deadlines provided, including: attendance, report cards, Refresh Room referrals, Rtl committee referrals, timesheets, employee documentation, and any other required paperwork.
 - **Lead Teachers will take attendance in PowerSchool by 9:00 each morning!**
- Staff will alert the Head of School and Office Coordinator to planned absences two weeks prior to the date of absence. More than five (5) absences over the course of the school year will be considered a lack of respect for the necessity of a full staff to support students and may come with corrective action by the Head of School. **Do not forget to arrange for coverage of all supervision duties during your absence!**
 - Staff are expected to post absences on Google Calendar
- Staff will wear professional and safe attire to work.
- Staff will conduct all school related email communication using their NOCCS email.
- Staff will not engage in any unwelcomed contact, invitations, or suggestions to any member of the NOCCS community, including their colleagues. Any harassment or unwanted contact will be reported within 24 hours to the Head of School for investigation
- Staff will alert the Director of Operations and/or the Office Coordinator immediately if there is a malfunction with copy machines or in any of the bathrooms.
- Restorative justice circles will be held among staff and teachers, whole groups and sub groups as needed.



Creativity

Our school seeks to be a place where learning is graced with the creativity and inventiveness of children. Art in all its forms -- painting, dance, music, drama, poetry, and storytelling -- are routes for children to examine, interpret, and render the world. Art is a tool of the imagination. But it is also a vehicle of the intellect that allows children to demonstrate and construct their knowledge across the disciplines.

- K-6 teachers implement a balanced literacy approach including readers' workshop, writers' workshop, interactive read-alouds, word work, and grammar.
- Staff work to recognize and encourage student creativity, especially in the arts.



Teaching for understanding

In our school, teachers seek to design thought-provoking tasks that call on students to demonstrate a deep understanding of important subject matter. Using various forms of inquiry that engage their curiosity and wonder, students ask probing questions, conduct research, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding on their own.

- **Lead Teachers collaborate with colleagues to adapt all curriculum to appropriate support and challenge students.**
- Staff ask students to explain their thinking and to explain the broader significance of any specific subject (i.e. students not only know how to solve an arithmetic problem, they also need to explain the way they came to the answer and real-life contexts in which solving an arithmetic problem would be necessary).
- Staff will use a [Growth Mindset](#) approach to helping students think about their learning.



NOCCS Unit Plan



1st & 2nd

Spiral (Narrative, Informational, Argumentative/Persuasive, or Research):

Dates Covered: _____

Diagnostic/Pre-Assessment to be administered and analyzed prior to the start of unit: _____

Student Learning Outcomes <i>(from CCSS Reading, Writing, Speaking, & Listening; TTSJ Standards; and/or NGSS)</i>	Teaching Points/Learning Experiences	Mentor Text(s) and Anchor Chart(s)	Formative Assessment
Week One:	<u>INTERACTIVE READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP MINILESSONS:</u> <u>WRITING WORKSHOP MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...



NOCCS Unit Plan

1st & 2nd

Week One:	<u>INTERACTIVE READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP MINILESSONS:</u> <u>WRITING WORKSHOP MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...
Week One:	<u>INTERACTIVE READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP MINILESSONS:</u> <u>WRITING WORKSHOP MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...



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Week One:	<u>INTERACTIVE</u> <u>READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP</u> <u>MINILESSONS:</u> <u>WRITING WORKSHOP</u> <u>MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...
Week Two:	<u>INTERACTIVE</u> <u>READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP</u> <u>MINILESSONS:</u> <u>WRITING WORKSHOP</u> <u>MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...



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Week Three:	<u>INTERACTIVE</u> <u>READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP</u> <u>MINILESSONS:</u> <u>WRITING WORKSHOP</u> <u>MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...
Week Four:	<u>INTERACTIVE</u> <u>READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP</u> <u>MINILESSONS:</u> <u>WRITING WORKSHOP</u> <u>MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...



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Week Five:	<u>INTERACTIVE</u> <u>READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP</u> <u>MINILESSONS:</u> <u>WRITING WORKSHOP</u> <u>MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...
Week Six:	<u>INTERACTIVE</u> <u>READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP</u> <u>MINILESSONS:</u> <u>WRITING WORKSHOP</u> <u>MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...



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Week Seven:	<u>INTERACTIVE</u> <u>READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP</u> <u>MINILESSONS:</u> <u>WRITING WORKSHOP</u> <u>MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...
Week Eight:	<u>INTERACTIVE</u> <u>READ-ALOUD/SHARED READING:</u> <u>READING WORKSHOP</u> <u>MINILESSONS:</u> <u>WRITING WORKSHOP</u> <u>MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...



NOCCS Unit Plan

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Week Nine:	<u>INTERACTIVE READ-ALoud/SHARED READING:</u> <u>READING WORKSHOP MINILESSONS:</u> <u>WRITING WORKSHOP MINILESSONS:</u> <u>WORD STUDY/PHONICS:</u> <u>INQUIRY LAB/EXPLORATION:</u>	Mentor Text(s): Anchor Chart(s):	Students will demonstrate understanding of the student learning outcomes by...
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**Summative Assessment to be administered and analyzed at the end
of the unit:** _____

Rubrics:

Exemplars:

SCOPE AND SEQUENCE OF COMMON CORE STATE STANDARDS

STANDARDS SELECTION

The texts and tasks included in *Wit & Wisdom* present opportunities to practice and master the CCSS. *Wit & Wisdom*'s learning design is based on the premise that texts speak, and standards answer. Instead of addressing standards one by one, in isolation, the tasks and activities associated with each *Wit & Wisdom* text integrate multiple standards from the CCSS Reading, Writing, Speaking and Listening, and Language strands. The integrated teaching of these standards emerges from the content of the carefully curated texts in each module, rather than in an isolated series of skills instruction.

For easy reference, this section outlines the CCSS anchor standards and the scope and sequence for each strand individually. Various standards from every strand are integrated throughout each module. When appropriate and logical, both module and lesson-level learning goals group multiple standards within and across strands. Students deepen their understanding and mastery of ELA skills, as well as their knowledge of cross-disciplinary topics and concepts.

TYPES OF STANDARDS

Wit & Wisdom explicitly addresses all the expectations of the CCSS, with the exception of the Foundational Skills standards. Nearly all CCSS and sub-standards are targeted in one or more modules.* Focus, supporting, and continuing standards are designated in each module.

Focus standards for a module meet the following criteria:

- They are explicitly taught through explanation, modeling, or gradual release of responsibility.
- Students practice them in multiple lessons.
- The Focusing Question Task(s), New-Read Assessment(s), Socratic Seminar(s), and End-of-Module (EOM) Task formally assess them.

Supporting standards are not necessarily explicitly taught or formally assessed in the module, but students practice them with one or more module texts. Many CCSS are designated as focus standards just once or twice but reappear in other modules as supporting standards. Throughout the year, students apply supporting standards to new texts with increasing independence.

Continuing standards represent broad, end-of-year goals and cannot be assessed in a single task. Unlike focus and supporting standards, continuing standards are taught and practiced pervasively across modules rather than in individual lessons. Students practice and master these standards cumulatively. The continuing standards RL.10, RI.10, and L.6 are foundational to what students do on a daily basis and, therefore, appear in every module of every grade.

Through careful analysis of the texts and topics, each module of *Wit & Wisdom* has been designed to align to the standards best suited to building students' understanding and knowledge of module content. As they practice and apply these skills throughout the year, students become confident, engaged, college- and career-ready learners.

*The notable exceptions are W.9 and W.10 (which are supporting standards in most modules as reflection of the standards' purpose); RL.10, RI.10, and L.6 (which are continuing standards in all modules); and the Foundational Skills standards. (See the Foundational Skills section in the "Going Deeper" chapter for details.)

READING CCSS SCOPE AND SEQUENCE

The Reading CCSS Scope and Sequence is a key foundation of *Wit & Wisdom*'s learning design. The Reading standards are integrated with the Content Stages to optimize the specific learning opportunities each text presents, while building sound general habits for reading complex text. While many standards align neatly with specific Content Stages, the standards aligned to each lesson were chosen primarily for how well they suit the module texts and tasks.

Stage	Typical Standards
Wonder	R.1, R.4 (determine word meaning)
Organize	R.2 (summarize key ideas and details), R.5
Reveal	R.3, R.4 (analyze word choices), R.5, R.6, R.7, and/or R.8
Distill	R.2 (interpret central ideas or themes)
Know	R.9

The Reading CCSS Scope and Sequence was also designed to help students build skills across an instructional year. R.10, for example, is a continuing standard, as its mastery represents the cumulative results of reading grade-level complex texts throughout the year. R.1, R.2, and R.4 (the part of the standard for determining word meanings) are explicitly taught in Module 1 and/or Module 2 in order to build a foundation for students' work with complex texts. Students then continue to apply those standards with increasing independence throughout the year and to layer on other, increasingly complex standards.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.

R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

	Reading Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	RL: 1, 6	RL: 2, 3, 9	RL: 4	RL: 5, 7
	RI: 1, 4, 5	RI: None	RI: 2, 3, 6, 8	RI: 7, 9
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	RL: 1, 2, 3	RL: 2	RL: 4, 5	RL: 6, 7, 9
	RI: 1, 7	RI: 2, 3, 5, 8	RI: 4, 6, 9	RI: None
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	RL: 1, 2, 5	RL: 2, 3, 9	RL: 4, 6	RL: 7
	RI: 1, 2	RI: 4	RI: 3, 7, 9	RI: 5, 6, 8
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	RL: 1, 2	RL: 2	RL: 3, 6, 9	RL: 4, 5, 7
	RI: 1, 2, 4, 5, 7	RI: 3, 6, 9	RI: None	RI: 8

Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	RL: 2, 5	RL: 1, 3, 7	RL: 2, 6	RL: 4, 5, 7, 9
	RI: 2, 4, 7	RI: 1, 5	RI: 3, 6, 8	RI: 9
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	RL: 3, 9	RL: 1, 2, 4, 5, 7	RL: 4, 6	RL: None
	RI: 2, 3	RI: None	RI: 4, 6, 8	RI: 1, 5, 7, 9
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	RL: 1, 2, 3, 4, 9	RL: 3, 5, 7, 9	RL: 3, 6	RL: None
	RI: 1, 2, 9	RI: None	RI: 3, 8, 9	RI: 4, 5, 6, 7
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	RL: 1, 2, 3, 4	RL: 2, 3	RL: 4, 5, 6, 7	RL: 2, 3, 9
	RI: None	RI: 1, 2, 3	RI: 7, 8	RI: 4, 5, 6, 9
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	RL: 1, 2, 4, 5	RL: 3, 7	RL: 2, 4, 6, 9	RL: None
	RI: 2	RI: 1, 3	RI: 4, 8	RI: 5, 6, 7, 9
Continuing Standards: RL.10 and RI.10 are continuing standards across all grade levels.				

WRITING CCSS SCOPE AND SEQUENCE

Wit & Wisdom provides students with opportunities to build deep knowledge and with the preparation and practice required to express what they know. The Writing CCSS Scope and Sequence can help teachers integrate the various aspects of writing instruction that students must master: skills specific to a particular purpose or genre, widely transferable skills, the writing process, and research.

Wit & Wisdom organizes the discrete skills and practices of the Common Core Writing Standards into five categories: Craft Features for Structure, Development, Style, Conventions, and Process. Just as the reading standards align with the Content Stages, the *Wit & Wisdom* writing focus standards align to the Craft Features.

These categories match focused and observable student practice with the standards. They also align to the *Wit & Wisdom* Craft Features for speaking and listening and language. Students often begin to practice a writing type with a focus on structure and development, then explore how style can enhance their work. Throughout the year, students apply their knowledge of conventions and process to all writing types, with increasing depth, flexibility, and independence.

Because students' purpose for writing varies according to the texts and tasks in each module, this Scope and Sequence ensures that at least one module focuses explicitly on each writing type represented by focus standards W.1, W.2, and W.3. Once students learn the requirements of each focus standard, they continue to practice it as a supporting standard, applying what they have learned as they write about new topics. Because it is integral to mastering all three types of writing, W.4 is a focus in almost every module; throughout the year, students work to produce writing appropriate for various tasks, purposes, and audiences.

Because familiarity with the writing process is also essential to mastery of every writing type, W.5 is explicitly introduced in either Module 1 or Module 2. As the year progresses, students use the writing process strategically, with increasing independence.

Each module suggests various ways that students can use technology to produce and publish writing and to collaborate with peers, allowing schools with a wide range of technology resources to meet the expectations of W.6.

In every grade, at least one EOM Task focuses on a sustained research project. In addition, students conduct a variety of short research projects throughout the year, frequently practicing W.7 and W.8.

Finally, W.9 and W.10 are supporting standards in most modules. Most written Focusing Question Tasks and EOM Tasks align to W.9 as students gather textual evidence to respond to questions that assess one or more reading standards. Because students write so routinely throughout *Wit & Wisdom*, the program generally calls out W.10 as a standard only in lessons in which students write for a range of informal, exploratory purposes.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Present and Build Knowledge

W.7: Conduct short and more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

	Writing Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	W: 2, 8	W: 3, 6, 8	W: 2, 7, 8	W: 1, 5, 8
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	W: 3, 5	W: 2, 6, 7, 8	W: 3	W: 1, 8
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	W: 2, 5, 8	W: 2, 5, 6, 8	W: 3, 8	W: 1, 7, 8
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	W: 2, 4, 8	W: 1, 2, 4, 5, 8	W: 3, 4	W: 2, 4, 6, 7, 8
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	W: 2, 8	W: 2, 3, 4, 5, 8	W: 1, 6, 7	W: 2

Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	W: 2, 4	W: 3, 4, 5	W: 1, 4, 5	W: 1, 2, 4, 6, 7, 8
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	W: 2, 4, 5	W: 3, 4, 5, 6	W: 1, 4, 5	W: 2, 4, 7, 8
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	W: 3, 4	W: 2, 4, 5	W: 1, 4, 6	W: 2, 4, 7, 8
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	W: 3, 4, 5	W: 2, 4	W: 1, 4, 5	W: 2, 4, 6, 7, 8
Continuing Standards: W.10 is a continuing standard across all grade levels.				

SPEAKING AND LISTENING CCSS SCOPE AND SEQUENCE

Wit & Wisdom organizes the discrete skills and practices described in the Common Core Speaking and Listening standards into four Craft Features, or purpose-driven categories: Process, Delivery, Structure, and Development. These categories match focused and observable student practice with the standards. They also align to the Wit & Wisdom Craft Features for writing and language. In each of the first four modules of the year, explicit speaking skill instruction focuses on a single Craft Feature.

Because a few of the Speaking and Listening standards have multiple Craft Features embedded, these standards may appear more than once as focus standards, especially in later grades. By the end of Module 4, students integrate the discrete skills practiced in each of the Craft Features to meet the whole of each standard.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and such that the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

	Speaking and Listening Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 3	SL: 2, 4
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	SL: 1.a, 1.b	SL: 4, 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	SL: 1.b	SL: 1.d, 2, 4	SL: 1.a, 1.c, 3	SL: 4, 5, 6
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.b, 1.c, 3, 4	SL: 1.d, 2, 4
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 2, 3	SL: 1.d, 4
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	SL: 1.b	SL: 1.d, 2, 4, 5, 6	SL: 2, 4	SL: 1.a, 1.c, 3
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 3	SL: 1.d, 2, 4, 5
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	SL: 4, 5, 6	SL: 1.b, 1.d	SL: 1.a, 1.c, 3	SL: 2, 4, 5

LANGUAGE CCSS SCOPE AND SEQUENCE

The Language Scope and Sequence highlights the progression of explicit language instruction across *Wit & Wisdom* modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts.

Throughout the year, students apply their knowledge of style and conventions (L.1, L.2, and L.3) with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.

L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content.

L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students' work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

	Language Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	L: 1.d, 2.c, 2.d	L: 1.a, 1.e, 2.c, 2.d, 5.a, 5.c	L: 1.b, 1.c, 2.a, 2.d, 4.a, 5.b, 5.d	L: 1.f, 2.a, 2.b, 4.b, 5.b
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	L: 1.b, 1.f, 1.j, 2.b	L: 1.h, 1.i, 1.j, 2.b, 2.e, 4.a, 5.b, 5.d	L: 1.c, 1.e, 1.f, 4.b, 4.c, 5.c, 5.d	L: 1.a, 1.d, 1.g, 1.j, 2.a, 2.c, 2.d, 5.a
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	L: 1.e, 1.f	L: 1.a, 1.b, 1.d, 2.a, 4.a, 4.b, 4.c	L: 1.e, 1.f, 3.a, 4.d, 5.b	L: 1.c, 2.b, 2.c, 2.d, 2.e, 4.e, 5.a
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	L: 1.a, 1.e, 1.i, 2.a, 2.e, 4.a	L: 1.a, 1.h, 1.i, 4.a, 4.b, 5.a, 5.c	L: 1.b, 1.c, 1.d, 1.e, 1.f, 2.b, 2.c, 2.d, 4.c, 5.b	L: 1.g, 2.f, 2.g, 3.a, 3.b, 4.d
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	L: 1.d, 2.a, 2.b, 2.c, 5.a	L: 1.a, 1.e, 3.a, 3.b, 4.a, 4.b, 5.a	L: 1.a, 1.b, 1.f, 2.c, 3.c, 4.c, 5.c	L: 1.c, 1.g, 2.d, 3.c, 4.b, 5.b
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	L: 1.a, 2.d, 3.a	L: 1.a, 1.c, 1.d, 2.a, 2.c, 4.a, 4.c, 5.a, 5.b, 5.c	L: 1.a, 1.b, 1.c, 1.d, 1.e, 2.b, 3.a, 3.b, 4.a, 4.b, 4.c, 5.b	L: 2.b, 2.e, 3.b, 4.a, 4.b, 5.c
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	L: 1.e, 3.a, 3.b, 4.a, 5.a	L: 1.b, 1.d, 2.a, 2.b, 3.b, 4.b, 5.a, 5.c	L: 1.a, 1.c, 3.a, 4.c, 4.d, 5.b	L: 3.b
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	L: 1.b, 3.a	L: 1.a, 1.c, 2.b, 3.a, 4.b, 5.b	L: 1.b, 3.a, 4.a, 4.b, 5.a, 5.c	L: 2.a, 4.b, 4.c, 4.d, 5.c
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	L: 1.c, 2.a, 5.a	L: 1.b, 1.d, 2.b, 5.b, 5.c	L: 1.c, 1.d, 2.a, 2.c, 4.b, 4.c, 4.d, 5.a, 5.c	L: 1.a, 2.a, 3.a, 4.a, 4.d, 5.b

TEACHER RESOURCE BOOK



4 Mathematics INSTRUCTION *Teacher Resource Book*



$$\frac{3}{2} = \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$$



Sampler

A long division problem written vertically:
$$\begin{array}{r} 1535 \\ \times 1 \\ \hline \end{array}$$

Teacher Resource Book: Lesson Overview

Use the information on these pages to plan whole class instruction, ongoing monitoring, and small group differentiation.

Standards Focus sets expectations for what students should understand and be able to do.

Prerequisite Skills can be used to monitor the understanding of students at different levels and to scaffold instruction for small group discussions.

Content Objectives identify the mathematical goals for the lesson, while **Language Objectives** identify how students demonstrate their understanding of those goals.

The **Learning Progressions** set a context for the standards of the lessons based on how the standard builds on prior knowledge, particularly from the previous grades, and how it leads to expectations for the next year.

LESSON OVERVIEW

Lesson 16 Add and Subtract Fractions

CCSS Focus

Domain
Number and Operations—Fractions

Cluster
B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Standard
4.NF.B.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Standards for Mathematical Practices (SMP)
1 Make sense of problems and persevere in solving them.
2 Reason abstractly and quantitatively.
4 Model with mathematics.
5 Use appropriate tools strategically.
6 Attend to precision.
7 Look for and make use of structure.
8 Look for and express regularity in repeated reasoning.

Lesson Objectives

Content Objectives

- Add fractions with like denominators.
- Subtract fractions with like denominators.
- Use fraction models, number lines, and equations to represent word problems.

Language Objectives

- Draw pictures or diagrams to represent word problems involving fraction addition and subtraction.
- Use fraction vocabulary, including *numerator* and *denominator*, to explain how to add and subtract fractions with like denominators.
- Orally define and use the key mathematical terms *add*, *subtract*, *equal parts*, *fraction*, *numerator*, and *denominator* when reasoning and arguing about fraction addition and subtraction.
- Write and solve equations to represent word problems involving fraction addition or subtraction.

Prerequisite Skills

- Understand addition as joining parts.
- Understand subtraction as separating parts.
- Know addition and subtraction basic facts.
- Understand the meaning of fractions.
- Identify numerators and denominators.
- Write whole numbers as fractions.
- Compose and decompose fractions.

Lesson Vocabulary

There is no new vocabulary. Review the following key terms.

- **numerator** the top number in a fraction; it tells the number of equal parts that are being described
- **denominator** the bottom number in a fraction; it tells the total number of equal parts in the whole

Learning Progression

In the previous lesson students begin developing an understanding of adding and subtracting fractions with like denominators. They develop an understanding of adding fractions as combining parts referring to the same whole.

This lesson extends student's understanding of fraction addition and subtraction. Here students begin to deal with addition and subtraction in the abstract. Students use visual models to

represent word problems involving the addition and subtraction of fractions with the same whole. Students also use equations to solve word problems.

In the next lesson students will add and subtract mixed numbers with like denominators. The focus in Grade 4 is on adding and subtracting fractions with like denominators. In Grade 5 students begin to add and subtract fractions with unlike denominators.

Lesson Pacing Guide

Whole Class Instruction

Day 1

45–60 minutes

Toolbox: Interactive Tutorial
Understand Adding and Subtracting Fractions—Level D

Introduction

- Use What You Know 10 min
- Find Out More 15 min
- Reflect 10 min

Practice and Problem Solving

Assign pages 175–176.

Day 2

45–60 minutes

Modeled and Guided Instruction

Learn About Adding Fractions

- Picture It/Model It 20 min
- Connect It 10 min
- Try It 15 min

Practice and Problem Solving

Assign pages 177–178.

Day 3

45–60 minutes

Modeled and Guided Instruction

Learn About Subtracting Fractions

- Picture It/Model It 10 min
- Connect It 20 min
- Try It 15 min

Practice and Problem Solving

Assign pages 179–180.

Day 4

45–60 minutes

Guided Practice

Adding and Subtracting Fractions

- Example 5 min
- Problems 16–18 15 min
- Pair/Share 15 min
- Solutions 10 min

Practice and Problem Solving

Assign pages 181–182.

Day 5

45–60 minutes

Independent Practice

Adding and Subtracting Fractions

- Problems 1–6 20 min
- Quick Check and Remediation 10 min
- Hands-On or Challenge Activity 15 min

Toolbox: Lesson Quiz

Lesson 16 Quiz

Small Group Differentiation

Teacher-Toolbox.com

Reteach

Ready Prerequisite Lessons 45–90 min

Grade 3

- Lesson 14 Understand What a Fraction Is
- Lesson 15 Understand Fractions on a Number Line

Teacher-led Activities

Tools for Instruction 15–20 min

Grade 3 (Lessons 14 and 15)

- Parts of a Whole
- Parts of a Set
- Fractions on a Number Line
- Place Fractions on a Number Line

Grade 4 (Lessons 16)

- Fractions as Sums

Student-led Activities

Math Center Activities 30–40 min

Grade 3 (Lessons 14 and 15)

- 3.25 Write the Fraction
- 3.26 Show Fractions
- 3.27 Use Fraction Vocabulary
- 3.28 Identify Fractions on a Number Line

Grade 4 (Lessons 16)

- 4.31 Different Ways to Show Sums

Personalized Learning

i-Ready.com

Independent

i-Ready Lessons 10–20 min

Grade 3 (Lessons 14 and 15)

- Understand What a Fraction Is
- Understand Fractions on a Number Line

Lesson Pacing Guide

The day-by-day pacing guide can be used to plan whole class and small group instruction, for ongoing monitoring, and for individualized learning with *Ready* and *i-Ready* blended learning options.

Plan teacher-led **whole and small group instruction**. Practice can be assigned after every section of the lesson in class, after school, or at home with *Practice and Problem Solving*. Assess students' mastery of lesson content and identify the need for reteaching with lesson quizzes.

Plan **small group differentiation** using *Ready Instruction* prerequisite lessons for in-depth instruction from earlier grades to review prerequisite concepts or fill in gaps in student knowledge, student-led Math Center Activities for standards practice in three different levels, and teacher-led Tools for Instruction activities for small groups of students requiring additional instruction on a prerequisite or on-level skill.

Plan students' **personalized learning** using *i-Ready's* adaptive instruction to remediate and fill gaps.

Student Book: Modeled and Guided Instruction

The Modeled and Guided Instruction supports students as they explore different ways of solving a real-world or mathematical problem.

Picture It/Model It (whole class)

Teacher's Role Read the problem at the top of the page, then work through the *Picture It* and *Model It* as a class. Pose the scaffolded questions to guide students' understanding of the approaches on the page.

Use *Mathematical Discourse* questions in the Teacher Resource Book (TRB) to promote thoughtful dialogue about the models and strategies. Encourage the exchange of ideas among students by having them suggest solution methods that differ from those shown. Have students share which solution strategy works best for them and explain why.

Student's Role As they discuss different ways of representing a given problem, students begin to understand there are multiple access points from which they can draw on prior knowledge.

Looking at other ways to solve the problem encourages students to think in ways they would not have otherwise, building flexibility in their ability to solve problems.

Lesson 16 Modeled and Guided Instruction

Learn About Adding Fractions

Read the problem. Then explore different ways to understand adding fractions.

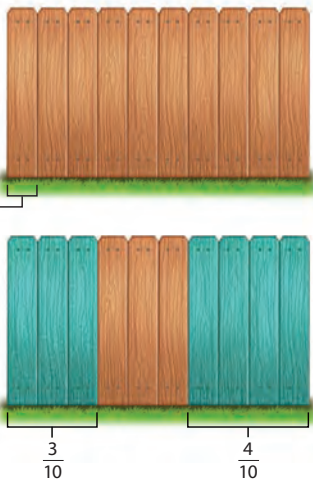
Josie and Margo are painting a fence green. Josie starts at one end and paints $\frac{3}{10}$ of the fence. Margo starts at the other end and paints $\frac{4}{10}$ of it. What fraction of the fence do they paint?

Picture It You can use a picture to help understand the problem.

Think what the fence might look like. It has 10 equal-sized parts.

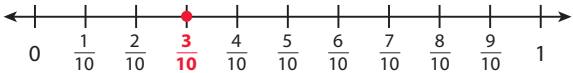
Each part is $\frac{1}{10}$ of the whole.

The girls paint 3 tenths and 4 tenths of the fence.

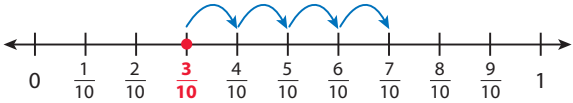


Model It You can also use a number line to help understand the problem.

The number line below is divided into tenths, with a point at $\frac{3}{10}$.



Start at $\frac{3}{10}$ and count 4 tenths to the right to add $\frac{4}{10}$.



Student Instruction Book

Connect It Now you will solve the problem from the previous page using equations.

- 2 How do you know that each section of fence is $\frac{1}{10}$ of the total fence?

- 3 What do the numerators, 3 and 4, tell you? _____

- 4 How many sections of the fence did Josie and Margo paint altogether? _____

- 5 Complete the equations to show what fraction of the fence Josie and Margo painted altogether.

Use words: **3 tenths** + **4 tenths** = tenths

Use fractions: $\frac{3}{10}$ + $\frac{4}{10}$ = $\frac{\text{ } }{10}$

- 6 Explain how you add fractions that have the same denominator.

Try It Use what you just learned to solve these problems. Show your work on a separate sheet of paper.

- 7 Lita and Otis are helping their mom clean the house. Lita cleaned $\frac{1}{3}$ of the rooms. Otis cleaned $\frac{1}{3}$ of the rooms. What fraction of the rooms did Lita and Otis clean altogether? _____

- 8 Mark's string is $\frac{1}{5}$ of a meter long. Bob's string is $\frac{3}{5}$ of a meter long. How long are the two strings combined? _____ of a meter

Connect It (whole class)

Teacher's Role Discuss the *Connect It* as a class, guiding students to make the connection between the representations on the previous page and a more general symbolic representation of the problem and solution.

Use *SMP Tips* in the TRB to help students advance through the content, critically analyze information, and use complex cognitive thinking. This reflects the expectation that students are actively engaged in doing mathematics rather than passively receiving mathematics instruction.

Student's Role Students who engage with the symbolic representations by making and defending conjectures are able to apply what they have learned to solve similar problems. This helps them understand their own progress as they look for approaches that work best for them and find what they still need feedback on.

Try It (small group)

Student's Role Discussing how the responses to the *Connect It* relate to the problem they are about to solve adds to students' understanding as they apply the newly learned skill to a new situation.

Teacher's Role Have students read and discuss the *Try It*, then solve the problems on their own. Look for errors in student thinking and use the TRB *Error Alerts* to provide support.

Teacher's Role Assign *Practice and Problem Solving* as independent work in class or at home for additional practice with the skills of the lesson.

Teacher Resource Book

Point-of-use professional development and step-by-step instructional ideas help teachers address even the most challenging standards effectively.

Complete **Solutions** at point of use provide a correct response and model at least one way to solve the problem and include the DOK level of each question.

In the **Quick Check and Remediation**, an “exit” question is given to monitor understanding of the lesson content. A chart provides a list of incorrect answers based on common errors and gives specific remediation suggestions for each error.

Lesson 16 Add and Subtract Fractions

Independent Practice

At A Glance

Students add and subtract fractions to solve word problems that might appear on a mathematics test.

Solutions

1 Solution

C; Possible student work using an equation: $\frac{5}{8} + \frac{2}{8} = \frac{7}{8}$

DOK 1

2 Solution

C; Possible student work using equations: $\frac{2}{12} + \frac{3}{12} = \frac{5}{12}$; $\frac{12}{12} - \frac{5}{12} = \frac{7}{12}$

DOK 2

3 Solution

$\frac{1}{3}$ cup; Possible student work using an equation: $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$

DOK 2

Quick Check and Remediation

- Ask students to find $\frac{4}{10} + \frac{2}{10}$; $\left[\frac{6}{10}\right]$ or $\left[\frac{3}{5}\right]$
- For students who are still struggling, use the chart to guide remediation.
- After providing remediation, check students' understanding. Ask students to explain their thinking while finding $\frac{2}{5} + \frac{3}{5}$; $\left[\frac{5}{5}\right]$ or $[1]$
- If a student is still having difficulty, use *Ready Instruction*, Grade 4, Lesson 15.

Lesson 16 Independent Practice

Practice Adding and Subtracting Fractions

Solve the problems.

1 Liang bought some cloth. He used $\frac{5}{8}$ of a yard for a school project. He has $\frac{2}{8}$ of a yard left. How much cloth did Liang buy?

A $\frac{3}{8}$ of a yard

B $\frac{7}{16}$ of a yard

C $\frac{7}{8}$ of a yard

D $\frac{8}{8}$ of a yard

2 Carmela cut a cake into 12 equal-sized pieces. She ate $\frac{2}{12}$ of the cake, and her brother ate $\frac{3}{12}$ of the cake. What fraction of the cake is left?

A $\frac{1}{12}$

B $\frac{5}{12}$

C $\frac{7}{12}$

D $\frac{12}{12}$

3 Lee's muffin mix calls for $\frac{2}{3}$ cup of milk and $\frac{1}{3}$ cup of oil. How much more milk than oil does she need for the muffin mix?

$\frac{1}{3}$ cup

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If the error is . . .	Students may . . .	To remediate . . .
$\frac{6}{20}$	have added both the numerators and the denominators.	Remind students that the denominator tells the kind of parts you are adding. Explain that just as 4 apples + 2 apples = 6 apples, 4 tenths + 2 tenths = 6 tenths.
$\frac{3}{10}$	have added numerators, added denominators, and then simplified.	Remind students that the denominator tells the kind of parts you are adding. Explain that just as 4 apples + 2 apples = 6 apples, 4 tenths + 2 tenths = 6 tenths.
$\frac{2}{10}$	have subtracted the fractions.	Remind students to read the problem carefully to be sure they're using the correct operation.
$\frac{1}{5}$	have subtracted the fractions and simplified.	Remind students to read the problem carefully to be sure they're using the correct operation.

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Lesson 16 Add and Subtract Fractions


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4 Lucy and Melody are painting a room. They divided the room into 8 equal sections. Lucy painted 2 sections and Melody painted 4 sections. Which model can be used to find the total fraction of the room they painted? Circle the letters of all that apply.

A 

B 

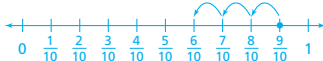
C 

D 

5 In all, Cole and Max picked $\frac{9}{10}$ of a bucket of blueberries. Cole picked $\frac{3}{10}$ of a bucket of blueberries. What fraction of a bucket of blueberries did Max pick?

Show your work.

Possible student work using a number line:



Answer Max picked $\frac{6}{10}$ of a bucket of blueberries.

6 A melon is cut into 8 equal slices. Together, Regan and Juanita will eat $\frac{5}{8}$ of the melon. What is one way the girls could eat that fraction of the melon?

Show your work. Write an equation to represent your answer.

Possible student work using a model:



Answer Regan could eat $\frac{2}{8}$ of the melon, and Juanita could eat $\frac{3}{8}$ of the melon.

Equation Possible equation: $\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

Self Check Go back and see what you can check off on the Self Check on page 143.

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Solutions

4 Solution

B; The model shows $\frac{2}{8}$ shaded in light blue for Lucy's sections and $\frac{4}{8}$ shaded in dark blue for Melody's sections. The total shaded sections represent the total fraction of the room they painted.

D; The number line starts at Melody's fraction ($\frac{4}{8}$) and adds $\frac{2}{8}$ for Lucy's fraction, for a total of $\frac{6}{8}$.

DOK 2

5 Solution

$\frac{6}{10}$; Possible student work using an equation: $\frac{9}{10} - \frac{3}{10} = \frac{6}{10}$

DOK 2

6 Solution

Possible student work using equations:

$$\begin{aligned} \frac{0}{8} + \frac{5}{8} &= \frac{5}{8}, \frac{1}{8} + \frac{4}{8} = \frac{5}{8}, \\ \frac{2}{8} + \frac{3}{8} &= \frac{5}{8}, \frac{3}{8} + \frac{2}{8} = \frac{5}{8}, \\ \frac{4}{8} + \frac{1}{8} &= \frac{5}{8}, \frac{5}{8} + \frac{0}{8} = \frac{5}{8} \end{aligned}$$

DOK 2

Hands-On Activity

Use fraction strips to add fractions.

Materials: strips of paper, markers

- Distribute paper and markers to each student.
- Direct students to fold a strip of paper in half, and then in half again in the same direction.
- Tell them to unfold the strips and use the marker to show the 4 equal sections.
- Tell students to color $\frac{1}{4}$ of the strip. Then have them color another $\frac{1}{4}$ of the strip. Write $\frac{1}{4} + \frac{1}{4}$ on the board.
- Challenge them to use their fraction strips to show that the sum is $\frac{2}{4}$, or $\frac{1}{2}$.
- If time allows, repeat for other denominators by folding another strip of paper three or four times.

Challenge Activity

Write a problem for a given sum.

- Tell students that the sum of two fractions is $\frac{2}{5}$. However, the original fractions did not have denominators of 5.
- Challenge students to write a fraction addition problem that has a sum of $\frac{2}{5}$. [Possible answer: $\frac{3}{10} + \frac{1}{10}$]

A **Challenge Activity** gives students who have mastered the skills and concepts of the lesson an opportunity to apply their understanding to more sophisticated problem solving.

A **Hands-On Activity** extends the concepts and skills of the lesson using common classroom manipulatives and group collaboration.

Unit 4 Number and Operations—Fractions

Which lessons are students building upon?

Grade 3, Lesson 16
Understand Equivalent Fractions
3.NF.A.3a

Grade 3, Lesson 17
Find Equivalent Fractions
3.NF.A.3b, 3.NF.A.3c

Grade 3, Lesson 18
Understand Comparing Fractions
3.NF.A.3d

Grade 3, Lesson 19
Use Symbols to Compare Fractions
3.NF.A.3d

Grade 3, Lesson 16
Understand Equivalent Fractions
3.NF.A.3a

Grade 3, Lesson 17
Find Equivalent Fractions
3.NF.A.3b, 3.NF.A.3c

Grade 4, Lesson 13
Understand Equivalent Fractions
4.NF.A.1

Grade 4, Lesson 13
Understand Equivalent Fractions
4.NF.A.1

Grade 4, Lesson 15
Understand Fraction Addition and Subtraction
4.NF.B.3a, 4.NF.B.3b

Grade 4, Lesson 13
Understand Equivalent Fractions
4.NF.A.1

Grade 4, Lesson 15
Understand Fraction Addition and Subtraction
4.NF.B.3a, 4.NF.B.3b

Grade 4, Lesson 16
Add and Subtract Fractions
4.NF.B.3a, 4.NF.B.3d

Grade 3, Lesson 1
Understand the Meaning of Multiplication
3.OA.A.1

Grade 3, Lesson 14
Understand What a Fraction Is
3.NF.A.1

Grade 4, Lesson 18
Understand Fraction Multiplication
4.NF.B.4a, 4.NF.B.4b

Grade 4, Lesson 13
Understand Equivalent Fractions
4.NF.A.1

Grade 4, Lesson 15
Understand Fraction Addition and Subtraction
4.NF.B.3a, 4.NF.B.3b

Grade 4, Lesson 16
Add and Subtract Fractions
4.NF.B.3a, 4.NF.B.3d

Unit 4

Lesson 13

Understand Equivalent Fractions
4.NF.A.1

Lesson 14

Compare Fractions
4.NF.A.2

Lesson 15

Understand Fraction Addition and Subtraction
4.NF.B.3a, 4.NF.B.3b

Lesson 16

Add and Subtract Fractions
4.NF.B.3a, 4.NF.B.3d

Lesson 17

Add and Subtract Mixed Numbers
4.NF.B.3b, 4.NF.B.3c, 4.NF.B.3d

Lesson 18

Understand Fraction Multiplication
4.NF.B.4a, 4.NF.B.4b

Lesson 19

Multiply Fractions
4.NF.B.4c

Lesson 20

Fractions as Tenths and Hundredths
4.NF.C.5

Which lessons are students preparing for?

Grade 5, Lesson 10
Add and Subtract Fractions
5.NF.A.1

Grade 5, Lesson 15
Understand Multiplication as Scaling
5.NF.B.5a, 5.NF.B.5b

Grade 5, Lesson 11
Add and Subtract Fractions in Word Problems
5.NF.A.2

Grade 5, Lesson 10
Add and Subtract Fractions
5.NF.A.1

Grade 5, Lesson 11
Add and Subtract Fractions in Word Problems
5.NF.A.2

Grade 5, Lesson 10
Add and Subtract Fractions
5.NF.A.1

Grade 5, Lesson 11
Add and Subtract Fractions in Word Problems
5.NF.A.2

Grade 5, Lesson 10
Add and Subtract Fractions
5.NF.A.1

Grade 5, Lesson 11
Add and Subtract Fractions in Word Problems
5.NF.A.2

Grade 5, Lesson 13
Understand Products of Fractions
5.NF.B.4a

Grade 5, Lesson 14
Multiply Fractions Using an Area Model
5.NF.B.4b

Grade 5, Lesson 13
Understand Products of Fractions
5.NF.B.4a

Grade 5, Lesson 14
Multiply Fractions Using an Area Model
5.NF.B.4b

Grade 5, Lesson 1
Understand Place Value
5.NBT.A.1

Grade 5, Lesson 2
Understand Powers of Ten
5.NBT.A.2

Unit 4

Number and Operations—Fractions

Lesson

13 Understand Equivalent Fractions	144
14 Compare Fractions	150
15 Understand Fraction Addition and Subtraction.	160
16 Add and Subtract Fractions	166
17 Add and Subtract Mixed Numbers.	176
18 Understand Fraction Multiplication	186
19 Multiply Fractions	192
20 Fractions as Tenths and Hundredths.	200
21 Relate Decimals and Fractions	208
22 Compare Decimals.	218
MATH IN ACTION Use Fractions and Decimals	228
Interim Assessment	236

Standards

4.NF.A.1
4.NF.A.2

4.NF.B.3a, 4.NF.B.3b
4.NF.B.3a, 4.NF.B.3d
4.NF.B.3b, 4.NF.B.3c, 4.NF.B.3d
4.NF.B.4a, 4.NF.B.4b
4.NF.B.4c
4.NF.C.5
4.NF.C.6
4.NF.C.7
4.NF.A.1, 4.NF.A.2, 4.NF.B.3, 4.NF.B.4, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7

Unit 4

Number and Operations—Fractions

Real-World Connection What would the world be like without fractions? Well . . . without fractions, chefs wouldn't be able to measure $\frac{2}{3}$ -cup of milk and construction workers wouldn't be able to cut a piece of wood $4\frac{1}{8}$ -feet long. Without fractions, even our language would change. You wouldn't cut an apple in half to share it with a friend, you would cut it into two pieces. You wouldn't be able to talk about one-quarter or one-half of an hour.

In This Unit You will see that fractions are a lot like whole numbers. What you know about whole numbers will help you add, subtract, multiply, and even compare fractions. You will explore all the ways in which fractions are like whole numbers, including all the different ways you can show, build, and take apart fractions in order to solve problems.

Let's learn about fractions and decimals.



Self Check

Before starting this unit, check off the skills you know below. As you complete each lesson, see how many more skills you can check off!

I can:	Before this unit	After this unit
find equivalent fractions, for example: $\frac{2}{3} = \frac{4}{6}$.	<input type="checkbox"/>	<input type="checkbox"/>
compare fractions with unlike denominators, for example: $\frac{2}{5} > \frac{3}{10}$.	<input type="checkbox"/>	<input type="checkbox"/>
add and subtract fractions with like denominators, for example: $\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$.	<input type="checkbox"/>	<input type="checkbox"/>
multiply a fraction by a whole number, for example: $3 \times \frac{1}{2} = \frac{3}{2}$.	<input type="checkbox"/>	<input type="checkbox"/>
write a decimal as a fraction, for example: $0.4 = \frac{4}{10}$.	<input type="checkbox"/>	<input type="checkbox"/>
compare decimals, for example: $0.65 < 0.7$.	<input type="checkbox"/>	<input type="checkbox"/>

At A Glance

- This page introduces students to the general ideas behind fractions and decimals.
- The checklist allows them to see what skills they will be learning and take ownership of their progress.

Step By Step

- Explain to students that they are going to begin a new unit of lessons. Tell them that in all the lessons in this unit they will be learning about fractions and decimals.
- Have the class read together the introduction to the unit in their books. Invite and respond to comments and questions, if any.
- Then take a few minutes to have each student independently read through the list of skills.
- Ask students to consider each skill and check the box if it is a skill they think they already have. Remind students that these skills are likely to all be new to them, but it's still possible some students have some of the skills.
- Engage students in a brief discussion about the skills. Invite students to comment on which ones they would most like to learn, or which ones seem similar or related to something they already know. Remind them that the goal is to be able to check off one skill at a time until they have them all checked.

Ready Mathematics

PRACTICE AND PROBLEM SOLVING

Practice and Problem Solving Resources

Use the following resources from **Practice and Problem Solving** to engage students and their families and to extend student learning.

- **Family Letters** Send Family Letters home separately before each lesson or as part of a family communication package.
- **Unit Games** Use partner Unit Games at classroom centers and/or send them home for play with family members.
- **Unit Practice** Assign Unit Practice as homework, as independent or small group practice, or for whole class discussion.
- **Unit Performance Tasks** Have students solve real-world Unit Performance Tasks independently or in small groups.
- **Unit Vocabulary** Use Unit Vocabulary throughout the unit to personalize student's acquisition of mathematics vocabulary.
- **Fluency Practice** Assign Fluency Skills Practice and Fluency Repeated Reasoning Practice worksheets throughout the unit.

LESSON OVERVIEW

Lesson 16

Add and Subtract Fractions

CCSS Focus

Domain

Number and Operations—Fractions

Cluster

B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Standard

4.NF.B.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.

- a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- d.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Standards for Mathematical Practice (SMP)

- 1** Make sense of problems and persevere in solving them.
- 2** Reason abstractly and quantitatively.
- 4** Model with mathematics.
- 5** Use appropriate tools strategically.
- 6** Attend to precision.
- 7** Look for and make use of structure.
- 8** Look for and express regularity in repeated reasoning.

Lesson Objectives

Content Objectives

- Add fractions with like denominators.
- Subtract fractions with like denominators.
- Use fraction models, number lines, and equations to represent word problems.

Language Objectives

- Draw pictures or diagrams to represent word problems involving fraction addition and subtraction.
- Use fraction vocabulary, including *numerator* and *denominator*, to explain how to add and subtract fractions with like denominators.
- Orally define and use the key mathematical terms *add*, *subtract*, *equal parts*, *fraction*, *numerator*, and *denominator* when reasoning and arguing about fraction addition and subtraction.
- Write and solve equations to represent word problems involving fraction addition or subtraction.

Prerequisite Skills

- Understand addition as joining parts.
- Understand subtraction as separating parts.
- Know addition and subtraction basic facts.
- Understand the meaning of fractions.
- Identify numerators and denominators.
- Write whole numbers as fractions.
- Compose and decompose fractions.

Lesson Vocabulary

There is no new vocabulary. Review the following key terms.

- **numerator** the top number in a fraction; it tells the number of equal parts that are being described
- **denominator** the bottom number in a fraction; it tells the total number of equal parts in the whole

Learning Progression

In the previous lesson students begin developing an understanding of adding and subtracting fractions with like denominators. They develop an understanding of adding fractions as combining parts referring to the same whole.

This lesson extends student's understanding of fraction addition and subtraction. Here students begin to deal with addition and subtraction in the abstract. Students use visual models to

represent word problems involving the addition and subtraction of fractions with the same whole. Students also use equations to solve word problems.

In the next lesson students will add and subtract mixed numbers with like denominators. The focus in Grade 4 is on adding and subtracting fractions with like denominators. In Grade 5 students begin to add and subtract fractions with unlike denominators.

Lesson Pacing Guide

Whole Class Instruction

Day 1 45–60 minutes	Toolbox: Interactive Tutorial* <i>Understand Adding and Subtracting Fractions</i> Introduction <ul style="list-style-type: none"> • Use What You Know 10 min • Find Out More 15 min • Reflect 10 min 	Practice and Problem Solving Assign pages 175–176.
Day 2 45–60 minutes	Modeled and Guided Instruction Learn About Adding Fractions <ul style="list-style-type: none"> • Picture It/Model It 20 min • Connect It 10 min • Try It 15 min 	Practice and Problem Solving Assign pages 177–178.
Day 3 45–60 minutes	Modeled and Guided Instruction Learn About Subtracting Fractions <ul style="list-style-type: none"> • Picture It/Model It 10 min • Connect It 20 min • Try It 15 min 	Practice and Problem Solving Assign pages 179–180.
Day 4 45–60 minutes	Guided Practice Adding and Subtracting Fractions <ul style="list-style-type: none"> • Example 5 min • Problems 16–18 15 min • Pair/Share 15 min • Solutions 10 min 	Practice and Problem Solving Assign pages 181–182.
Day 5 45–60 minutes	Independent Practice Adding and Subtracting Fractions <ul style="list-style-type: none"> • Problems 1–6 20 min • Quick Check and Remediation 10 min • Hands-On or Challenge Activity 15 min Toolbox: Lesson Quiz Lesson 16 Quiz	

*We continually update the Interactive Tutorials. Check the Teacher Toolbox for the most up-to-date offerings for this lesson.

Small Group Differentiation

Teacher-Toolbox.com

Reteach

Ready Prerequisite Lessons 45–90 min

Grade 3

- Lesson 14 *Understand What a Fraction Is*
- Lesson 15 *Understand Fractions on a Number Line*

Teacher-led Activities

Tools for Instruction 15–20 min

Grade 3 (Lessons 14 and 15)

- Parts of a Whole
- Parts of a Set
- Fractions on a Number Line
- Place Fractions on a Number Line

Grade 4 (Lessons 16)

- Fractions as Sums

Student-led Activities

Math Center Activities 30–40 min

Grade 3 (Lessons 14 and 15)

- 3.25 Write the Fraction
- 3.26 Show Fractions
- 3.27 Use Fraction Vocabulary
- 3.28 Identify Fractions on a Number Line

Grade 4 (Lessons 16)

- 4.31 Different Ways to Show Sums

Personalized Learning

i-Ready.com

Independent

i-Ready Lessons* 10–20 min

Grade 3 (Lessons 15 and 16)

- Understand Fractions on a Number Line
- Understand Adding and Subtracting Fractions

Introduction

At A Glance

Students read a word problem and answer a series of questions designed to explore the connection between adding and subtracting fractions and adding and subtracting whole numbers. Then students use fraction models to review adding and subtracting fractions.

Step By Step

- Work through **Use What You Know** as a class.
- Tell students that this page models building the solution to a problem one step at a time and explaining the solution.
- Have students read the problem at the top of the page.
- Ask students to explain how they figured out how many cards Lynn and Paco received altogether and how many cards Todd received.
- Guide students to understand that they needed to “join” and “take away” the numbers of cards to answer the questions.
- Be sure to point out that $4 + 3 + 5$ equals the total number of cards, 12. Remind students that the whole is represented by the pack of cards.
- Ask student pairs or groups to explain their answers for the remaining questions.

Mathematical Discourse 1 and 2

- Encourage students to explain the connection between adding and subtracting fractions and adding and subtracting whole numbers. [When adding or subtracting whole numbers, you join or separate *whole* numbers. When adding or subtracting fractions, you join or separate parts of the *whole*.]

Real-World Connection



Use What You Know

In Lesson 15, you learned that adding fractions is a lot like adding whole numbers. Take a look at this problem.

Lynn, Paco, and Todd split a pack of 12 baseball cards. Lynn gets 4 cards, Paco gets 3 cards, and Todd gets the rest of the cards. What fraction of the pack does Todd get?



- a. How many cards do Lynn and Paco get altogether? 7
- b. How many cards does Todd get? 5
- c. There are 12 cards in the pack. What fraction represents the whole pack of cards? $\frac{12}{12}$
- d. If Lynn gets 4 cards out of 12, that means she gets $\frac{4}{12}$ of the pack. If Paco gets 3 cards out of 12, what fraction of the pack does he get? $\frac{3}{12}$
- e. What fraction of the pack do Lynn and Paco get altogether? $\frac{7}{12}$
- f. Explain how you could find the fraction of the pack that Todd gets.

Possible answer: Todd gets 5 cards. There are 12 cards in the pack. If the numerator tells the number of cards Todd gets, and the denominator tells the number of cards in the pack, then Todd gets $\frac{5}{12}$ of the pack.

Mathematical Discourse

- 1 What does the denominator of a fraction tell you?
Listen for responses that include the phrase “equal parts of a whole.”
- 2 What does the numerator of a fraction tell you?
Students’ responses should indicate an understanding that the numerator tells you the number of equal parts you are talking about.

Real-World Connection

Discuss fraction use in everyday situations.

Encourage students to think about everyday places or situations where people might need to add or subtract like fractions. Have volunteers share their ideas.

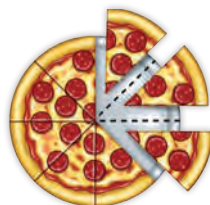
Examples: cooking, construction site, distances on a map

Find Out More

We often use **fractions** in real life. Fractions can describe something that has several equal parts, as in the baseball card problem. In that problem the “whole” is the pack of cards. Since there are 12 cards in the pack, each card represents $\frac{1}{12}$ of the whole.



Fractions in real life can also describe the equal parts of a single object, such as a pizza cut into 8 equal slices. The pizza is the “whole,” and all the slices of pizza are equal parts of the same whole. Since there are 8 equal-sized slices, each slice is $\frac{1}{8}$ of the pizza. Even if a person takes away one or more slices, the “whole” is still the same 8 slices.



Reflect

- 1 Give another example of a “whole” object with equal parts that can be described by fractions.

Possible answer: You can think of a full egg carton as a whole object with

12 equal parts. Each egg is $\frac{1}{12}$ of the whole.

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Step By Step

- Read **Find Out More** as a class.
- Point out that when you have a set of objects, the denominator represents the whole. Since there are 12 baseball cards in the pack, that means there are 12 equal parts. Here, the numerator represents the number of cards each person has.
- Remind students that when you have a whole that is divided into equal parts, the denominator is the total number of parts.

Hands-On Activity

- Note that the whole pizza was divided into 8 equal slices, so the denominator is 8. If all 8 slices remain, the numerator is 8 and $\frac{8}{8}$ of the pizza remains. If there are 7 slices, the numerator is 7 and $\frac{7}{8}$ of the pizza remains. If 2 more slices are taken away, then $\frac{5}{8}$ of the pizza remains.
- Have students read and reply to the **Reflect** directive.

Ready Mathematics
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 175–176 after students have completed this section.

Hands-On Activity

Use models to add fractions.

Materials: drawing paper and notebook paper

- Distribute drawing paper and a piece of notebook paper to each student. Tell students to use scissors to cut out 12 equal-sized cards. Explain to students that the 12 cards represent one pack of cards, or one whole, and that there are 12 parts in the whole.
- Tell students to hold up 2 cards. Have students write the name of the fraction represented by the 2 cards on their paper. Review the meaning of the fraction. [2 cards out of 12] Then, repeat with 7 cards.
- Tell students to add (join) the fractions and write the sum on their paper. Have a volunteer explain how they determined their answer.
- If time permits, repeat for additional fraction pairs.

Modeled and Guided Instruction

At A Glance

Students use models and number lines to review adding fractions. Then students revisit this problem to learn how to add fractions using equations. Students continue to solve other addition word problems.

Step By Step

Read the problem at the top of the page as a class.

SMP TIP Look for Structure.

Help students generalize that adding fractions is like adding whole numbers. (SMP 7)

Picture It

- Have a volunteer name the denominator of the fraction in the problem. [10] Point out that each fence section is $\frac{1}{10}$ of the total number of length of the fence.
- Guide students to recognize that since Josie painted $\frac{3}{10}$ of the fence sections and Margo painted $\frac{4}{10}$, the picture is shaded to represent the total number of fence sections painted, 3 for Josie and 4 for Margo. Have students count aloud to find the sum.

Model It

- Direct students to look at the number line. Emphasize that the number line is divided into tenths to represent the total number of fence sections.

► Mathematical Discourse 1 and 2

- You may wish to draw the number line on the board and have a volunteer demonstrate 4 jumps to the right to add 4 tenths to $\frac{3}{10}$.

► Concept Extension

Learn About Adding Fractions

Read the problem. Then explore different ways to understand adding fractions.

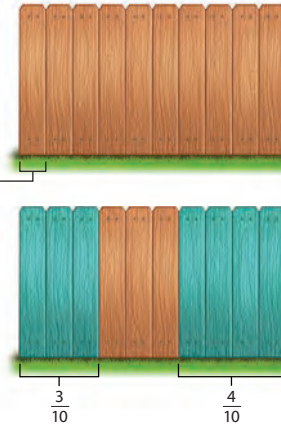
Josie and Margo are painting a fence green. Josie starts at one end and paints $\frac{3}{10}$ of the fence. Margo starts at the other end and paints $\frac{4}{10}$ of it. What fraction of the fence do they paint?

► Picture It You can use a picture to help understand the problem.

Think what the fence might look like. It has 10 equal-sized parts.

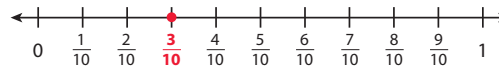
Each part is $\frac{1}{10}$ of the whole.

The girls paint 3 tenths and 4 tenths of the fence.

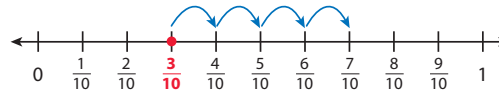


► Model It You can also use a number line to help understand the problem.

The number line below is divided into tenths, with a point at $\frac{3}{10}$.



Start at $\frac{3}{10}$ and count 4 tenths to the right to add $\frac{4}{10}$.



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► Mathematical Discourse

- 1 How could you use fractions to label 0 and 1 on the number line?

Students may suggest that you can write both as a number out of 10, so $\frac{0}{10}$ and $\frac{10}{10}$.

- 2 What is another way you could solve the problem?

Responses may mention using fraction strips. You could line up three $\frac{1}{10}$ strips and four $\frac{1}{10}$ strips in a single row. Then, you could count how many tenths you have altogether.

► Concept Extension

Illustrate the Commutative Property of Addition.

- Ask: What if I drew the starting point at $\frac{4}{10}$ instead of $\frac{3}{10}$? Could I still solve the problem?
- To emphasize the point, draw a number line on the board with a point at $\frac{4}{10}$. Then, have students explain how to count on from $\frac{4}{10}$ to find the answer. Encourage a volunteer to come to the board and demonstrate how to find the sum.

Connect It Now you will solve the problem from the previous page using equations.

- 2 How do you know that each section of fence is $\frac{1}{10}$ of the total fence?

Possible answer: The denominator tells the total number of fence sections.

The numerator tells the number of fence sections that you are talking about.

- 3 What do the numerators, 3 and 4, tell you? **3 tells the number of fence sections that Josie painted. 4 tells the number of fence sections that Margo painted.**

- 4 How many sections of the fence did Josie and Margo paint altogether? **7**

- 5 Complete the equations to show what fraction of the fence Josie and Margo painted altogether.

Use words: **3 tenths** + **4 tenths** = **7** tenths

Use fractions: $\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$

- 6 Explain how you add fractions that have the same denominator.

Add the numerators and leave the denominator as is.

Try It Use what you just learned to solve these problems. Show your work on a separate sheet of paper.

- 7 Lita and Otis are helping their mom clean the house. Lita cleaned $\frac{1}{3}$ of the rooms. Otis cleaned $\frac{1}{3}$ of the rooms. What fraction of the rooms did Lita and Otis clean altogether? **$\frac{2}{3}$**
- 8 Mark's string is $\frac{1}{5}$ of a meter long. Bob's string is $\frac{3}{5}$ of a meter long. How long are the two strings combined? **$\frac{4}{5}$** of a meter

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Step By Step

Connect It

- Read **Connect It** as a class. Be sure to point out that the questions refer to the problem on the previous page.
- Review the meanings of *numerator* (the number of equal parts of a set you have) and *denominator* (the total number of equal parts the set is divided into).
- Ask: If the fence Josie and Margo painted had only 8 sections, what fraction would represent 1 section of the fence? **$\frac{1}{8}$**

English Language Learners

Try It

7 Solution

$\frac{2}{3}$; Students may show $\frac{1}{3}$ on a number line divided into thirds and count 1 mark to the right. They also may write the equation $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$.

8 Solution

$\frac{4}{5}$; Students may show $\frac{1}{5}$ on a number line divided into fifths and count 3 marks to the right. They also may write the equation $\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$.

Error Alert Students who wrote $\frac{4}{10}$ (or $\frac{2}{5}$) added both the numerators and the denominators.

Ready Mathematics
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 177–178 after students have completed this section.

English Language Learners

Write fraction words.

- Write the word *tenths* on the board. Circle the letters that spell *ten* in the word and write the number 10 below it.
- Repeat using the word *eighths*.
- Have students write *tenths* and *eighths* on a piece of paper. Next to the words, have them write fractions associated with the words.
- If time allows, repeat with other fraction words.

Modeled and Guided Instruction

At A Glance

Students use models and number lines to learn how to subtract fractions. Then students revisit this problem to learn how to subtract fractions using equations. Students then solve other subtraction word problems.

Step By Step

Picture It

- Guide students to recognize that Alberto's water bottle is divided into 6 equal parts. Ask: *What do the 6 equal parts represent?* [the whole bottle] *Why is the bottle divided into 6 equal parts?* [The denominator is 6.] *What do the 5 shaded parts represent?* [The amount of that is in the bottle.] *Why are 5 parts shaded?* [The numerator is 5.]
- Point out that 4 sixths are being taken away since Alberto drank 4 parts of the water bottle. Ask: *What is $5 - 4$?* [1] Say: *So, 1 sixth of the liter of water is left.*

Model It

- Tell students to look at the number line in **Model It**. Point out that the number line is divided into sixths to represent the 6 equal parts of Alberto's water bottle.

► Mathematical Discourse 1 and 2

- Have a volunteer count 4 jumps to the left from $\frac{5}{6}$ to subtract 4 sixths. Ask: *What number did [volunteer's name] land on?* [$\frac{1}{6}$] Say: *So, both the model and number line show that 1 sixth of a liter of water is left.*

► Visual Model

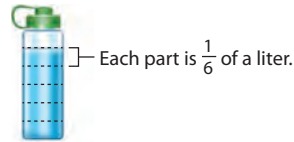
Learn About Subtracting Fractions

Read the problem. Then explore different ways to understand subtracting fractions.

Alberto's 1-liter water bottle had $\frac{5}{6}$ of a liter of water in it. He drank $\frac{4}{6}$ of a liter. What fraction of a liter of water is left in the bottle?

► Picture It You can use a picture to help understand the problem.

The following model shows the water bottle divided into 6 equal parts. Five shaded parts show how much water was in the bottle.

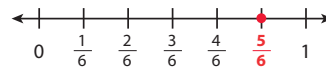


Alberto drank 4 sixths of a liter, so take away 4 shaded parts. The 1 shaded part that is left shows the fraction of a liter that is left.

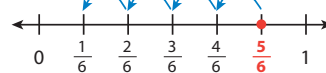


► Model It You can also use a number line to help understand the problem.

The number line below is divided into sixths, with a point at $\frac{5}{6}$.



Start at $\frac{5}{6}$ and count back 4 sixths to subtract $\frac{4}{6}$.



► Mathematical Discourse

- 1 *What is the difference between adding fractions and subtracting fractions on a number line?*
Responses may indicate direction, moving to the right to add and moving to the left to subtract.
- 2 *What is another way to solve this problem?*
Students may mention using fraction strips or writing an equation.

► Visual Model

Help students connect the picture and the number line.

- Draw the number line on the board. Then, draw the $\frac{5}{6}$ -full water bottle on its side above the number line, making sure the bottom of the bottle is aligned with 0 and each part of the bottle with a tickmark.
- Point out that $\frac{5}{6}$ on the number line lines up with the amount of water in the bottle.
- Then, cross out (or erase) 4 parts of the bottle one part at a time, moving from right to left along the number line, to show the water Alberto drank. Point out to students that the remaining water is lined up with the $\frac{1}{6}$ -mark on the number line.

Connect It Now you will solve the problem from the previous page using equations.

- 9 In *Picture It*, why does $\frac{1}{6}$ represent 1 of the equal parts of the bottle?
Possible answer: The denominator tells the number of equal parts the bottle is divided into. The numerator tells the number of parts you are talking about.

- 10 What do the numerators, 5 and 4, tell you? 5 tells the number of parts of the bottle that had water to begin with. 4 tells the number of parts that Alberto drank.

- 11 How many sixths of a liter are left in the bottle after Alberto drank 4 sixths? 1

- 12 Complete the equations to show what fraction of a liter is left in the bottle.

Use words: 5 sixths - 4 sixths = 1 sixth

Use fractions: $\frac{5}{6} - \frac{4}{6} = \frac{1}{6}$

- 13 Explain how you subtract fractions with the same denominator.
Possible answer: Subtract the numerators and leave the denominator as is.

Try It Use what you just learned to solve these problems. Show your work on a separate sheet of paper.

- 14 Mrs. Kirk had $\frac{3}{4}$ of a carton of eggs. She used $\frac{2}{4}$ of the carton to make breakfast.
What fraction of the carton of eggs does Mrs. Kirk have left? $\frac{1}{4}$
- 15 Carmen had $\frac{8}{10}$ of the lawn left to mow. She mowed $\frac{5}{10}$ of the lawn. Now what fraction of the lawn is left to mow? $\frac{3}{10}$

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Step By Step

Connect It

- Read **Connect It** as a class. Be sure to point out that the questions refer to the problem on the previous page.

SMP TIP Attend to Precision

Discuss with students how important it is to communicate clearly and precisely by reviewing the meanings of numerator (the number of equal parts you're talking about) and denominator (the total number of equal parts in the whole).

Ask: If Alberto's water bottle was divided into 3 equal parts, what fraction would represent 1 of those parts? $\left[\frac{1}{3}\right]$ (SMP 6)

- Remind students that subtracting fractions is like subtracting whole numbers. Say: To find the number of sixths of a liter of water left in the bottle, subtract the numerators of the fractions and write the difference over the denominator.

Hands-On Activity

Try It

14 Solution

$\frac{1}{4}$; Students may show $\frac{3}{4}$ on a number line divided into fourths and count 2 marks to the left. They also may write the equation $\frac{3}{4} - \frac{2}{4} = \frac{1}{4}$.

Error Alert Students who answered $\frac{2}{4}$ (or $\frac{1}{2}$) subtracted from a full carton of eggs $\left(\frac{4}{4}\right)$ rather than $\frac{3}{4}$ of a carton.

15 Solution

$\frac{3}{10}$; Students may show $\frac{8}{10}$ on a number line divided into tenths and count 5 marks to the left. They also may write the equation $\frac{8}{10} - \frac{5}{10} = \frac{3}{10}$.

Ready Mathematics
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 179–180 after students have completed this section.

Hands-On Activity

Use paper plates to subtract fractions.

Materials: paper plates, markers, scissors

- Distribute paper plates, markers, and scissors to each student. Model how to divide the plate into 8 equal sections by folding the plate on top of itself three times.
- Direct students to color $\frac{5}{8}$ of the plate and then cut out that fraction of the plate. Ask students to name the fraction of the plate they have. $\left[\frac{5}{8}\right]$
- Tell students to subtract 2 eighths from the 5 eighths. Guide students to cut 2 sections from the color portion of the plate they are holding.
- Ask students to name the fraction of the plate they are left with. $\left[\frac{3}{8}\right]$
- Write $\frac{5}{8} - \frac{2}{8} = \frac{3}{8}$ on the board.
- If time allows, repeat for other subtraction problems.

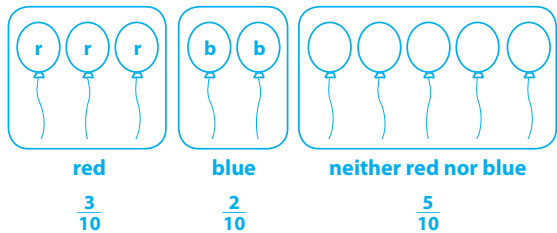
[illegible]

How did you and your partner decide what fraction to start with?

- 17 Mr. Chang has a bunch of balloons. $\frac{3}{10}$ of the balloons are red. $\frac{2}{10}$ of the balloons are blue. What fraction of the balloons are neither red nor blue?

Show your work.

Possible student work using a model:



Solution $\frac{5}{10}$

- 18 Emily ate $\frac{1}{6}$ of a bag of carrots. Nick ate $\frac{2}{6}$ of the bag of carrots. What fraction of the bag of carrots did Emily and Nick eat altogether? Circle the letter of the correct answer.

- A $\frac{1}{6}$
B $\frac{1}{3}$
C $\frac{3}{6}$
D $\frac{3}{12}$

Rob chose D as the correct answer. How did he get that answer?

Rob added both the numerators and the denominators.



I think that there are at least two different steps to solve this problem.

Pair/Share
How is this problem different from the others you've seen in this lesson?



To find the fraction of the bag Emily and Nick ate altogether, should you add or subtract?

Pair/Share
Does Rob's answer make sense?

Solutions

- 17 **Solution**
 $\frac{5}{10}$; Students could solve the problem by drawing a picture of 10 balloons and labeling 3 as red and 2 as blue.
DOK 2
- 18 **Solution**
C; Students could solve this problem using the equation $\frac{1}{6} + \frac{2}{6} = \frac{3}{6}$.
Explain to students why the other two answer choices are not correct:
A is not correct because you are not subtracting $\frac{1}{6}$ from $\frac{2}{6}$; this is an addition problem.
B is not correct because $\frac{1}{3}$ is not equivalent to $\frac{3}{6}$.
DOK 3

Ready Mathematics
PRACTICE AND PROBLEM SOLVING

Assign *Practice and Problem Solving* pages 181–182 after students have completed this section.

Teacher Notes

Independent Practice

At A Glance

Students add and subtract fractions to solve word problems that might appear on a mathematics test.

Solutions

1 Solution

C; Possible student work using an equation: $\frac{5}{8} + \frac{2}{8} = \frac{7}{8}$
DOK 1

2 Solution

C; Possible student work using equations: $\frac{2}{12} + \frac{3}{12} = \frac{5}{12}$; $\frac{12}{12} - \frac{5}{12} = \frac{7}{12}$
DOK 2

3 Solution

$\frac{1}{3}$ cup; Possible student work using an equation: $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$
DOK 2

Quick Check and Remediation

- Ask students to find $\frac{4}{10} + \frac{2}{10} \cdot \left[\frac{6}{10} \text{ or } \frac{3}{5} \right]$
- For students who are still struggling, use the chart to guide remediation.
- After providing remediation, check students' understanding. Ask students to explain their thinking while finding $\frac{2}{5} + \frac{3}{5} \cdot \left[\frac{5}{5} \text{ or } 1 \right]$
- If a student is still having difficulty, use *Ready Instruction*, Grade 4, Lesson 15.

Practice Adding and Subtracting Fractions

Solve the problems.

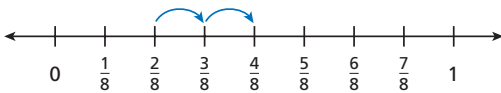
- 1 Liang bought some cloth. He used $\frac{5}{8}$ of a yard for a school project. He has $\frac{2}{8}$ of a yard left. How much cloth did Liang buy?
- A $\frac{3}{8}$ of a yard
B $\frac{7}{16}$ of a yard
C $\frac{7}{8}$ of a yard
D $\frac{8}{8}$ of a yard
- 2 Carmela cut a cake into 12 equal-sized pieces. She ate $\frac{2}{12}$ of the cake, and her brother ate $\frac{3}{12}$ of the cake. What fraction of the cake is left?
- A $\frac{1}{12}$
B $\frac{5}{12}$
C $\frac{7}{12}$
D $\frac{12}{12}$
- 3 Lee's muffin mix calls for $\frac{2}{3}$ cup of milk and $\frac{1}{3}$ cup of oil. How much more milk than oil does she need for the muffin mix?
- $\frac{1}{3}$ cup

If the error is ...	Students may ...	To remediate ...
$\frac{6}{20}$	have added both the numerators and the denominators.	Remind students that the denominator tells the kind of parts you are adding. Explain that just as 4 apples + 2 apples = 6 apples, 4 tenths + 2 tenths = 6 tenths.
$\frac{3}{10}$	have added numerators, added denominators, and then simplified.	Remind students that the denominator tells the kind of parts you are adding. Explain that just as 4 apples + 2 apples = 6 apples, 4 tenths + 2 tenths = 6 tenths.
$\frac{2}{10}$	have subtracted the fractions.	Remind students to read the problem carefully to be sure they're using the correct operation.
$\frac{1}{5}$	have subtracted the fractions and simplified.	Remind students to read the problem carefully to be sure they're using the correct operation.

- 4 Lucy and Melody are painting a room. They divided the room into 8 equal sections. Lucy painted 2 sections and Melody painted 4 sections. Which model can be used to find the total fraction of the room they painted? Circle the letters of all that apply.

A 

B 

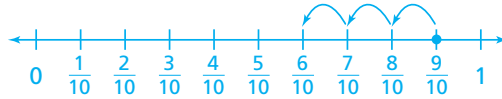
C 

D 

- 5 In all, Cole and Max picked $\frac{9}{10}$ of a bucket of blueberries. Cole picked $\frac{3}{10}$ of a bucket of blueberries. What fraction of a bucket of blueberries did Max pick?

Show your work.

Possible student work using a number line:

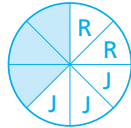


Answer Max picked $\frac{6}{10}$ of a bucket of blueberries.

- 6 A melon is cut into 8 equal slices. Together, Regan and Juanita will eat $\frac{5}{8}$ of the melon. What is one way the girls could eat that fraction of the melon?

Show your work. Write an equation to represent your answer.

Possible student work using a model:



Answer Regan could eat $\frac{2}{8}$ of the melon, and Juanita could eat $\frac{3}{8}$ of the melon.

Equation Possible equation: $\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

✓ Self Check Go back and see what you can check off on the Self Check on page 143.

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Solutions

4 Solution

B; The model shows $\frac{2}{8}$ shaded in light blue for Lucy's sections and $\frac{4}{8}$ shaded in dark blue for Melody's sections. The total shaded sections represent the total fraction of the room they painted.

D; The number line starts at Melody's fraction ($\frac{4}{8}$) and adds $\frac{2}{8}$ for Lucy's fraction, for a total of $\frac{6}{8}$.

DOK 2

5 Solution

$\frac{6}{10}$; Possible student work using an equation: $\frac{9}{10} - \frac{3}{10} = \frac{6}{10}$

DOK 2

6 Solution

Possible student work using equations:

$$\begin{aligned} \frac{0}{8} + \frac{5}{8} &= \frac{5}{8}, \frac{1}{8} + \frac{4}{8} = \frac{5}{8}, \\ \frac{2}{8} + \frac{3}{8} &= \frac{5}{8}, \frac{3}{8} + \frac{2}{8} = \frac{5}{8}, \\ \frac{4}{8} + \frac{1}{8} &= \frac{5}{8}, \frac{5}{8} + \frac{0}{8} = \frac{5}{8} \end{aligned}$$

DOK 2

► Hands-On Activity

Use fraction strips to add fractions.

Materials: strips of paper, markers

- Distribute paper and markers to each student.
- Direct students to fold a strip of paper in half, and then in half again in the same direction.
- Tell them to unfold the strips and use the marker to show the 4 equal sections.
- Tell students to color $\frac{1}{4}$ of the strip. Then have them color another $\frac{1}{4}$ of the strip. Write $\frac{1}{4} + \frac{1}{4}$ on the board.
- Challenge them to use their fraction strips to show that the sum is $\frac{2}{4}$, or $\frac{1}{2}$.
- If time allows, repeat for other denominators by folding another strip of paper three or four times.

► Challenge Activity

Write a problem for a given sum.

- Tell students that the sum of two fractions is $\frac{2}{5}$. However, the original fractions did not have denominators of 5.
- Challenge students to write a fraction addition problem that has a sum of $\frac{2}{5}$. [Possible answer: $\frac{3}{10} + \frac{1}{10}$]

LESSON QUIZ

Lesson 16 Add and Subtract Fractions

Teacher-Toolbox.com

Overview

Assign the Lesson 16 Quiz and have students work independently to complete it.

Use the results of the quiz to assess students' understanding of the content of the lesson and to identify areas for reteaching. See the Lesson Pacing Guide at the beginning of the lesson for suggested instructional resources.

Tested Skills

Assesses 4.NF.B.3a, 4.NF.B.3d

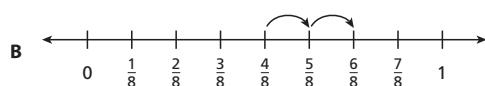
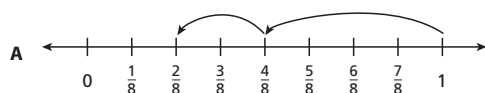
Problems on this assessment form require students to be able to use fraction models and number lines to add and subtract fractions with like denominators. Students will also need to be familiar with basic addition and subtraction facts, composing and decomposing fractions, and writing whole numbers as fractions.

Ready® Mathematics

Lesson 16 Quiz

Solve the problems.

- 1 Nobu is making a bracelet with 8 equal sections. He makes $\frac{4}{8}$ of the bracelet on Saturday and $\frac{2}{8}$ of the bracelet on Sunday. Which model can be used to find the total fraction of the bracelet that Nobu makes on Saturday and Sunday? Circle all the correct answers.



- 2 In a science class, students spend $\frac{2}{10}$ of the time reading and $\frac{7}{10}$ of the time doing an experiment. They spend the rest of the time cleaning up. What fraction of science class time do students spend cleaning?

- A $\frac{9}{10}$
B $\frac{5}{10}$
C $\frac{9}{20}$
D $\frac{1}{10}$

Lesson 16 Quiz continued

- 3 What is $\frac{1}{6} + \frac{3}{6}$?

Shade the model to show your answer.



- 4 In Lisa's closet, $\frac{4}{8}$ of the space is used for sweaters and $\frac{1}{8}$ of the space is used for shirts. Lisa says that her sweaters and shirts take up $\frac{5}{16}$ of the space in her closet.

Fill in the blanks to explain Lisa's error.

When Lisa added $\frac{4}{8} + \frac{1}{8}$, she added both the _____ and the _____. She should have added only the _____.

The numerator of the correct answer is _____ and the denominator of the correct answer is _____.

- 5 What is $\frac{5}{12} - \frac{3}{12}$?

Answer: _____

Common Misconceptions and Errors

Errors may result if students:

- add instead of subtracting or vice versa.
- add or subtract denominators as well as numerators.
- interpret units on the number line incorrectly.
- add or subtract whole numbers incorrectly.

Ready® Mathematics

Lesson 16 Quiz Answer Key

1. B, D
DOK 2

2. D
DOK 2

3. Student models may have any 4 parts shaded.



DOK 1

4. numerators
denominators
numerators
5
8
DOK 3

5. $\frac{2}{12}$
DOK 1

Sampler

Raising the bar and making it reachable.

Ready® is a rigorous, on-grade level instruction and practice program for Reading, Writing, and Mathematics. Lessons are designed to activate students' full potential to become college and career ready. Unparalleled teacher support materials provide teachers with step-by-step, point-of-use professional development.

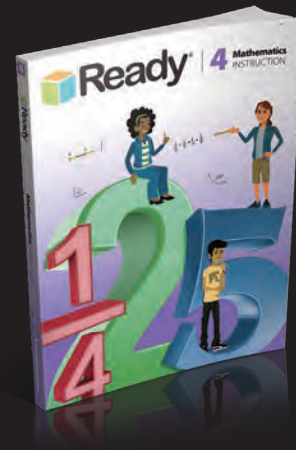
Check out all of the subjects and grades *Ready* offers.



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Grades K–8



Writing
Grades 2–5



Mathematics
Grades K–8



Teacher Toolbox
Online Instructional Resources
Grades K–8

Amplify Science Elementary School Unit Summaries

Physical Science

Name and Summary	NGSS Performance Expectations Addressed
<p>Pushes and Pulls: Designing a Pinball Machine Students play the role of pinball machine engineers as they explore the effects of pushes and pulls on the motion of an object. They conduct tests in their own prototypes (models) of a pinball machine contributing to the design of a class pinball machine.</p>	<p>K-PS2-1: Pushes and Pulls K-PS2-2: Change Speed and Direction</p> <p>K-2-ETS1-1: Defining the Problem K-2-ETS1-2: Developing Possible Solutions K-2-ETS1-3: Comparing Different Solutions</p>
<p>Light and Sound: Puppet Theater Engineers In their role as light and sound engineers, students investigate cause and effect relationships to learn about the nature of light and sound. They apply what they learn to design shadow scenery and sound effects for a puppet show.</p>	<p>1-PS4-1: Sound and Vibration 1-PS4-2: Seeing Requires Light 1-PS4-3: Light Interaction with Materials 1-PS4-4: Light and Sound for Communication</p> <p>K-2-ETS1-1: Defining the Problem K-2-ETS1-2: Developing Possible Solutions K-2-ETS1-3: Comparing Different Solutions</p>
<p>Properties of Materials: Designing Glue As glue engineers, students use engineering design practices to create a glue for use at their school. They conduct tests that yield quantifiable results, graph their data, analyze and interpret results, and then use that evidence to iteratively design a series of glue mixtures, each one better than the one before.</p>	<p>2-PS1-1: Properties of Materials 2-PS1-2: Materials for Specific Purposes 2-PS1-3: Pieces Can be Made Into New Objects 2-PS1-4: Changes Caused by Heating and Cooling</p> <p>K-2-ETS1-1: Defining Problems K-2-ETS1-3: Developing Possible Solutions</p>
<p>Balancing Forces: Investigating Floating Trains In their role as consulting scientists, students are challenged to figure out how a floating train works in order to explain it to the citizens of the fictional city of Faraday. They apply ideas about non-touching forces as well as balanced and unbalanced forces.</p>	<p>3-PS2-1: Balanced and Unbalanced Forces 3-PS2-2: Predicting Motion 3-PS2-3: Non-Touching Forces 3-PS2-4: Solve Problem with Magnets</p>

<p>Energy Conversions: Blackout in Ergstown</p> <p>Students play the role of systems engineers for Ergstown, a fictional town that experiences frequent blackouts. They explore reasons why an electrical system can fail, choose new energy sources and energy converters for the town, and use evidence to explain why their choices will make the town's electrical system more reliable.</p>	<p>4-PS3-1: Relationship Between Speed and Energy 4-PS3-2: Energy can be Transferred 4-PS3-3: Collisions 4-PS3-4: Design an Energy Converter</p> <p>4-ESS3-1: Energy and Fuels</p> <p>3-5-ETS1-1: Defining the Problem 3-5-ETS1-2: Developing Possible Solutions</p>
<p>Waves, Energy, and Information: Investigating How Dolphins Communicate</p> <p>In their role as marine scientists, students work to figure out how mother dolphins communicate with their calves. They investigate how sound travels and learn about how to look for and to create patterns of communication.</p>	<p>4-PS3-2: Energy Can Be Transferred 4-PS3-3: Collisions 4-PS4-1: Waves 4-PS4-3: Patterns to Transfer Information 4-LS1-2: Info, Senses and the Brain 4-ESS3-2: Reduce Impacts of Earth Processes 3-5-ETS1-1: Defining the Problem 3-5-ETS1-2: Developing Possible Solutions</p>
<p>Modeling Matter: The Chemistry of Food</p> <p>As food scientists working in a lab for a large food production company, students take on two work assignments, one related to food safety and one related to creation of a new food product. In so doing, they figure out that the properties of materials are related to the properties of the nano-particles that make up those materials.</p>	<p>5-PS1-1: Matter is made of Particles 5-PS1-3: Properties of Materials 5-PS1-4: Mixing Substances</p>

Earth and Space Science

Name and Summary	NGSS Performance Expectations Addressed
<p>Grade K Sunlight and Weather: Solving Playground Problems</p> <p>In their role as weather scientists, students look into why one fictional schoolyard is too cold in the morning, while another, which is nearby, is too hot in the afternoon. They use physical models and firsthand investigation to figure out the impact of sunlight on Earth's surface.</p>	<p>K-PS3-1: Sunlight on Earth's Surface K-PS3-2: Reducing Warming K-ESS2-1: Weather Patterns K-ESS3-2: Preparing for Severe Weather</p> <p>K-2-ETS1-1: Defining the Problem K-2-ETS1-2: Developing Possible Solutions K-2-ETS1-3: Comparing Different Solutions</p>
<p>Grade 1 Spinning Earth: Investigating Patterns in the Sky</p> <p>As emerging space scientists, students figure out how to explain why it is never the same time of day for a grandmother who lives in Asia, as it is for her grandson in the United States when she calls him. Students record, organize and analyze observations of the Sun and other sky objects as they look for patterns and make sense of the cycle of daytime and nighttime.</p>	<p>1-ESS1-1: Observable Patterns of Sky Objects 1-ESS1-2: Amount of Daylight</p>
<p>Grade 2 Changing Landforms: The Disappearing Cliff</p> <p>Students play the role of Earth scientists, as they attempt to figure out what caused a rock cliff to change shape over time. They use models to investigate the erosion of rock and the formation of sand.</p>	<p>2-ESS1-1: Fast and Slow Earth Events 2-ESS2-1: Slowing the Erosion of Land Forms 2-ESS2-2: Landforms and Bodies of Water 2-ESS2-3: Water on Earth</p>

<p>Grade 3 Weather and Climate: Establishing an Orangutan Colony</p> <p>As weather scientists for a nature conservation group, students determine which of four fictional islands will be the best location for an orangutan reserve. They analyze and interpret weather data in order to compare and construct arguments about the weather patterns for a particular location in the world over a given span of time.</p>	<p>3-ESS2-1: Represent Weather Patterns 3-ESS2-2: Describe Climates 3-ESS3-1: Reducing Impact of Weather Hazards</p> <p>3-5-ETS1-2: Developing Possible Solutions</p>
<p>Grade 4 Earth's Features: Mystery in Desert Rocks Canyon</p> <p>Playing the role of geologists, students help the National Park Service to explain what a particular boney-looking rock is, how it formed, and how it came to be in its current location at the bottom of Desert Rocks National Park. Then they explain how the canyon where they are doing their research formed to park visitors.</p>	<p>4-ESS1-1: Landscape Changes 4-ESS2-1: Evidence of Weathering or Erosion 4-ESS2-2: Patterns of Earth's Features 4-ESS3-1: Energy and Fuels 4-ESS3-2: Reduce Impacts of Earth Processes</p>
<p>Grade 5 Patterns of Earth and Sky: Analyzing Stars on Ancient Artifacts</p> <p>In their role as astronomers, students investigate an artifact found on an archeological dig that seems to show patterns in the daytime and nighttime sky. Using a computer simulation of stars, physical models, and a reference text, students figure out how the position of stars around the Earth, and the spin and orbit of the Earth cause us to see daily and yearly patterns of stars.</p>	<p>5-PS2-1: Gravity 5-ESS1-1: Apparent Brightness of Stars 5-ESS1-2: Patterns of Daily and Seasonal Changes</p>

<p>Grade 5 The Earth System: Investigating Water Shortages</p> <p>As water resource engineers, students figure out what caused a water shortage on the east side of a fictional island, East Ferris, and work to design a solution to the problem. Applying their knowledge of water distribution and analyzing the flow of water between the hydrosphere, atmosphere, and geosphere, students communicate the nature of the problem and possible solutions to the people of East Ferris.</p>	<p>5-ESS2-1: Interaction of Spheres 5-ESS2-2: Distribution of Water on Earth 5-ESS3-1: Protecting Earth</p> <p>5-PS1-1: Matter is Made of Particles 5-PS1-2: Conservation of Matter 5-PS1-3: Properties of Materials 5-PS1-4: Mixing Substances</p> <p>3-5-ETS1-1: Defining Problems 3-5-ETS1-2: Developing Possible Solutions 3-5-ETS1-3: Improving Solutions</p>
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Life Science

Name and Summary	NGSS Performance Expectations Addressed
<p>Grade K Needs of Plants and Animals: Milkweed and Monarchs</p> <p>Students take on the role of scientists in order to figure out why there are no monarch caterpillars in the Garden since the vegetables were planted. In so doing, they investigate how plants and animals get what they need to live and grow, and make a new plan for the community garden that provides for the needs of the monarch caterpillars in addition to vegetables for humans.</p>	<p>K-LS1-1: Survival Needs K-ESS2-2: Impacting Environment K-ESS3-1: Qualities of a Habitat K-ESS3-3: Reducing Impacts</p> <p>K-2-ETS1-1: Defining the Problem K-2-ETS1-2: Developing Possible Solutions</p>
<p>Grade 1 Animal and Plant Defenses: Spikes, Shells, and Camouflage</p> <p>Students play the role of marine scientists. In their role, students apply their understanding about plant and animal defense structures to explain to concerned visitors to an aquarium how a sea turtle at</p>	<p>1-LS1-1: Mimicking Organisms' Structures 1-LS1-2: Parents Promote Survival of Offspring 1-LS3-1: Young Organisms Resemble Parents</p>

the aquarium, can be released and will be able to defend herself and her offspring from predators in the ocean.	
<p>Grade 2 Plant and Animal Relationships: Investigating Systems in a Bengali Forest</p> <p>In their role as plant scientists working at the Bengal Tiger Reserve, students work to figure out why there are no new Chalta trees growing in this part of the forest. Students investigate what the Chalta tree needs to survive, and collect and analyze qualitative and quantitative data to solve the mystery.</p>	<p>2-LS2-1: Sunlight and Water for Plants 2-LS2-2: Animals' Role in Seed Dispersal 2-LS4-1: Diversity of Life in Different Habitats</p> <p>K-2-ETS1-1: Defining the Problem K-2-ETS1-2: Developing Possible Solutions K-2-ETS1-3: Comparing Different Solutions</p>
<p>Grade 3 Inheritance and Traits: Variation in Wolves</p> <p>Students play the role of wildlife biologists working in Greystone National Park, as they study two wolf packs and are challenged to figure out why an adoptive wolf in one of the packs, has the traits it does. Students investigate variation between and within different species, inherited and acquired traits, and conclude the unit by writing an explanation of the origin of the adoptive wolf's traits for the visitors in Greystone National Park.</p>	<p>3-LS1-1: Life Cycles and Life Stages 3-LS2-1: Animals' Social Interactions 3-LS3-1: Traits are Inherited and Vary 3-LS3-2: Traits can be Influenced by Environment</p>
<p>Grade 3 Environments and Survival: Snail Trait Biomimicry</p> <p>As engineers that specialize in biomimicry, designing structures that are modeled on organisms in the natural world, students investigate the adaptive traits of the Grove Snail population, and use what they learn to design a protective shell to transport endangered sea turtle eggs.</p>	<p>3-LS2-1: Animals' Social Interactions 3-LS4-1: Fossils and Evidence of Environment 3-LS4-2: Adaptive and Non-Adaptive Traits 3-LS4-3: Survival Impact of Different Environments 3-LS4-4: Solutions to Environmental Changes</p> <p>3-5-ETS1-1: Defining the Problem 3-5-ETS1-2: Developing Possible Solutions 3-5-ETS1-3: Improving Designs</p>

<p>Grade 4 Vision and Light: Investigating Animal Eyes</p> <p>As wildlife biologists, students work to figure out why a local population of geckos has decreased since the construction of a new stadium. Students consider the bright lights of the stadium and use a computer simulation to investigate the relationship of light and vision, specifically the sensitivity of different animals' eyes to light and make a recommendation for mitigating the situation.</p>	<p>4-PS4-2: Light is Necessary for Sight 4-LS1-1: Internal and External Structures 4-LS1-2: Patterns to Transfer Information 4-PS4-3: Information, Senses and the Brain</p> <p>3-5-ETS1-1: Defining the Problem 3-5-ETS1-2: Developing Possible Solutions 3-5-ETS1-3: Improving Designs</p>
<p>Grade 5 Ecosystem Restoration: Matter and Energy in a Rainforest</p> <p>Students engage as ecologists as they figure out why the plants and animals in a failing Costa Rican rainforest ecosystem aren't growing and thriving. Growing a terrarium, using physical models, and investigating how matter and energy flow with a computer model, students solve the mystery and create a plan for rainforest restoration.</p>	<p>5-PS3-1: Use and Origin of Energy in Food 5-LS1-1: Plant Materials from Air and Water 5-LS2-1: Matter Flows 5-ESS3-1: Protecting Earth 5-PS1-1: Matter is Made of Particles</p> <p>3-5-ETS1-1: Defining the Problem 3-5-ETS1-2: Developing Possible Solutions</p>

SOCIAL JUSTICE STANDARDS

THE TEACHING TOLERANCE
ANTI-BIAS FRAMEWORK



TEACHING
TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

TOLERANCE.ORG

ABOUT TEACHING TOLERANCE

Founded in 1991, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children.

The program provides free educational materials, including a K-12 anti-bias curriculum: *Perspectives for a Diverse America*. Teaching Tolerance magazine is sent to over 400,000 educators, reaching nearly every school in the country. Tens of thousands of educators use the program's film kits, and more than 7,000 schools participate in the annual Mix It Up at Lunch Day program.

Teaching Tolerance materials have won two Oscars, an Emmy and dozens of REVERE Awards from the Association of American Publishers, including two Golden Lamp Awards, the industry's highest honor. The program's website and social media pages offer thought-provoking news, conversation and support for educators who care about diversity, equal opportunity and respect for differences in schools.

For more information about Teaching Tolerance or to download this guide, visit tolerance.org.

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Introducing Teaching Tolerance's Social Justice Standards, a road map for anti-bias education at every grade level.

The Social Justice Standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains—identity, diversity, justice and action (IDJA). The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. The standards are leveled for every stage of K–12 education and include school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom.

Teaching about IDJA allows educators to engage a range of anti-bias, multicultural and social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action. Prejudice reduction seeks to minimize conflict and generally focuses on changing the attitudes and behaviors of a dominant group. Collective action challenges inequality directly by raising consciousness and focusing on improving conditions for under-represented groups. The standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action.

The Social Justice Standards support the *Perspectives for a Diverse America* K–12 curriculum. For more information about *Perspectives*, visit perspectives.tolerance.org.

Anchor Standards and Domains

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

K-2 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.K-2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.	For show and tell, Joi brings in a picture of her family on a church camping trip. “My family goes camping a lot. I like camping,” she says. “I’m a Christian, and sometimes my family goes camping with the church. I’m also a big sister, so I have to help my parents take care of my little brother, especially when we go camping.”
Identity 2	ID.K-2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.	
Identity 3	ID.K-2.3	I know that all my group identities are part of me—but that I am always ALL me.	
Identity 4	ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.	
Identity 5	ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.	
Diversity 6	DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.	As children are funneling into her classroom on a Monday morning, Ms. Franklin overhears a conversation between two students.
Diversity 7	DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.	“What did you do last weekend?” Kevin asks Lisa. “My moms took me to the zoo!” Lisa replies.
Diversity 8	DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.	“You have two moms? Do you call both of them Mom?” “I call them Mamma Kendra and Mamma Sam,” Lisa says.
Diversity 9	DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.	
Diversity 10	DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.	

K-2 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.K-2.11	I know my friends have many identities, but they are always still just themselves.	Shawna timidly approaches her teacher, Mr. Bradley, after school. She explains that her uncle, who picks her up from school, frequently says negative things about black people, and it has been making her feel uncomfortable. “He says that I shouldn’t be friends with Renee and Jeffrey anymore because they’re black,” Shawna says, “but I love all my friends!” Mr. Bradley tells Shawna that he’s proud of her and is sorry that she has to deal with something so difficult. He knows that Shawna’s parents would never approve of the way her uncle is talking and promises to call them that evening to discuss the situation.
Justice 12	JU.K-2.12	I know when people are treated unfairly.	
Justice 13	JU.K-2.13	I know some true stories about how people have been treated badly because of their group identities, and I don’t like it.	
Justice 14	JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.	
Justice 15	JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.	
Action 16	AC.K-2.16	I care about those who are treated unfairly.	At recess, Joe notices that Stephen has chosen to play with a baby doll. Joe snatches the doll away from Stephen, saying, “Dolls are for girls, not boys.” Anne notices the incident from across the room and decides to intervene. “Don’t be mean to Stephen. It’s OK that he likes different things than you or the other boys. How would you feel if someone told you that you couldn’t play with your favorite truck?” Their teacher, Mrs. Johnson, has taken notice of the situation. “Anne is exactly right,” she says. “As long as no one is being hurt, you shouldn’t judge someone for what they like.”
Action 17	AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.	
Action 18	AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don’t like something they say or do.	
Action 19	AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.	
Action 20	AC.K-2.20	I will join with classmates to make our classroom fair for everyone.	

3-5 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.	<p>Omar's mother is serving as a chaperone on her son's field trip. On the bus ride, the teacher, Ms. Robin, overhears a conversation between Omar and Peter. "What is your mother wearing on her head?" Peter asks.</p> <p>"It's called a hijab," Omar replies. "Many Muslim women wear them."</p> <p>"Why does she wear it?"</p> <p>"Our religion teaches us that the hijab is a way of being humble and modest. Muslim women wear it to show they love God."</p>
Identity 2	ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.	
Identity 3	ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.	
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.	
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	
Diversity 6	DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.	<p>Ms. Ramirez has divided her class into small groups for a mapping activity. As the students are gathering to begin work, she overhears one student, Joao, tell the others that he doesn't want Jonah, a classmate who uses a wheelchair, in his group. Just as Ms. Ramirez is about to intervene and facilitate a discussion with Joao and the rest of the group, she hears another student say, "Joao, Jonah has a lot to share with our group. It's important for us to all work together. You shouldn't think that his physical disability makes him a less important member of our group."</p>
Diversity 7	DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.	
Diversity 8	DI.3-5.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.	
Diversity 9	DI.3-5.9	I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.	
Diversity 10	DI.3-5.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.	

3-5 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.3-5.11	I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.	A class is discussing César Chávez and the American labor movement. Kelly mentions seeing on TV that most of the clothes sold in the United States are made in other countries where workers aren't protected the way U.S. laborers are. She notes that even though worker conditions have improved in the United States, it doesn't mean that we should ignore injustice elsewhere. She and several other students are inspired to go home and talk to their parents about purchasing clothes from companies that practice ethical manufacturing. They also plan to set up a clothes swap to help reduce wastefulness.
Justice 12	JU.3-5.12	I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.	
Justice 13	JU.3-5.13	I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.	
Justice 14	JU.3-5.14	I know that life is easier for some people and harder for others based on who they are and where they were born.	
Justice 15	JU.3-5.15	I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.	
Action 16	AC.3-5.16	I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.	Jessica notices that one of her classmates, Jeremy, always sits alone at lunch. She asks her friend Samantha if she knows why. "He's gross!" Samantha replies. "His family is super poor, and he's always coughing." "You shouldn't be so mean to him, Sam," Jennifer responds. "You don't know what his life is like. It's not fair to exclude someone because his family doesn't have as much money." "Maybe you're right. I'm sure it makes him feel terrible," says Samantha. "I have math class with him. I can try to get to know him better."
Action 17	AC.3-5.17	I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.	
Action 18	AC.3-5.18	I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior.	
Action 19	AC.3-5.19	I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.	
Action 20	AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.	

6-8 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.	Patrick is being raised in a traditional Christian home. This year in Mr. Sanderson's social studies class, he has been learning about the world's different beliefs systems. Patrick enjoys the company of friends from different religions and is interested in their beliefs and practices. Though he remains devout, he wonders if being curious makes him a bad Christian. Patrick talks to his Sunday school teacher Mrs. Patterson who assures him that he can be Christian and befriend and learn from people of different religions as well. In fact, her best friend of thirty years is a Jewish woman she grew up with!
Identity 2	ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.	
Identity 3	ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.	
Identity 4	ID.6-8.4	I feel good about my many identities and know they don't make me better than people with other identities.	
Identity 5	ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.	
Diversity 6	DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people.	Darius tells Melissa that he thinks he might be gay. Melissa is taken aback. She and Darius have been close friends for many years. No one in Melissa's circle identifies as LGBT, and she feels that her family would not approve. After gathering her thoughts, she hugs Darius and tells him she wants him to know he can be himself with her. She just wants him to be happy with himself. Because neither knows much about what it means to be gay, Melissa accompanies Darius to see their history teacher, Mr. Gilbert, who has a safe zone sticker on his door.
Diversity 7	DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.	
Diversity 8	DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.	
Diversity 9	DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.	
Diversity 10	DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.	

6-8 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.	While Mrs. Douglas' class is discussing immigration, some of the students start talking negatively about a Latino student in another class, accusing his family of immigrating illegally. Julian speaks up, telling his classmates that it's not appropriate to use stereotypes and spread rumors about others. Julian tells them that the student's family immigrated because they believe in American ideals and feel that the United States offers more opportunities. He urges his classmates to respect their decision and says that the family's status is none of their business. "Life must be hard enough moving to a strange new country," he says. "Don't make it harder for him by saying that he doesn't belong." Mrs. Douglas affirms Julian's sentiments and asks her class to think about how this discussion relates to the historical distrust and unfair treatment of other immigrant groups, such as those from Ireland or China.
Justice 12	JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.	
Justice 13	JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.	
Justice 14	JU.6-8.14	I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.	
Justice 15	JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.	
Action 16	AC.6-8.16	I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.	During gym class, Jenny's friends are making fun of a girl in their class for being fat. Jenny speaks up to tell her friends how harmful such speech can be. She calmly explains to them that a person's weight is determined by a lot of different factors and that weight is not necessarily a sign of good or bad health. She also explains that shaming people for their weight is ineffective at helping them lose weight and just makes them feel bad about themselves.
Action 17	AC.6-8.17	I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.	
Action 18	AC.6-8.18	I can respectfully tell someone when his or her words or actions are biased or hurtful.	
Action 19	AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.	
Action 20	AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.	

9-12 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.9-12.1	I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.	As part of a class project, Rebecca completes the following personal mission statement: “I am more than one identity. I will celebrate all of my in-group and out-group identities and work to understand how they overlap to make up who I am as an individual. I will not allow others to put me into boxes.” Rebecca explains to her peers in small-group discussion that being a student, sister, female, Latina, Spanish speaker and dancer are all interconnected and equally important. She displays her personal mission statement on the outside of her class binder.
Identity 2	ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.	
Identity 3	ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.	
Identity 4	ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.	
Identity 5	ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.	
Diversity 6	DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.	Sheri is a student ambassador, welcoming new students and showing them around the school. She mentions to one new student, Kyle, that she helped found the school’s Gay-Straight Alliance (GSA). Kyle tells her that he is actually transgender and changed schools after beginning transition. Sheri tells him that she will be discreet and assures him that the administration is welcoming. Kyle recounts this story fondly at a later meeting with the school’s counselor.
Diversity 7	DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.	
Diversity 8	DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.	
Diversity 9	DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.	
Diversity 10	DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.	

9-12 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.	Karen notices that many of her school's facilities are not friendly to those with disabilities. Many students have difficulty navigating the school and are often late to class as a result. Karen decides to look into building plans to determine if any accommodations are present for those in the community with physical limitations. She forms a focus group of students and faculty to come up with effective solutions to the situation.
Justice 12	JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.	
Justice 13	JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.	
Justice 14	JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.	
Justice 15	JU.9-12.15	I can identify identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.	
Action 16	AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.	Lee has grown weary of the bullying he sees at his school each day. He discusses his concerns with classmates, teachers and administrators to develop a plan to combat the situation. Together, they plan Mix It Up at Lunch Day to promote a greater sense of cohesion among the diverse student body. The day is used to celebrate the launch of a new diversity club, aimed at bringing diverse students together and combating baseless animosity through ongoing intergroup activities.
Action 17	AC.9-12.17	I take responsibility for standing up to exclusion, prejudice and injustice.	
Action 18	AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.	
Action 19	AC.9-12.19	I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.	
Action 20	AC.9-12.20	I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.	

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TEACHING TOLERANCE

Director Maureen B. Costello

Deputy Director Adrienne van der Valk

Senior Editor Monita K. Bell

Writer/Associate Editor Maya Lindberg

Technical Lead Scott McDaniel

New Media Specialist Tiffany Gibert

Manager, Teaching and Learning Hoyt J. Phillips III

Teaching and Learning Specialists Jarah Botello, Lauryn Mascareñaz

Research Associate Margaret Sasser

Program Coordinator Steffany Moyer

Administrative Assistant Cecile Jones

DESIGN

Design Director Russell Estes

Senior Designer Valerie Downes

Designers Michelle Leland, Sunny Paulk, Scott Phillips, Kristina Turner

Design Associate Shannon Anderson

PRODUCTION

Accounting Operations Manager Regina Jackson

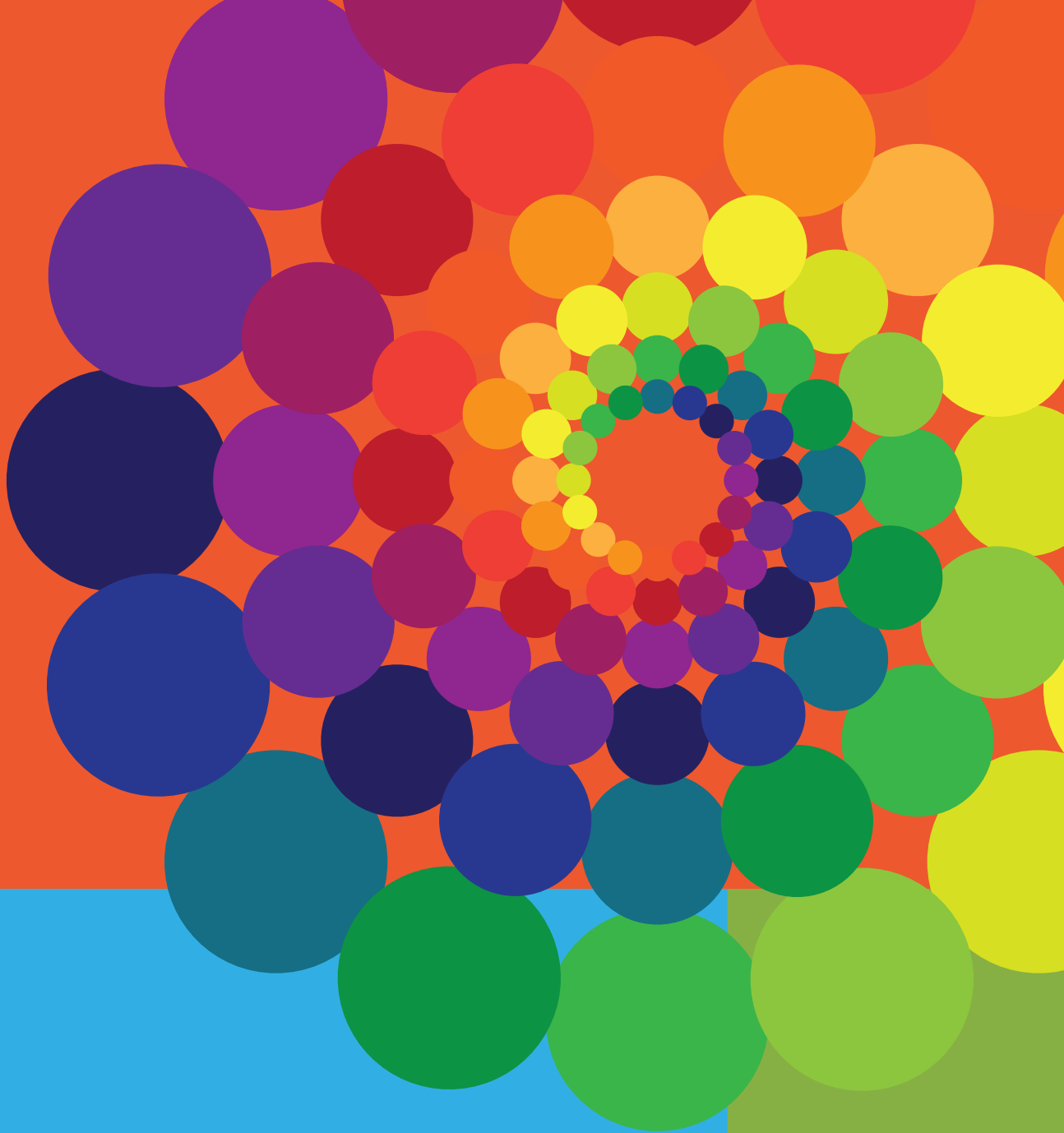
Purchasing Production Coordinator Kimberly Weaver

CONTRIBUTORS

Principle Writer Emily Chiariello

Contributing Writers Julie Olsen Edwards, Natalie Owen,
Thom Ronk, Sara Wicht

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TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

400 WASHINGTON AVENUE
MONTGOMERY, ALABAMA 36104
TOLERANCE.ORG



Appendix 4 - Assessment and Intervention

2019-20 Assessment Calendar

Data Analysis Protocol

NOCCS Report Card

NOCCS Coordination of Services Team (COST) Form

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2019-2020 Assessment Calendar

Used Assessments:

- iReady Math Assessment (via computers) for grades K-8
- Reading Inventory (via computers) for grades 3-8
- Fountas and Pinnell Reading Running Record and Comprehension Discussion for grades K-2

Baseline Assessment window:

August 12th- September 13th, 2019

Trimester One window:

October 28th-November 8th, 2019

Trimester Two window:

February 10th-21st, 2020

Trimester Three window:

May 11th-26th, 2020

CAASSP Assessments in grades 3-8:

April 27th-May 15th, 2020

Protocol for Examining Data

Developed from National School Reform Faculty Materials

Purpose: This protocol is for use in guiding a group through analysis of data to identify strengths and problems of practice.

Materials: Copies of data for team members. Highlighters.

Getting Started- Overview of Data (3 minutes)

The facilitator reminds the group of the norms, assigns roles (recorder, time keeper) and explains the protocol. The facilitator gives a brief description of the particular data to be discussed and answers clarifying questions as necessary.

Step 1: What parts of this data catch your attention? Just the facts.

(8 minutes: 2 minutes silently writing individual observations, 6 minutes discussing as a group)

Step 2: What does the data tell us? What does the data NOT tell us? (10 minutes: 3 minutes silently making notes, 7 minutes discussing as a group) Make inferences about the data. *The facilitator encourages team members to support their statements with evidence from the data.*

Step 3: What good news is there to celebrate? (5 minutes to identify strengths)

The facilitator asks the group to look for indications of success in the data.

Step 4: What are the problems of practice suggested by the data?

(10 minutes: 3 minutes silently writing individual ideas for practice, 7 minutes for group discussion) The facilitator helps the group narrow the focus of the problems of practice.

Step 5: What are our key conclusions? What recommendations does the team have for addressing the problems of practice? This is the action phase of the data analysis. The group will design an action plan for next steps to be recorded in the minutes.

Protocol for Examining Data

Developed from National School Reform Faculty Materials

Purpose: This protocol is for use in guiding a group through analysis of WSFCS Quarter Assessment data to identify strengths and opportunities for improvement.

Materials: Blue Diamond Progress by Objective Reports - by teacher and Grade Level- Item Analysis Report by teacher and Grade level, Subject/Grade Self Assessment Sheet, highlighters

Getting Started- Overview of Data (3 minutes)

The facilitator reminds the group of the norms, assigns roles (recorder, time keeper) and explains the protocol. The facilitator gives a brief description of the particular data (**Progress by Objective and Item Analysis Reports**) to be discussed and answers clarifying questions as necessary.

Step 1: What parts of this data catch your attention?

(Progress by Objective & Item Analysis Reports)

(8 minutes: 2 minutes silently writing individual observations, 6 minutes discussing as a group)

The facilitator reminds the group that this phase is to just state what they see without reaching conclusions or making recommendations. Consider the following:

- Note what you can see
- Note important points that “pop out”
- Look for patterns or trends that emerge
- Note surprising or unexpected data

After three minutes of looking through the data , the facilitator has the group share their observations by going around the group. Just the facts.

Step 2: What does the data tell us? What does the data NOT tell us? (10 minutes: 3 minutes silently making notes, 7 minutes discussing as a group)

The facilitator tells the group that this step is to look beyond the obvious for relationships, cause/effect and to make inferences related to student learning.

- Was this objective or learning target taught during this quarter?
- Generate possible explanations for what the data reveals
- What can you infer about the data regarding the impact on student learning?

After three minutes of making notes, the facilitator has the group share their ideas by going around the group. *The facilitator encourages team members to support their statements with evidence from the data.*

Step 3: What good news is there to celebrate? (5 minutes to identify strengths)

The facilitator tells the group to look for indications of success in the data.

The facilitator asks for the “good news” by going around the group.

Step 4: What are the problems of practice suggested by the data?

(10 minutes: 3 minutes silently writing individual ideas for practice, 7 minutes for group discussion)

The facilitator tells that group that this step is designed to help the group identify connections between what is missing, what needs to change and what is working. Keep in mind the following prompts:

- Focus on practices for improving student learning
- What issues have been raised about classroom practices?
- What is the **first step** to increase student success in this area?
- Where do you suggest we go from here?
- What are the next steps this group should take?
- Is there other data or material we should look at?

After three minutes of making notes, the facilitator leads the group in the discussion of what this data implies for their classroom practice. Are the problems of practice the same for all teachers?

The facilitator helps the group narrow the focus of the problems of practice.

Step 5: What are our key conclusions? What recommendations does the team have for addressing the problems of practice? This is the action phase of the data analysis. The facilitator asks teachers to suggest ways that the problems of practice can be addressed. The group will design an action plan for next steps that might outline changes in instructional practice, analysis of materials used or require a deeper understanding of the learning targets and standards. The recorder will record this action plan for next steps in the minutes.

North Oakland Community Charter School 2018-2019 Academic Progress Report Card -- X Grade

Student:	Trimester:

Attendance

Regular attendance is essential for your scholar to make significant academic progress at NOCCS. Please make every effort to

1st Trimester	2nd Trimester	3rd Trimester
Present:	Present:	Present:
Tardy:	Tardy:	Tardy:
Absent:	Absent:	Absent:

Assessment System

This report card is documentation of the academic progress your child has made towards the end of year standards (specific skills)

1= Beginning	X= standard not yet taught this year	
2=Developing	/= standard only recently introduced	
3=Approaching	N/A= standard not taught during this grade	
4=Meeting		

Graduate Profile

The mission of NOCCS is to help children become thoughtful, informed, and inquisitive citizens. The Graduate Profile is

	1st Trimester	2nd Trimester	3rd Trimester
Think Critically and Creatively			
Communicate Powerfully			
Accountable, Ally, Leader			
Exemplify Scholarship			

Reading

Beginning in second grade, students at NOCCS are assessed in their reading ability using a computer-based assessment

YEAR-END PROFICIENCY RANGES

Grade 1 190-530L	Grade 5 830-1010L	Grade 9 1050-1260L
Grade 2 420-650L	Grade 6 925-1070L	Grade 10 1080-1335L
Grade 3 520-820L	Grade 7 970-1120L	Grade 11 1185-1385L
Grade 4 740-940L	Grade 8 1010-1185L	Grade 12 1185-1385L

	Baseline	1st Trimester	2nd Trimester	3rd Trimester
Lexile Level (Grades 2nd-8th):				
Alternative Independent Reading Level:				

Foundational Skills

	Common Core Standard(s):	1st Trimester	2nd Trimester	3rd Trimester
Sight words (k-2)				
Phonemic Awareness (k-2)				
Fluency (K-8)				
Comprehension (Informational and Narrative)				
Key Ideas and Details				
Craft and Structure				
Integration of Knowledge				

Writing

	Common Core Standard(s):	1st Trimester	2nd Trimester	3rd Trimester
Narrative				
Write narratives to develop real or imagined experiences or				
Persuasive/Opinion				
Write opinion pieces on topics or texts, supporting a point of				
Informational/Expository				
Write informative/explanatory texts to examine a topic and				

Language

	Common Core Standard(s):	1st Trimester	2nd Trimester	3rd Trimester

Grammar and Punctuation Conventions							
Spelling							
Vocabulary and Acquisition Use							
Math							
All students at NOCCS are assessed in their math ability using a computer-based assessment called the iReady. This							
				Baseline	1st Trimester	2nd Trimester	3rd Trimester
i-Ready Placement Level:							
				<u>Common Core Standard(s):</u>	1st Trimester	2nd Trimester	3rd Trimester
Operations and Algebraic Thinking							
Number and Operations in Base Ten							
Number and Operations in Fractions (grades 3-5)							
Measurement and Data							
Geometry							
Science and Social Studies							
Trimester 1 Unit Description:		Trimester 2 Unit Description:		Trimester 3 Unit Description:			
Trimester 1 Grade:		Trimester 2 Grade:		Trimester 3 Grade:			
Integrals							
Visual Arts					1st Trimester	2nd Trimester	3rd Trimester
Demonstrates Knowledge of Content							
Demonstrates Skill/Technique							
Effort							
Attitude							
Dance					1st Trimester	2nd Trimester	3rd Trimester
Demonstrates Knowledge of Content							
Demonstrates Skill/Technique							
Effort							
Attitude							
Physical Education					1st Trimester	2nd Trimester	3rd Trimester
Demonstrates Knowledge of Content							
Demonstrates Skill/Technique							
Effort							
Attitude							
Teacher Commentary							
1st Trimester:							
2nd Trimester							
3rd Trimester							

Response to Intervention (RtI)- Student Referral Form

Fill out the form completely. Be SURE to end by identifying 2-4 primary concerns, identifying interventions to address those concerns, and deciding on the method you will use to track data on those interventions.

* Required

1. Email address *

2. Student Name *

3. Student Grade *

Mark only one oval.

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade

4. Does this student have an IEP or 504 Plan?

Mark only one oval.

- ☐ IEP
- ☐ 504
- ☐ None
- ☐ I am not sure

5. RtI Referral Type (choose all that apply)

Check all that apply.

- ☐ Academic
- ☐ Behavioral
- ☐ Social/Emotional

Intervention History

Please fill out as much as you know, the more information we have the better we will be able to support this student!

Please provide the context of this student concern

Example: "In reading, Susie Q continues to read at a level D which is 3 years below grade level. She has not made progress in her reading level since last year. She struggles to get started in a book to practice the skills (reading fluently and sounding out words). During independent reading time she will read for less than 5 minutes and then wander around the room and interact with peers. She is currently able to read 8 out of 24 sight words. She has all her letters and sounds, but isn't consistently blending sounds to make words."

6. Please describe the concerns you have at this time. *

7. Describe any interventions you have tried and the results *

Intervention Plan

Please document up to 3 concerns that you would like support in creating interventions for. A RtI team member will follow up to help you plan and determine appropriate ways to document interventions.

8. Concern #1 *

9. Concern #2

10. Concern #3

Next Steps

Someone from the RtI team will follow up with you to identify interventions addressing your concerns. The goal of the follow-up conversation will be to identify data tracking for those interventions.

A copy of your responses will be emailed to the address you provided

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Appendix 5 - Professional Development and Evaluation

NOCCS Professional Development Calendar 2018-19

Grade Level MTG Agenda Template

Example PD Agenda- Culturally Responsive Teaching

Lead Teacher Evaluation Model

TNTP Rubric

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NOCCS 2018-19 Professional Development Calendar	
Date	Subject
August 3rd	New Staff Orientation
August 6th AM	Introductions and Grounding in Common Mission/Values
August 6th PM	Grade level planning & Bridge day preparation (new teachers matched with returning teacher coach)--ANNETTE & KLOKER
August 7th AM	Community Building: amongst staff and with students
August 7th PM	
August 8th AM	Principal Expectations & Staff scheduling--KLOKER
August 8th PM	Restorative Justice and Response to Behavior Interventions
August 9th AM	CPR/ First Aid Training
August 9th PM	Building Relational Trust--ANNETTE
August 10th AM	Racial Equity--LEHI (Outcome: equip the staff language to use when incidents of aggression of any form happen; give teachers ownership to confront respectfully)
August 10th PM	Teacher: preparing in rooms/ Support Staff: Refresh Room & behavior support
August 15th	Classroom Community
August 22nd	Behavior Response to Intervention
August 29th	Prepare for Back to School Night
September 5th	Academic Conversations and Discourse--KLOKER
September 12th	PE, Music, and Dance
September 19th	RTI Presentation, NOCCS Data (CASSP, SBAC, etc.) connecting to LCAP
September 26th	Staff Layoff Listening session
Sept. 28th AM	NOCCS School Inventory & Clean Up
Sept. 28th PM	NOCCS School Inventory & Clean Up
October 3rd	Academic Conversations and Discourse-Begin looking at Text
October 10th	Implicit Bias & Pedagogy--Begin looking at Text
October 17th	racial equity follow up
October 24th	Fire Code, Walk-A-Thon logistics, Norming on Report Cards, & Powerteacher pro
October 31st	Prepare for Parent-Teacher Conferences
November 7th	Parent Teacher Conferences
November 14th	Digging into Courageous Conversations and racial autobiography
November 28th	Writing PD with Margo Kipps
December 5th	Reading and Math Growth, and next steps (Seravallo)
December 12th	Dr. Dickey's presentation on closing the Opportunity Gap through culturally relevant pedagogy.
December 19th	Orton Gilliam Reading training with Christine Parker
January 7th AM	Wit And Wisdom
January 7th PM	Wit And Wisdom
January 9th	Report card reboot
January 16th	Courageous Conversations chapters 4 & 5
January 23rd	Academic Conversations Chapter 3: lesson activities
Jan. 25th AM	Report Card Reboot continued
Jan. 25th PM	Courageous Conversations chapters 6 & 7
January 30th	Report card prep time

February 6th	Academic Conversations Chapter 4: Designing Effective Conversation Tasks
February 13th	Margo Kipps Writing PD
February 20th	Prepare for Parent-Teacher Conferences
February 27th	Parent Teacher Conferences
March 6th	Next year planning and
March 13th	Report card prep time
March 20th	Curriculum Conversation
April 3rd	deescalation and behavior support
April 10th	Paint and Sip (led by Ms. Mercer)
April 17th	Preparing for Graduation and Exhibition night
April 24th	Phyiosocial reinforcements, meet teams for 2019-2020
May 1st	SBAC preparation
May 8th	ILT presentation on Science Curriculums
May 15th	Curriculum resources to use next year
May 22nd	Prepare for Exhibition Night
May 24th AM	End of Year Reflection and future commitments
May 24th PM	Prepare for Final Report Cards
May 29th	Prepare for Graduation
May 31st	End of Year Clean up



North Oakland Community Charter School

Grade Level Meeting Agenda

Date _____ **Time In:** _____ **Time Out:** _____

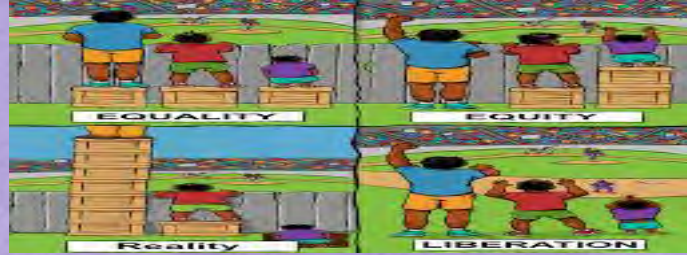
In Attendance:

Meeting Type <input type="checkbox"/> Assessment Preview <input type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Planning <input type="checkbox"/> Other:	Content Area Focus <input type="checkbox"/> Math <input type="checkbox"/> Reading/Writing <input type="checkbox"/> Science/Social Studies	
Agenda	Action Item & Person Responsible for next mtg	
1. Check in & follow up on past actions (10 min)		
2. Data Analysis (15 min)		
3. Planning (20 min)		
4. To do for next meeting (10 min)		
5. Check out/process checker (5 min)		

Facilitator:

Time Keeper:

Recorder:



Closing the Opportunity Gap Through Culturally

Responsive Teaching

Dr. Lehi Victoria Dickey

October 2,, 2019

Outline

- Teacher Workforce in the U.S.
- Culturally responsive teaching (CRT) defined
- Goal of CRT and thoughts from the field
- Becoming a Culturally Responsive Teacher
Video
- Reflections
- Activity

Teacher Workforce in the U.S.



Most U.S. Students



Most U.S. Teachers

Teacher Workforce in the U.S. (cont.)

- While students of color are expected to make up 56% of the student population, the elementary and secondary educator workforce is still overwhelmingly White.
- In fact, the most recent U.S. Department of Education Schools and Staffing Survey (SASS), a nationally representative survey of teachers and principals, show that 82% of public school teachers identified as White (2016).

Teacher Workforce in the U.S. (cont.)

- The previous figure has hardly changed in more than 15 years. In addition, the adopted curriculum and instructional practices in the vast majority K-12 schools in the U.S. are tailored to White students.
- Furthermore, children of color are precisely the students most at risk of being caught with an education debt.

Teacher Workforce in the U.S. (cont.)

- All indicators point to the fact that our responses have not been adequate to deal with the full range of issues presented by the complexities of teaching in diverse communities (Howard, 2015).
- Clearly there is a need to diversify the teaching force along lines of race, as well as the need to implement culturally responsive teaching, if the opportunity gap plaguing the U.S. is ever to be ameliorated.

What Is Culturally Responsive Teaching?

Culturally responsive teaching is using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Gay, 2000

What is the Goal of Culturally

Responsive Teaching?

“The goal of culturally responsive teaching is to create a learning environment conducive to all students, no matter their ethnic, cultural, or linguistic backgrounds.”

Frey, 2015

Culturally Responsive Teaching

(cont.)

- Students and teachers may differ in:
 - Origin
 - Social Class
 - Religion
 - Generation
 - Interests, Language and Values

Culturally Responsive Teaching

- Make It Meaningful: Bringing Learning to Life With Culturally Responsive Teaching
 - Relationship Building Is Crucial....

Culturally Responsive Teaching (cont.)

Key Points

- First, culturally responsive teaching draws on students' home cultures as a mechanism for helping them achieve success in school (Gay, 1980).
- Secondly, through culturally responsive teaching, teachers enable their students to think critically about the injustices inherent in schools and the broader society (Ladson-Billings & Tate, 1995).

Culturally Responsive Teaching (cont.)

- Lastly, culturally responsive teaching is committed to social justice education and seeing the classroom as a site for social change (Aronson & Laughter, 2016).

Culturally Responsive Teaching

(cont.)

In her 2000 book *Culturally Responsive Teaching*, Geneva Gay defined CRT as teaching that is:

- Validating the values, prior experiences, and cultural knowledge of students
- Comprehensive
- Transformative
- Emancipatory



Thoughts on Cultural and Linguistic

Competency

- *Culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning .*

-Gloria Ladson Billings (University of Wisconsin)

- *Educators have a moral and ethical responsibility to help all children reach their potential . . . No child should sit on the margins, feeling either physically or socially isolated from the rewards of learning and educational challenge*

-Donna Ford (University of Virginia)

Thoughts on Cultural and Linguistic Competency (CLC)

- Teachers are culturally responsive when they:
 - Hold all students to high standards.
 - Make learning challenging.
 - Engage all learners.
 - Have an understanding and incorporate students' various cultural backgrounds.
 - Make connections between classroom and the world beyond.

Thoughts On Culturally and Linguistically Competency (CLC)

- *Culturally responsive teaching reflects democracy at the highest level. It means doing **whatever it takes** to ensure that every child is achieving and ever moving towards realizing her or his potential*
 - Joyce Taylor Gibson (University of Massachusetts)
- *Schools must take a serious look at their curriculum, pedagogy, and hiring practices and all other policies that create a school climate that is either empowering or disempowering . . .*
 - Sonia Nieto (University of Massachusetts)

Thoughts on CLC (cont.)

□ Benefits of using culturally responsive teaching methods when compared to classrooms without these practices:

- A more positive classroom learning environment
- More efficient use of class time and human resources
- Higher quality instruction
- Higher percentage of on-task students
- Greater student engagement

Burns, et al., 2005

Becoming A Culturally Responsive

Teacher Video

- <https://www.youtube.com/watch?v=uV36efjBKRU>

Reflection



- In your grade level teams share one thing you learned from the video or something that confirmed what you already knew.
- Reflect on your teaching practices...
- Do you consider yourself a culturally responsive educator? If so, why?
- If you don't consider yourself a culturally responsive educator, what are some things you do to become one?

Activity

- With your grade level team, choose two of the 15 teaching strategies and come up with a plan to explain how you will implement these strategies in your classroom.
- Use the poster paper and markers to come up with concrete examples on how this will look like in your classrooms.

Share Out

- Please share out your ideas, thoughts and or plans.



North Oakland Community Charter School

NOCCS Lead Teacher Evaluation 2018-2019

Great teaching is the fundamental quality of any excellent school. Teachers, especially in multiple subject classrooms, need to have a very wide array of skills finely honed in order to be successful. Teacher success leads to positive student outcomes, both academically and socio-emotionally. Of the many skills great teachers need to be successful, the three most important are instruction, family engagement, and colleague collaboration. As such, the evaluation process for Lead Teachers will involve a measure of their instruction, their family engagement, and the extent to which they are an active part of our professional learning community. Each aspect will represent $\frac{1}{3}$ of the Lead Teacher's overall evaluation. Overall evaluation rating will be based on an average of the three elements. All Lead Teachers will be evaluated by the Head of School in 2018-2019.

Instruction:

Lead Teachers will be observed and rated using the [TNTP Core Rubric](#). Teachers are expected to demonstrate success in instruction in four domains. The domains are a ladder of effective instruction; it is very difficult to achieve success in the later domains without first demonstrating a mastery of the first. The domains are:

1. Culture of Learning: Are all students engaged in the work of the lesson from start to finish?
2. Essential Content: Are all students working with content aligned to the appropriate standards for their subject and grade?
3. Academic Ownership: Are all students responsible for doing the thinking in this classroom?
4. Demonstration of Learning: Do all students demonstrate that they are learning?

Each domain yields a score on a one through five scale:

1. Ineffective
2. Minimally Effective
3. Developing
4. Proficient
5. Skillful

Lead Teachers will be observed and rated once prior to winter break as a way of establishing familiarity with the system and establishing clear goals for improvement. The first round of rated observations will not be reflected in the final evaluation. Lead Teachers will again be evaluated

in after winter break. The second rated observation will count for a third of each Lead Teacher's overall evaluation.

Family Engagement:

Lead Teachers will be rated by families as to how well they think their child's teacher is helping their child become a "thoughtful, informed, and inquisitive citizen." Lead Teachers are expected to partners with families in furthering each child's education. Every year, NOCCS families are asked to take the NOCCS Parent/Family Survey. Teachers will be rated on the following questions as part of their overall evaluation.

- I. My child feels physically safe at school.
- II. I feel comfortable talking with my child's teachers.
- III. Teachers have built strong relationships with my child.
- IV. Teachers successfully create a sense of community in their classes.
- V. NOCCS is helping my child to become a thoughtful, informed, and inquisitive citizen.
- VI. My child is engaged in what he/she is learning.
- VII. My child is encouraged to think critically.
- VIII. My child feels supported by the learning environment in his/her class.
- IX. I am well informed about how my child is doing in school.
- X. My child feels challenged by the work in class.

These ten statements represent half of the NOCCS Parent/Family Survey, and are the statements most reflective of meaningful family engagement by a specific Lead Teacher. Parents use the following rating scale:

- 1 = Strongly Disagree = Minimally Effective
- 2 = Somewhat Disagree = Developing
- 3 = Somewhat Agree = Proficient
- 4 = Strongly Agree = Skillful

In 2018-2019, Lead Teachers in grades 4-8 will also pilot a student survey for possible inclusion in future evaluations.

colleague collaboration:

In order to create a successful school, teacher not only must be effective in their classroom, they must also contribute to a collaborative culture of professionals. Each Lead Teacher is expected to contribute to this culture by meaningfully participating in and contributing to the professional learning community. Lead Teachers will be measured by the California Standards for the Teaching Profession, Standard 6: Developing as a Professional Educator. The elements of this standard are as follows:

- 6.1 Reflecting on teaching practice in support of student learning

- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Lead Teachers will received a rating by the Head of School as to the extent they are meeting these standards. Use the same scale as for the rated observation:

- 1) Ineffective
- 2) Minimally Effective
- 3) Developing
- 4) Proficient
- 5) Skillful

TNTP CORE TEACHING RUBRIC

A TOOL FOR CONDUCTING COMMON CORE-ALIGNED CLASSROOM OBSERVATIONS

Thank you for your interest in the TNTP Core Teaching Rubric! TNTP Core describes excellent instruction aligned to the Common Core, and provides a common language to articulate what it looks like in practice. Even in schools and districts not adopting Common Core standards, this short but comprehensive tool can train focus on the essential components of instruction that can be identified in a classroom observation. By rating only four performance areas, TNTP Core allows observers and teachers to [focus on feedback and development](#). It is not a comprehensive evaluation system, but should be one of [multiple measures of performance](#). Schools are encouraged to pilot this rubric and customize the language to fit local context. Consider the following guidance:

- To maintain focus, we don't recommend adding more than one additional performance area.
- The current selection of teacher actions and skills was developed based on TNTP's experience training and developing teachers. Be flexible in adding and adjusting the Core Teacher Skills, and encourage observers and teachers to create their own additions in the field. After observers and teachers agree on a Core Teacher Skill to focus on, they should then discuss and agree on the specific and bite-sized action that the teacher will take within the next week.
- We reserve the Skillful rating for teachers demonstrating truly exceptional practice. A teacher rated Skillful is meeting all performance expectations. Skillful descriptors are based on teachers who have won our national Fishman Prize for Superlative Classroom Practice.

Even the best rubric will fail to help teachers develop if it is not implemented with care. Thoughtful introduction and deliberate training with ongoing practice will ensure that all stakeholders share an understanding of the rubric's meaning and use. Principals, coaches and teachers should also be well trained on the rubric and its use, and have opportunities to practice observing instruction together to ensure consistent, accurate ratings.

Take what you learn from a pilot to inform ongoing training and norming. And please tell us what you learn, at info@tntp.org.



The TNTP Core Teaching Rubric and all associated materials for download are licensed under a [Creative Commons Attribution-Noncommercial 4.0 International License](#). Under the terms of this Creative Commons license, you are free to use and modify the TNTP Core Teaching Rubric and associated materials at no cost. Modified works must be attributed to TNTP; for example, "This rubric was adapted from the TNTP Core Teaching Rubric (CC BY-NC 4.0)."

The TNTP Core Teaching Rubric is used to describe and assess teacher performance across four performance areas:

- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students working with content aligned to the appropriate standards for their subject and grade?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?

Each performance area has three components:

1. **Essential Question:** The core question to answer about the particular performance area. In an effective teacher's classroom, the answer to each Essential Question is "yes."
2. **Descriptor Language:** Descriptions of the essence of each performance area, used to differentiate five levels of performance: Exemplary, Effective, Developing, Minimally Effective, and Ineffective. The TNTP Core Teaching Rubric uses descriptors that focus primarily on student actions and responses.
3. **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each performance area. After observing and rating a lesson, we recommend that you select or identify one or two Core Teacher Skills to prioritize for the next development cycle.

When observers use the TNTP Core Teaching Rubric, they select the rating where the combination of descriptors most closely describes the observed performance, using a preponderance of evidence for each performance area. Observers do not rate the teacher on Core Teacher Skills; those are included only for coaching and development purposes. The Core Teacher Skills can help an observer narrow in on development areas based on ratings in performance areas, and guide conversations about specific strategies teachers can use to develop and grow.

CULTURE OF LEARNING

Are all students engaged in the work of the lesson from start to finish?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions</p> <p>Students do not execute transitions, routines and procedures in an orderly manner.</p> <p>Students are left without work to do for a significant portion of the class period.</p>	<p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.</p>	<p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>

Core Teacher Skills

Maintaining High Behavior Expectations

- Providing specific, concrete, sequential, and observable directions for behavior and academics
- Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior
- Using voice and presence to maintain authority and convey caring for students
- Investing time in knowing individual students and in forming relationships to best support their learning
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons
- Using efficient routines and procedures
- Responding to student requests without interrupting instruction
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson



ESSENTIAL CONTENT

Are all students working with content aligned to the appropriate standards for their subject and grade?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s) are well-sequenced and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>All descriptors for Level 4 are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>

Core Teacher Skills

Planning and Delivering Lessons Effectively

- Allocating instructional time to address the most important content for the grade or course
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson
- Teacher delivers lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards
- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable)
- Anticipating common student misunderstandings given the content, and ensuring strategies are in place to overcome those misunderstandings

Note to observers: When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson, and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.



ACADEMIC OWNERSHIP

Are all students responsible for doing the thinking in this classroom?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work.</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p> <p>No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own.</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

Core Teacher Skills

Maintaining High Academic Expectations

- Promoting student persistence to get correct, defended responses
- Using an appropriate tone when responding to student answers
- Requiring that students use complete sentences, correct grammar and academic language

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking
- Providing opportunities for students to respond to and build on their peers' ideas
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills

DEMONSTRATION OF LEARNING Do all students demonstrate that they are learning?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p>

Core Teacher Skills

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s)
- Using explanations of content that are clear, coherent and support student understanding of content
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support

Checking for Understanding of Content

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g. during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson)
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective, and clarifies misunderstood content
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding

Note to observers: Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling.



TNTP Core Classroom Walk-Through Tool

The TNTP Core Walk-Through Tool is a companion to the full TNTP Core Teaching Rubric and is aligned to the same vital performance areas. This tool can be used alone to guide peer-to-peer feedback, personal reflection and non-evaluative coaching. Observers who have experience with the TNTP Core Teaching Rubric may also use the Walk-Through Tool as a note-taking and feedback resource for all classroom observations.

When you visit a classroom, ask yourself the four Essential Questions and record your notes and/or evidence in the box below. A solid “yes” to an Essential Question merits a “4” rating.

1. Are all students engaged in the work of the lesson from start to finish?

RATING: ____

2. Are all students working with content aligned to the appropriate standards for their subject and grade?

RATING: ____

What did you see students doing, reading and working with? What work do the grade-level standards call for?

3. Are all students responsible for doing the thinking in this classroom?

RATING: ____

4. Do all students demonstrate that they are learning?

RATING: ____

Follow-up Questions

What’s keeping you from answering ‘yes’ to all four Essential Questions above?

What specific skill or technique will you and the teacher practice and develop over the next cycle?





Appendix 6 - Family Engagement

Family Teacher Organization Agenda

Family Advisory Council Agenda

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F.T.O. Family Teacher Organization

Community Meeting Agenda: April 3rd, 2019

6:00 pm meeting

Chair: Stephanie Montero Treasurer: Amy Dryden Recording Secretary: Julie Wana Event/
Volunteer Coordinator: Mirela Stanke Teacher Rep: Ms. Lorin King

Meeting Agenda Items	Time	Facilitator
Welcome & Introductions	6:00-6:05 pm	Amy
Committee Announcements → FTO Financials → Events	6:05-6:15pm	Amy Mirela
School Updates -	6:15-6:25	Kloker
Activities → FTO elections		
Upcoming Events: April → Multicultural potluck - Alex → First Friday coffee April 5th and Family appreciation breakfast and NOCCS awesome sauce awards → Spring Clean Up Day	6:25-6:45pm	Alex Mirela
Pulse of the Community- community	6:45-7:00 pm	Amy to moderate
Next Meeting: May 1st 2019 @ NOCCS		

email us: fto@noccs.org

African American Family Advisory Council
12 September 2019

In attendance:

Shaeonna Muhammed (Khalil)
Taisa Gant (Timani)
Raine & Curtis (Zoel)
Perlita (Nicholas and Gabriel)
Dashana (King)
Jessica (Kyle)
Jamila (Jasiyah)
Dasia (Zion)
Domonique (A'lea)

- Review of past contributions from the African American Family Advisory Council from the 2018-2019 school year.
- Discussion of NOCCS discussion around social studies instruction.
- Discussion of how to begin conversations with our children that create openness.



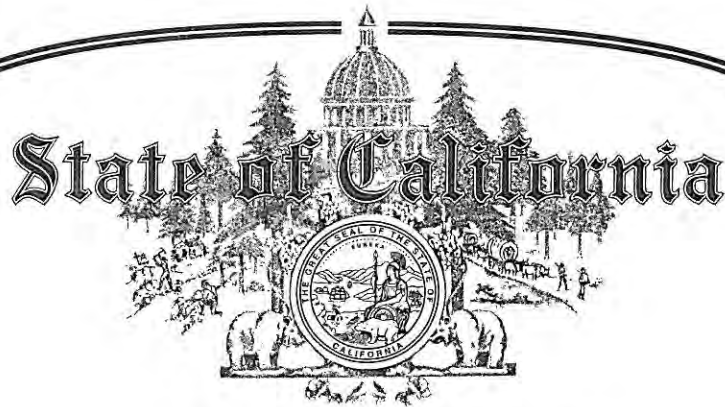
Appendix 7 - Corporate Documents

NOCCS Articles of Incorporation

NOCCS Bylaws

NOCCS Conflict of Interest Code

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SECRETARY OF STATE



I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) was prepared by and in this office from the record on file, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

APR 03 2000



Bill Jones

Secretary of State

APR -3 2000

J. L. JONES, SECRETARY OF STATE

**ARTICLES OF INCORPORATION
OF
NORTH OAKLAND COMMUNITY CHARTER SCHOOL
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

ONE: The name of this corporation is North Oakland Community Charter School.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are to develop, manage, operate, direct and promote a free public school in the North Oakland community under the terms of California charter school law, and to conduct such other educational activities as the Board of Directors may define from time to time.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Richard Trafford-Owen, 49 Yosemite Avenue, Oakland, CA 94611.

FOUR: (a) This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

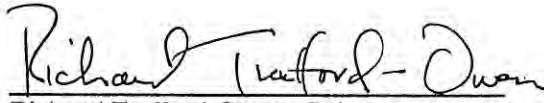
(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) Except as permitted by law, no substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any Trustee, officer or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: April 2, 2000


Richard Trafford-Owen; Sole Incorporator



BYLAWS
of
NORTH OAKLAND COMMUNITY CHARTER SCHOOL a California Public Benefit Corporation

ARTICLE 1 PRINCIPAL OFFICE

The principal office of this corporation shall be located in Alameda County, California.

ARTICLE 2 MEMBERSHIP

This corporation shall have no voting members, but the Board of Trustees, which is also known as the Board of Directors, may, by resolution, establish one or more classes of nonvoting members and provide for eligibility requirements for membership and rights and duties of members, including the obligation to pay dues.

ARTICLE 3 DESIGNATOR

Section 1. Naming of Designators: The Designators referred to in these Bylaws shall be the Oakland Unified School District of the North Oakland Community Charter School. Designators shall serve until the Designator resigns. After the resignation of the last remaining Designator, the Board of Trustees shall exercise all rights reserved to the Designators under these Bylaws.

Section 2. Actions of Designator: All actions of the Designator shall be evidenced in writing, signed by an authorized representative of the Designator, delivered to an officer of this corporation, and filed by the Secretary with the proceedings of the Board of Trustees of this corporation. Any such writing may be signed in counterparts.

ARTICLE 4 TRUSTEES

Section 1. Powers: This Corporation shall have powers to the full extent allowed by law. All powers and activities of this corporation shall be exercised and managed by the Board of Trustees of this corporation directly or, if delegated, under the ultimate direction of the Board.

Section 2. Number: The number of Trustees shall be not less than five (5) or more than fifteen (15), with the exact number of authorized Trustees to be fixed within these limits by resolution of the Board of Trustees.

Section 3. Classes of Trustees: There shall be four classes of Trustees of this corporation known as the Board-Elected Trustees; the Family-Elected Trustees; the Designated Trustees, either voting or non-voting; and the Ex-officio Trustee.

Section 4. Limitations on Interested Persons: At all times, not more than 49 percent of the Trustees of this corporation may be interested persons. Nor shall any Trustee make, participate in making, or use his/her position to influence a decision that affects his/her economic interests, unless required to do so by law or utilizing an applicable exception.

- A. An interested person means either:
 - A. any person currently being compensated by this corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee in his or her capacity as a Trustee; or
 - B. any person having an interest in this corporation that could cast doubt on whether the person executed their duties with the utmost allegiance, diligence, and loyalty to the office of trusteeship, unless the interest is considered too remote or speculative pursuant to Government Code section 1090.
 - C. any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.
- B. A Trustee has an unlawful economic interest in a decision, consistent with Government Code section 87103, if it is reasonably foreseeable that the decision will have a material financial effect, distinguishable from its effect on the public generally, on the Trustee or a member of his or her immediate family, or on any of the following:
 - A. Any business entity in which the Trustee has a direct or indirect investment worth two thousand dollars (\$2,000) or more;
 - B. Any real property in which the Trustee has a direct or indirect interest worth two thousand dollars (\$2,000) or more;
 - C. Any source of income, except gifts or loans by a commercial lending institution made in the regular course of business on terms available to the public without regard to official status, aggregating five hundred dollars (\$500) or more in value provided or promised to, received by, the Trustee within 12 months prior to the time when the decision is made;
 - D. Any business entity in which the Trustee is a director, officer, partner, trustee, employee, or holds any position of management;
 - E. Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating two hundred fifty dollars (\$250) or more in value provided to, received by, or promised to the Trustee within 12 months prior to the time when the decision is made.

Section 5. Selection and Term of Office of Trustees:

- A. **Designated Trustees:** Except for the initial Trustees, who were named by the Incorporator or the Designator, one Trustee of this corporation shall be designated by the Designator Oakland Unified School District. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will not be a district staff or district Board member and will sit on the Board of Trustees as a member who facilitates communications and mutual understanding between the charter school and the district. The remaining number of authorized Trustees shall be selected pursuant to Sections 5B and 5C below. The Designated Trustee shall be designated from time to time, subject to the power of the Board to fix the number of Trustees as provided in Section 2 above. Designations shall be made in a writing signed by an authorized representative of the Designator and delivered to an officer of this corporation. Designations shall be filed by the Secretary with the proceedings of the Board of Trustees of this corporation. The effective date of any such designation shall be as provided therein. Trustees may be designated for any term prescribed in the written designation. If no such term is prescribed, the term shall be two years. Trustees may be designated to serve any number of consecutive terms. Each Trustee shall serve until expiration of his or her term and until a successor has been appointed or designated.

- B. **Ex-Officio Trustee:** The Executive Director of the school shall serve as the Ex-Officio non-voting Trustee for so long as he/she is Executive Director of the school. The staff of NOCCS will also designate an ex-officio non-voting trustee to advise the board on
- C. **Elected Trustees:** Each elected Trustee shall be elected for a term of up to three years. Each elected trustee shall hold office until expiration of the term and until a successor has been elected or the position eliminated. Terms shall be staggered such that at least one third of the elected Trustees shall be elected annually.
 - A. **Family-Elected Trustees:** Two members of the board shall be elected by school families. Each family with one or more students at the school or a member of staff working at the school or a member of the Board of Trustees casts a single (1) ballot. Votes may be cast for any candidate, whether nominated by the Board or not. Elections shall be held in the Spring of every school year. School-Elected Trustees shall start their terms within a month of being elected but after Board-Elected Trustees have been elected. The Board may determine term length at the time of their appointment or prior to election.
 - B. **Board-Elected Trustees:** The voting Trustees then in office shall elect new board members as needed to recruit Trustees from outside the community and/or to recruit Trustees with particular skills or expertise needed by the Board. (The voting Trustees then in office shall elect new board members each year, within a month of the School- Elected Trustees being elected and prior to the School-Elected Trustees beginning their terms. The new Board-Elected Trustees shall start their terms at the same time as the School-Elected Trustees.) Their term length shall be stated at the time of their appointment.
- D. **Terms:** The default term for trustees shall be two years, subject to the following limitations:
 - A. **Designated Trustees:** Designated trustees may be designated for any term prescribed in the written designation at the time of designation. If no such term is prescribed, the term shall be three years. Trustees may be designated to serve any number of consecutive terms. Each Trustee shall serve until expiration of his or her term and until a successor has been appointed or designated.
 - B. **Ex-Officio Trustee:** The Ex-Officio Trustee shall serve for as long as he or she remains the Executive Director of the school.
 - C. **Elected Trustees:** Each elected Trustee shall be elected for a term of up to three years. Each elected trustee shall hold office until expiration of the term and until a successor has been elected or the position eliminated. Terms shall be staggered such that at least one third of the elected Trustees shall be elected annually. Elections for School-Elected Trustees shall occur annually, and Board-Elected Trustees shall be elected within a month of these elections. All elected trustees, whether School-Elected or Board-Elected, shall start their terms together.
- E. **Authority of Board to Modify Trustee Terms.** In order to facilitate elections, or better coordinate the arrivals of new trustees, the Board may increase an existing trustee's term by up to one year.

Section 6. Vacancies: A vacancy shall be deemed to exist on the Board in the event that the actual number of Trustees is less than the authorized number for any reason. Any vacancy shall be filled for the unexpired portion of the term in the manner provided in these Bylaws for the Trustee whose position was vacated. A Trustee elected to the board to fill a vacancy may start their term immediately. A Trustee's term cannot be truncated as the result of reducing the number of Trustees, nor by adjusting term limits or lengths.

Section 7. Resignation of Trustees: Resignations shall be effective upon receipt in writing by the Chairperson or the Secretary of this corporation, unless a later effective date is specified in the resignation.

Section 8. Removal of Trustees:

A. Designated Trustees: A designated Trustee may be removed at any time by the Designator who appointed such Trustee, with or without cause.

B. Elected Trustees: A majority of the trustees then in office may remove any elected Trustee at any time, with or without cause. A Family-Elected Trustee can only be removed in this way once per school year, in the case where they are subsequently re-elected to the Board by school election.

C. Ex-Officio Trustee: The Ex-Officio Trustee is deemed removed as a Trustee when his/her employment as Executive Director terminates for any reason.

Section 9. Annual Meetings: A meeting of the Board of Trustees shall be held at least once a year. Annual meetings shall be called by the Chairperson or any two Trustees, and noticed in accordance with Section 12.

Section 10. Special Meetings: Special meetings of the Board of Trustees may be called by the Chairperson of the Board or by any two Trustees, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

Section 11. Place of Meetings: Meetings shall be held at the principal office of the corporation unless otherwise provided by the Board or at such place within or without the State of California that has been designated from time to time by resolution of the Board of Trustees.

In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all Trustees given either before or after the meeting and filed with the Secretary of the corporation or after all Board members have been given written notice of the meeting as hereinafter provided for special meetings of the Board.

Section 12. Notice of Meetings: Notice of the annual meeting and any special meetings of the Board of Trustees shall be given to each trustee at least at least seventy two (72) hours before any such meeting if given by first-class mail or forty-eight (48) hours before any such meeting if given personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means, and shall state the date, place, and time of the meeting. The purpose of any Board meeting need not be specified in the notice. The board may notice a meeting within twenty-four (24) hours for emergencies.

Section 13. Waiver of Notice and Consent to Holding Meetings: The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each Trustee not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes

thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 14. Quorum for Meetings: A majority of the total number of voting Trustees then in office shall constitute a quorum, provided that in no event shall the required quorum be less than one-fifth of the authorized number of Trustees or two Trustees, whichever is larger. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the Trustees present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the Board.

The Trustees present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Trustees from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation.

Section 15. Majority Action as Board Action: Every act or decision done or made by a majority of the Trustees present at a meeting duly held at which a quorum is present is the act of the Board of Trustees, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a Trustee has a material financial interest (Section 5233), and indemnification of Trustees (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the Board.

Section 16. Conduct of Meetings: Meetings of the Board of Trustees shall be presided over by the Chairperson of the Board or, if no such person has been so designated or in his or her absence, by a Chairperson chosen by a majority of the Trustees present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by rules of order adopted by the Board, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

The corporation shall comply with the Ralph M. Brown Act, California Government Code §§ 54950 et seq.

Section 17. Action by Unanimous Written Consent without Meeting: Any action required or permitted to be taken by the Board of Trustees under any provision of law may be taken without a meeting, if all voting members of the Board shall individually or collectively consent in writing to such action. For the purposes of this Section only, "all members of the Board" shall not include any "interested Trustee" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of the Trustees. Any certificate or other document filed under any

provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Trustees without a meeting and that the Bylaws of this corporation authorize the Trustees to so act, and such statement shall be prima facie evidence of such authority.

Section 18. Telephone and Electronic Meetings: Any meeting, regular or special, may be held (subject to the requirements of the Brown Act) by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all Trustees participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following apply:

- (a) Each Trustee participating in the meeting can communicate with all of the other Trustees concurrently;
- (b) Each Trustee is provided the means of participating in all matters before the Board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation;
- (c) The corporation adopts and implements some means of verifying 1) that all persons participating in the meeting are Trustees of the corporation or are otherwise entitled to participate in the meeting, and 2) that all actions of, or votes by, the Board are taken and cast only by eligible Trustees and not by persons who are not Trustees.

Section 19. Duties: It shall be the duty of the Trustees to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
- (b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation;
- (c) Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the corporation, and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof;
- (f) Act as the governing body of the North Oakland Community Charter School;
- (g) Hire, evaluate, and manage the principal;
- (h) Raise funds for operation of the school;

- (i) Ensure the provision of appropriate facilities;
- (j) Manage the finances of the corporation;
- (k) Oversee curriculum development;
- (l) Ensure the school population is representative of the local community;
- (m) Involve the parents and local community in the school.

Section 20. Standard Of Care:

1. General: A Trustee shall perform the duties of a Trustee, including duties as a member of any Board Committee on which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- (i) one or more officers or employees of this corporation whom the Trustee believes to be reliable and competent as to the matters presented;
- (ii) counsel, independent accountants, or other persons as to matters which the Trustee believes to be within such person's professional or expert competence; or
- (iii) a Board Committee upon which the Trustee does not serve, as to matters within its designated authority, provided that the Trustee believes such Committee merits confidence; so long as, in any such case, the Trustee acts in good faith after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article 7 below, a person who performs the duties of a Trustee in accordance with this Section shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a Trustee, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which a corporation, or assets held by it, is dedicated.

2. Investments: Except with respect to assets held for use or used directly in carrying out this corporation's charitable activities, in investing, reinvesting, purchasing or acquiring, exchanging, selling, and managing this corporation's investments, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of this corporation's capital. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to this corporation.

Section 21. Trustees' Inspection Rights: Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

Section 22. Compensation: Trustees shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 19 of this Article. Trustees may not be compensated for rendering services to the corporation in any capacity other than Trustee unless such other compensation is reasonable and is allowable under the provisions of Section 4 of this Article.

Section 23. Non-Liability of Trustees: The Trustees shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

ARTICLE 5 OFFICERS

Section 1. Number of Officers: The officers of the corporation shall be a Chief Executive Officer who shall be designated the Chairperson, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, at the discretion of the Trustees, such other officers as may be appointed by the Board of Trustees. The same person may hold any number of offices except that neither the Secretary nor the Treasurer may serve concurrently as the Chairperson.

Section 2. Qualification, Election, and Term of Office: Any person may serve as an officer of this corporation. Officers shall be elected by the Board of Trustees, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 3. Removal and Resignation: Any officer may be removed, either with or without cause, by the Board of Trustees, at any time. Any officer may resign at any time by giving written notice to the Board of Trustees or to the Chairperson or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract that has been approved or ratified by the Board of Trustees relating to the employment of any officer of the corporation.

Section 4. Vacancies: Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of Chairperson, such vacancy may be filled temporarily by appointment by the Chairperson until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the Board may or may not be filled, as the Board shall determine.

Section 5. Duties of Chairperson: The Chairperson shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Trustees, supervise and control the affairs of the corporation. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Trustees. The Chairperson coordinates the activities of the other officers.

Section 6. Duties of Secretary: The Secretary shall:

Certify and keep at the principal office of the corporation the original or a copy of these Bylaws as amended or otherwise altered to date;

Keep at the web site of the corporation or at such other place as the Board may determine, a book of minutes of all meetings of the Trustees, and, if applicable, meetings of committees of Trustees and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

Be custodian of the records and of the seal (if one exists) of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws;

Exhibit at all reasonable times to any Trustee of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, and the minutes of the proceedings of the Trustees of the corporation;

File, with the Secretary of State, a list of principal officers of the corporation as required by law (bi-annually and when the officers change);

Keep a record of the current Trustees, the method of their appointment or designation to the Board, the expiration of their terms on the Board, their official addresses, telephone numbers and e-mail addresses;

The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting. Minutes shall be taken by the Secretary of the Meeting or by a delegate of the Secretary of the corporation;

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Trustees.

Section 7. Duties of Treasurer: Subject to Article 9 of these Bylaws relating to the "Execution of Instruments, Deposits, and Funds," the Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Trustees;

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever;

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Trustees, taking proper vouchers for such disbursements;

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

Exhibit at all reasonable times the books of account and financial records to any Trustee of the corporation, or to his or her agent or attorney, on request therefor;

Render to the Chairperson and Trustees, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation;

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports;

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Trustees.

Section 8. Compensation: The officers and other members of the Board of Trustees are not compensated positions. Service in those capacities is without pay. The Ex Officio Trustee will be compensated for service as Executive Director.

ARTICLE 6 COMMITTEES

Section 1. Executive Committee: The Board of Trustees may, by a majority vote of Trustees, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the

powers and authority of the Board in the management of the business and affairs of the corporation, except with respect to:

- (a) Setting the number of Trustees within a range specified in these Bylaws;
- (b) The filling of vacancies on the Board or on any committee that has the authority of the Board;
- (c) The fixing of compensation of the Trustees for serving on the Board or on any committee;
- (d) The amendment or repeal of Bylaws or the adoption of new Bylaws;
- (e) Amendment of the Articles of Incorporation of this corporation;
- (f) The amendment or repeal or any resolution of the Board which by its express terms is not so amendable or repealable;
- (g) The appointment of committees of the Board or the members thereof;

(h) The expenditure of corporate funds to support a nominee for Trustee after there are more people nominated for Trustee than can be elected;

(i) The approval of any transaction to which this corporation is a party and in which one or more of the Trustees has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law;

(j) The approval of any merger, reorganization, voluntary dissolution, or disposition of substantially all of the assets of this corporation.

By a majority vote of its members then in office, the Board may at any time revoke or modify any or all of the authority so delegated, increase or decrease, but not below two (2), the number of Executive Committee members, and fill vacancies therein from the members of the Board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the Board from time to time as the Board may require.

Section2. Advisory Committees: The Corporation shall have such other committees as may from time to time be designated by resolution of the Board of Trustees. Such other committees may consist of persons who are not also members of the Board. Each committee is preferably chaired by a Board member. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as "advisory" committees.

Section3. Meetings and Action of Committees: Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Trustees, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Trustees and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Trustees or by the committee. The time for special meetings of committees may also be fixed by the Board of Trustees. The Board of Trustees may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 7 CERTAIN TRANSACTIONS

Section 1. Loans: Except as permitted by Section 5236 of the California Nonprofit Public Benefit Corporation Law, this corporation shall not make any loan of money or property to, or guarantee the obligation of, any Trustee or officer; provided, however, that this corporation may advance money to a Trustee or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such Trustee or officer so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 2. Self-Dealing Transactions: Except as provided in Section 3 below, the Board of Trustees shall not approve, or permit the corporation to engage in, any self-dealing transaction. A self-dealing transaction is a transaction to which this corporation is a party and in which one or more of its Trustees has a material financial interest, unless the transaction comes within California Corporations Code Section 5233(b).

Section 3. Approval: This Corporation may engage in a self-dealing transaction if the transaction is approved by a court or by the Attorney General. This corporation may also engage in a self-dealing transaction if the Board determines, before the transaction, that (a) this corporation is entering into the transaction for its own benefit; (b) the transaction is fair and reasonable to this corporation at the time; and (c) after reasonable investigation, the Board determines that it could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Such determinations must be made by the Board in good faith, with knowledge of the material facts concerning the transaction and the Trustee's interest in the transaction, and by a vote of a majority of the Trustees then in office, without counting the vote of the interested Trustee or Trustees.

Where it is not reasonably practicable to obtain approval of the Board before entering into a self-dealing transaction, a Board Committee may approve such transaction in a manner consistent with the requirements above; provided that, at its next meeting, the full Board determines in good faith that the Board Committee's approval of the transaction was consistent with the requirements above and that it was not reasonably practical to obtain advance approval by the full Board, and ratifies the transaction by a majority of the Trustees then in office without the vote of any interested Trustee.

Section 4. Personnel Matters and Compensation Issues: When discussing, in private session, personnel or compensation issues related to a Board member who is an officer or employee of the corporation or who is an interested party to the discussion, as defined in these Bylaws, that Board member shall temporarily leave the meeting unless a motion to let that person stay is proposed, seconded, and voted for by the majority of the remainder of the Board.

ARTICLE 8 INDEMNIFICATION AND INSURANCE

Section 1. Right of Indemnity: To the fullest extent allowed by Section 5238 of the California Nonprofit Public Benefit Corporation Law, this corporation shall indemnify and advance expenses to its agents, in connection with any proceeding and in accordance with Section 5238. For purposes of this Article, "agent" shall have the same meaning as in Section 5238(a), including directors, officers, employees, other agents, and persons formerly occupying such positions; "proceeding" shall have the same meaning as in Section 5238(a), including any threatened action or investigation under Section 5233 or brought by the Attorney General; and "expenses" shall have the same meaning as in Section 5238(a), including reasonable attorneys' fees.

Section 2. Approval of Indemnity: On written request to the Board of Directors in each specific case by any agent seeking indemnification, to the extent that the agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d). Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the proceeding, whether, in the specific case, the agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c), and, if so, shall authorize indemnification to the extent permitted thereby.

Section 3. Advancing Expenses: The Board of Directors may authorize the advance of expenses incurred by or on behalf of an agent of this corporation in defending any proceeding prior to final disposition, if the Board finds that:

- (a) the requested advances are reasonable in amount under the circumstances; and

(b) before any advance is made, the agent will submit a written undertaking satisfactory to the Board to repay the advance unless it is ultimately determined that the agent is entitled to indemnification for the expenses under this Article.

The Board shall determine whether the undertaking must be secured, and whether interest shall accrue on the obligation created thereby.

Section 4. Insurance: The Board of Directors may adopt a resolution authorizing the purchase of insurance on behalf of any agent against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, and such insurance may provide for coverage against liabilities beyond this corporation's power to indemnify the agent under law.

ARTICLE 9 THE EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. Execution of Instruments: The Board of Trustees, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. Checks and Notes: Except as otherwise specifically determined by resolution of the Board of Trustees or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the Chairperson of the corporation.

Section 3. Deposits: All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Trustees may select.

Section 4. Gifts: The Board of Trustees may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 10 CORPORATE RECORDS, REPORTS, AND SEAL

Section 1. Maintenance of Corporate Records: The Corporation shall keep at its principal office in the State of California:

(a) Minutes of all meetings of Trustees and committees of the Board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

(b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

(c) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date.

Section 2. Corporate Seal: The Board of Trustees may adopt, use, and, at will, alter a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. Trustees' Inspection Rights: Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

Section 4. Right to Copy and Make Extracts: Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

Section 5. Annual Report: The Board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all Trustees of the corporation, which report shall contain the following information in appropriate detail:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;

(e) Any information required by Section 6 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 6. Annual Statement of Specific Transactions: This corporation shall mail or deliver to all Trustees a statement within one hundred and twenty (120) days after the close of its fiscal year, which briefly describes the amount and circumstances of any indemnification or transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any Trustee or officer of the corporation, or its parent or subsidiary (a mere common Trusteeship shall not be considered a material financial interest); or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent, or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS (\$50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than FIFTY THOUSAND DOLLARS (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS (\$10,000) paid during the previous fiscal year to any Trustee or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of such person's interest in the transaction, and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

ARTICLE 11 FISCAL YEAR

The fiscal year of the corporation shall begin on the first day of July each year and end on the last day of June the following year.

ARTICLE 12 THE AMENDMENT OF BYLAWS

Proposed amendments to these Bylaws shall be submitted in writing to the Trustees at least one week in advance of any Board meeting at which they will be considered for adoption. The vote of a majority or the unanimous written consent of the Trustees shall be required to adopt a Bylaw amendment.

ARTICLE 13 THE AMENDMENT OF ARTICLES

Any amendment of the Articles of Incorporation may be adopted by a vote of the majority or the unanimous written consent of the Board of Trustees.

ARTICLE 14 PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

Section 1. Prohibition Against Sharing Corporate Profits And Assets: No member, Trustee, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Trustees; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the

corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

ARTICLE 15 CONFLICT OF INTEREST

Section 1. Prohibition Against Undisclosed Interests: No member of the Board shall be interested, directly or indirectly, in any contract relating to the operations conducted by the corporation, nor any contract for furnishing services or supplies to the corporation, unless such contract is authorized by a majority of the Board members at a meeting in which the presence of such interested Board member is not necessary for the purposes of a quorum or for the purposes of such majority, and the fact and nature of such interest is fully disclosed or known to the Board members present at the meeting at which such contract shall be authorized.

Section 2. Disclosed Interests: No member of the Board shall vote on any questions in which they have a financial interest, other than the common public interest, or on any question concerning their conduct, but on all other questions each member who is present shall vote. In instances where the Board member has interests other than the common public interest, the member shall disclose this interest to the Board. Any member refusing to vote, except when prohibited by this paragraph, shall be deemed delinquent in their duties. Application to abstain from voting must be made before the votes are cast. Upon application to abstain from voting, the Board member having briefly stated their reason to abstain, shall not be counted in determining either a quorum or a majority of the Board.

When discussing in private session, personnel or compensation issues related to a Board Member who is an officer or employee of the corporation or who is an interested party to the discussion, as defined in these Bylaws, that Board member shall temporarily leave the meeting unless a motion to let that person stay is proposed, seconded and voted on by the majority of the remainder of the board.

ARTICLE 16 POLICY OF NON-DISCRIMINATION

This corporation is committed to the objectives of diversity and pluralism and to the principles of equal opportunity and non-discrimination. It shall reflect this in its policies, regulations, and operations. It shall maintain a non-exclusive and non-discriminatory admissions program. It shall strive to reflect the diversity of the local community and population at large in its student body, Board, employees, volunteers, and community contacts.

CERTIFICATE OF SECRETARY

This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation named in the title thereto and that such Bylaws were duly adopted by the Board of Trustees of said corporation on the date set forth below.

Date: October ____, 2019

Nikki Hampton, Secretary

NOCCS Board Bylaws

ARTICLE 15 CONFLICT OF INTEREST

Section 1. Prohibition Against Undisclosed Interests: No member of the Board shall be interested, directly or indirectly, in any contract relating to the operations conducted by the corporation, nor any contract for furnishing services or supplies to the corporation, unless such contract is authorized by a majority of the Board members at a meeting in which the presence of such interested Board member is not necessary for the purposes of a quorum or for the purposes of such majority, and the fact and nature of such interest is fully disclosed or known to the Board members present at the meeting at which such contract shall be authorized.

Section 2. Disclosed Interests: No member of the Board shall vote on any questions in which they have a financial interest, other than the common public interest, or on any question concerning their conduct, but on all other questions each member who is present shall vote. In instances where the Board member has interests other than the common public interest, the member shall disclose this interest to the Board. Any member refusing to vote, except when prohibited by this paragraph, shall be deemed delinquent in their duties. Application to abstain from voting must be made before the votes are cast. Upon application to



Appendix 8 - Health, Wellness, and Safety Plans

NOCCS Emergency Flipbook

NOCCS Earthquake Drill Procedures

NOCCS Grievance Procedures

NOCCS Wellness Policy

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NOCCS Emergency Procedures

EVACUATION

- **Students line up quickly and quietly at the door.** Leave all items behind in room.
- **Teachers take class roster and evacuate *silently*.**
Make sure *every student* exits room. Shut but do not lock door.
- **Evacuate building via Primary Route.** If blocked, use Secondary Route.
- **Line up by Room # in Linden Park Field.** Stay together and silent.
- **Teachers take attendance. Raise green card** to indicate that all students are accounted for / **red card if not** or for assistance.
- **Teachers continue to monitor classroom group.** Wait for “All Clear” signal or further instructions from Head of School or designated staff member.

EARTHQUAKE

- **Shout “DROP, COVER, HOLD ON”**

- **DROP** to the ground.
- **Take COVER** under a desk or table.
- **HOLD ON** to it until the shaking stops.

Protect back of neck with one hand. Hold onto desk or table with the other.

- **If outside the school building:**

- **STAY OUTSIDE.**
- **Move *quickly*** away from building, trees and poles.
- **DROP and COVER** in place.

- **When shaking stops:**

- If room is heavily damaged / dangerous > follow evacuation procedure.
- If no immediate danger > *stay inside*, take attendance, check for injuries, give first aid. Stay alert and Give Drop, Cover, Hold On command for any/all aftershocks. Remain in room until instructions are provided by admin / emergency responders.

SHELTER IN PLACE

Used to protect and account for students in cases such as airborne contaminants, nearby police activity, or other situation or hazard in which caution is warranted.

- **An announcement will be made:** “Your attention, please Shelter in Place until further notice” possibly followed by additional instructions.
- **Immediately account for and secure all students:**
 - Bring in any students from outside / halls / bathrooms.
 - Go / remain in classroom.
 - Close all windows and doors.
 - Take attendance. Notify admin of any missing students.
 - Resume normal classroom activity.
 - Remain in room or secure area and wait for further instructions.

PALS - LOCKDOWN

Used to quickly protect students in case of an armed or dangerous intruder or other immediate threat.

- **If you see an immediate threat or hear an announcement “PALS! Lockdown!”**
 - **Students: Follow the PALS Drill**
 - **PAUSE** and take a breath.
 - Find an **ADLT**
 - **LISTEN** to instructions.
 - Stay **SILENT** and safe.
 - **Teachers: Immediately account for and secure all students**
 - **Get to / stay in a secure location.**
 - **If inside and if it safe to do so:**
 - Open door enough to check hallway and pull anyone there to safety, then...
 - Quickly lock door(s), cover door window, and close any shades/blinds.
 - **Instruct students to:**
 - Move away from door(s) and windows to the degree possible.
 - Get down on the floor and remain silent.
 - **Stay in room or secure area** until further instructions are provided by an administrator or law enforcement.

OTHER EMERGENCIES

Gas Leak/Explosion:

Leaking gas, hazardous material spills, or other chemical contamination could be the cause of life-endangering explosions in or near the school. If there is a threat of an explosion, the Director will activate the emergency evacuation plan or other appropriate measures to insure student / staff safety.

If the odor associated with natural gas is detected, act fast. The odor will be strongest closest to the origin. Since there is an immediate danger of fire, explosion, or in an enclosed area, asphyxiation, do not try to discover the source of the gas. Staff should notify the Assistant Director or Office Staff if odor of gas is detected.

The gas company should be notified immediately. Do not touch electrical items (Don't turn on / off).

If possible, open windows. Extinguish all ignition sources. Turn off gas at the main. In the event of strong gas odor, or if a main breaks in your area, evacuate the area utilizing the Fire Evacuation Drill Procedures and notify the fire department.

Bomb Threat:

This plan for bomb threat procedures shall include training for key personnel most likely to receive a threat at the school (ie, staff). The following should be observed in the event a bomb threat is phoned in:

- Remain calm.
- If the threat is perceived as serious and immediate, evacuate the building.
- Contact local law enforcement.
- Proceed in accordance with local law enforcement instructions.
- Await further instructions from local law enforcement.

CONTACT #'S

Emergency Phone Numbers

PUBLIC	NOCCS
Any Emergency from a landline – 911 Police Emergency from a cell phone – 510-777-3211 Fire or Medical Emergency from a cell phone – 510-444-1616 Poison Control – 1-800-222-1222 Utilities (PG&E) – 1-800-743-5000	(Place sticky w/ updated numbers here each year.)

Nearest Hospitals:

Alta-Bates Medical	Children's Hospital	Summit Medical
2450 Ashby Avenue	747 52nd Street	350 Hawthorne Avenue
Berkeley, CA 94705	Oakland, CA 94609	Oakland, CA 94609
510-204-4444	510-428-3240	510-655-4000

Emergency Broadcast Stations:

KCBS (740 am) KNBR (680 am) KGO (810 am)

Off-site Evacuation Location:

In the event of an emergency that requires that we completely evacuate the site (major earthquake or fire damage, toxic gas, etc.), NOCCS will relocate as a group to:

Home Depot Parking Lot
3838 Hollis Avenue
Emeryville, CA 94608

Earthquake Drill Procedure

1. KNOW THE DRILL: It has *two* parts: and *each part* will be signaled by an administrator.

PART A: DROP/COVER/HOLD ON! An administrator will come around to your room / all spaces, signaling "earthquake drill, earthquake..." via megaphone.

Follow Earthquake procedure as posted in classrooms (and handed out in staff mtg this afternoon).

- **DROP to the ground (before the earthquake drops you!),**
- **Take COVER by getting under a sturdy desk or table, and**
- **HOLD ON to it until the shaking stops.**

If outside the school building STAY OUTSIDE. Move *quickly* away from building, trees and poles and DROP and COVER in place.

PART B: EVACUATION Administrator will come around *again*, signaling "shaking is over, evacuate..."

Follow evacuation procedure, primary route (like last month)

- *Walking only*, and *silent throughout drill*, including when taking attendance in park.
- Students line up next to classroom/homeroom room number in park.
- All adults on campus (staff, visitors, volunteers) must also follow Evacuation procedures.
- Staff who are not homeroom teachers gather along inside fence to the play structure.

Mr. Ajani will dismiss after all are accounted for.

2. WATCH THIS VIDEO (less than 3 min): <https://www.youtube.com/watch?v=j8mUZFeMwhE>

3. READ THIS (from Great Shake Out website)

Federal, state, and local emergency management experts and other official preparedness organizations all agree that "Drop, Cover, and Hold On" is the appropriate action to reduce injury and death during earthquakes. The ShakeOut is our opportunity to practice how to protect ourselves during earthquakes. This page explains what to do-- and what not to do.

PROTECT YOURSELF. SPREAD THE WORD.

Official rescue teams who have been dispatched to the scene of earthquakes and other disasters around the world continue to advocate use of the internationally recognized "Drop, Cover and Hold On" protocol to protect lives during earthquakes:

- **DROP to the ground (before the earthquake drops you!),**
- **Take COVER by getting under a sturdy desk or table, and**
- **HOLD ON to it until the shaking stops.**

If there isn't a table or desk near you, drop to the ground in an inside corner of the building and cover your head and neck with your hands and arms. Do not try to run to another room just to get under a table.

The main point is to not try to move but to immediately protect yourself as best as possible where you are. Earthquakes occur without any warning and may be so violent that you cannot run or crawl; you therefore will most likely be knocked to the ground where you happen to be. You will never know if the initial jolt will turn out to be start of the big one. **You should Drop, Cover, and Hold On immediately!**

In addition, studies of injuries and deaths caused by earthquakes in the U.S. over the last several decades indicate that **you are much more likely to be injured by falling or flying objects** (TVs, lamps, glass, bookcases, etc.) than by being in a collapsed building. Drop, Cover, and Hold On offers the best overall level of protection in most situations.

What NOT to do:

DO NOT get in a doorway! An early earthquake photo is a collapsed adobe home with the door frame as the only standing part. From this came our belief that a doorway is the safest place to be during an earthquake. In modern houses and buildings, doorways are no safer, and they do not protect you from flying or falling objects. Get under a table instead!

DO NOT run outside! Trying to run in an earthquake is dangerous, as the ground is moving and you can easily fall or be injured by debris or glass. Running outside is especially dangerous, as glass, bricks, or other building components may be falling. You are much safer to stay inside and get under a table.

DO NOT believe the so-called "triangle of life"! In recent years, an e-mail has circulated which has recommends potentially life threatening actions , and the source has been discredited by leading experts.

DROP, COVER, AND HOLD ON!

NOCCS Grievance Procedure

Passed 12-2012

NOCCS's grievance procedure is designed to address complaints related to a NOCCS employee or trustee, and/or the school's policies, practices or curriculum. The grievance procedure may be used by a NOCCS employee, parent, or trustee.

Procedure:

1. Our community encourages honest, face-to-face communication. If a member of the NOCCS community is concerned with someone or some group's behavior, it's best to first communicate your concern directly to the person or group concerned using the communication guidelines and protocols outlined in NOCCS Student-Family Handbook. Upon request, this discussion can be facilitate
2. If there is an unsatisfactory resolution, then the complainant must communicate his/her grievance to the NOCCS Director. This communication may be submitted in person or writing. Depending on the nature of the complaint, the Director may choose to address this directly or to designate another NOCCS employee or trustee to address the issue.
 - a. If the complaint is about the Head of School – go right to step 3.
3. If the complainant is not satisfied with the Head of School's resolution of the grievance or if the grievance is about the Head of School, the complainants can request the Board to review the complaint subject to the following procedures and guidelines:
 - a. If the complaint is about someone other than the Head of School, the complainant shall provide a written statement to the Board requesting a review of the grievance and explaining the reason(s) for the requested review. The Board shall review the Head of School's decision and actions regarding the complaint to ensure that:
 - a. The Head of School followed all applicable laws and regulations;
 - b. The Head of School followed all stated school policies and guidelines;
 - c. The Head of School's findings of fact are supported substantial evidence; and,
 - d. The Head of School's decision is reasonable.
 - b. The Board shall appoint a person or committee to conduct this review and report back to the full Board for a decision.
 - c. The Board shall request the complainant and the Head of School to provide a written statements
 - d. If the full Board finds that the Head of School's investigation followed all applicable laws, regulations, policies and guidelines, that the Head of School's findings of fact are supported by substantial evidence, and that the Head of School's decision is reasonable, the Board affirm the Head of School's decision and consider the matter closed.
 - e. If the full Board finds that the Head of School failed to follow applicable laws or regulations or failed to follow school procedures guidelines, which failure shall be termed a "procedures failure," the Board shall instruct the Head of School to conduct a new grievance procedure to cure these procedural defects except that the Board can find any procedural defects to constitute "harmless error" that does not require further investigation.
 - f. If the full Board finds that the Head of School's findings of fact are not supported by substantial evidence or that the Head of School's decision was not reasonable, the Board shall conduct a de novo review of the grievance subject to the procedure set forth below.
4. The NOCCS Board will appoint a person or persons to tailor a process for resolving the complaint that best leads to its resolution within the guidelines described here.

5. The Board's appointees will review the grievance and request a written response from the party against whom the grievance has been made. The written statements will be given to both parties. (If the party against which the grievance has been made chooses not to participate, the grievance process may still proceed.)
6. The Board's appointees will investigate the complaint. They may interview the parties, request a face-to-face meeting, request additional information, or devise other ways of investigating the complaint.
7. The Board's appointees will report their findings to the Board, and whether the complaint has merit. If they discover that the grievance is well founded they will recommend corrective action.
8. The NOCCS Board is the final arbitrator and has the final decision in any grievance. Based on the findings of its appointees, the Board will decide what, if any, steps to take.

NOCCS Uniform Complaint Procedures Version Passed 12-2011

Below you will find the Notice to Students of Uniform Complaint Procedures, provided to families annually as required by State law.

Annual Notice to Students of Uniform Complaint Procedures

The purpose of this notice is to inform you of your right to file a complaint about certain matters. The school has different procedures for handling different kinds of complaints. Please read the following carefully and see the Director of Dean of Students if you have questions about this information:

You may complain to the Head of School concerning a lack of textbooks, a teacher who does not have the credential to teach a class, or a condition of the school grounds or buildings that poses a safety threat. There is a complaint form that must be completed. The form will be provided to you. You may obtain assistance completing the form. If your complaint is valid, the school must correct the situation within 30 work days. You are also entitled to a written response within 45 work days of submitting your complaint.

Complaints concerning discrimination against a student based on age, sex, sexual orientation, ethnic group, race, ancestry, national origin, religion, color, mental disability, or physical disability are filed first with the Head of School and then with the NOCCS Board of Directors. There are also laws and regulations that the governing board is required to follow in special programs, such as Special Education. If you believe the school is not following those laws, you may file a complaint with the Head of School. This person can assist you in obtaining the complaint form. You may obtain assistance completing the form. The school will forward the written complaint to the NOCCS Board in accordance with law, who must give you a written response in 60 calendar days.

For all complaints, there are procedures for appealing the decision of the Head of School. Please consult the NOCCS Grievance Procedure for more details concerning your appeal rights and the process for lodging complaints. Requests for copies of charter school governing board Policies and Administrative Regulations may be made to the Head of School or through the office located at 1000 42nd Street, Oakland, CA 94608.

NOCCS Uniform Complaint Form

Name:

Date:

My complaint is related to one or more of the following:

- ☐ Lack of textbooks
- ☐ Lack of appropriate credentialing for my child's teacher
- ☐ Condition of school grounds or building that poses a safety threat
- ☐ Discrimination against a student based on age, sex, sexual orientation, ethnic group, race, ancestry, national origin, religion, color, mental disability, or physical disability.
- ☐ Issues related to Special Education
- ☐ Other (please explain)

Please provide us with the necessary background and details to understand your complaint:

- ☐ I have reviewed and understand the NOCCS Uniform Complaint Procedure and the NOCCS Grievance Procedure.

Signature

Date

FOR OFFICE USE ONLY

Date Received: By:



NORTH OAKLAND COMMUNITY CHARTER SCHOOL

1000 42nd Street, Oakland, CA 94608
tel. 510-655-0540, fax 510-655-1222

HYPERLINK "<http://www.noccs.org>" www.noccs.org

SFA Wellness Policy

North Oakland Community Charter School as an SFA is dedicated to providing all students access to healthy foods and opportunities to be physically active to grow, learn and thrive. NOCCS is committed to creating a school environment that promotes and protects students health, well-being and the ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of NOCCS SFA that:

- The school will engage students, parents, teachers, food service professional, health professionals, and other interested community members in developing, implementing, monitoring and reviewing NOCCS SFA school-wide nutrition and physical activity policies.
- All students grade K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet nutrition recommendations of the National School Lunch Program (NSLP) from the California Department of Education (CDE) and the United States Department of Agriculture (USDA).
- Only qualified child nutrition vendors will provide meals ensuring students access to a variety of affordable, nutritious, and appealing foods that meet health and nutrition needs of students; will accommodate religious, ethnic, and cultural diversity of the student body in meal planning; and will provide a clean, safe, and pleasant setting and adequate time for students to eat.
- To the maximum extent practicable, NOCCS SFA will participate in available federal school meal programs.
- The school will provide nutrition education and physical education to encourage lifelong habits of healthy eating and physical activity.

Goals for Nutrition, Physical Education and Activity, and Nutrition Promotion

Nutrition

It is the goal and policy of North Oakland Community Charter School to provide delicious and nutritious lunch for every student. NOCCS also promotes the physical and intellectual well being of its students through healthy nutrition. We are dedicated to teaching healthy eating habits and behaviours through instruction, project based learning, and other strategies. We are committed to giving our students the opportunity and instruction to develop an understanding of their own personal nutrition. We will work to encourage parents, guardians, staff, and the community to serve as positive role models for nutrition education. Our goal is for our students to become healthy, active adults that can build and strengthen our community. To encourage consistent nutrition messages between home and school environments, we shall provide nutrition information to students, parents, guardians, staff, and the community. Outreach shall emphasize the relationship between student health and academic performance. NOCCS encourages the marketing of nutritious foods and beverages through signage.

Physical Education and Physical Activity

NOCCS is acutely aware that a sedentary lifestyle combined with unhealthy eating habits negatively affect student's behavior, academic performance and overall health. NOCCS shall adopt standards and goals for physical education and physical activities based on current health data and expectations found within California's curriculum framework. School staff will receive training designed to help create consistent, quality physical activity and nutritious choices to enhance student health, behavior, attendance and academic performance. All students in grades K-8 shall be provided with opportunities to be physically active on a regular basis. Students will also receive information about sports, exercise and dance opportunities in our community. To encourage consistent physical educational messages between the home and school environment, we will communicate physical fitness test results and other skill and knowledge assessment information to students, parents, guardians, staff and the community. Communication shall emphasize the relationship between physical fitness and academic performance; as well as the relationship between physical fitness, motor skill and knowledge and performance in life's activities. We shall encourage parents, guardians, staff and the community to serve as positive role models for physical education and physical activity. Parent outreach and education will be provided through a number of various channels, such as e-newsletters, all-school meetings and Family Teacher Organization (FTO) meetings.

Nutrition Promotion

NOCCS shall work with outside agencies, such as its food vendor, to support nutrition education as part of its Health Education Curriculum. All school nutrition curriculum shall utilize available materials and service learning (such as Community Dinners) to examine the root causes of hunger, food and insecurity in students' communities. We will continue to support food education by growing vegetables in our school garden. We will work to conduct healthy fundraisers and celebrations, while also refraining from the advertisement of unhealthy foods and beverages.

Nutritional Guidelines for Foods Available at School

NOCCS believes that access to high quality, nutritious meals has been shown to improve eating habits and overall health. NOCCS will offer healthy foods for school meals that meet the standards set by the National School Lunch Program. All food and beverages served or sold outside the federal meal program will also meet or exceed Senate Bill 19 Guidelines:

- No more than 35% of its calories from fat
- No more than 10% of its calories from saturated fat
- No more than 35% sugar by weight
- The only beverages that may be provided to students are milk, water, or juice that has at least 50% fruit juice.

School staff, students and parent groups will be encouraged to refrain from using candy and snacks of minimal nutritional value as rewards to students, during school-sponsored events, and/or fundraisers. We will also ensure that all students have access to free, fresh drinking water.

Guidelines for Reimbursable Meals

Food and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance.

Program Involvement, Implementation and Evaluation

NOCCS will establish a Health Advisory Committee to work with community groups to monitor the school's compliance with this policy and to suggest improvements to the health and fitness of its students. The Health Advisory Committee will consist of at least four people, drawn from the following groups: parents/guardians, teachers, administrators and/or students. The Head of School will designate a staff member to ensure that the school is in compliance with the wellness policy. The assessment of progress will include an evaluation of the program against program goals outlined here. This representative will represent the committee at parent meetings, and other school organizations in order to maintain health goals in all school activities. The Health Advisory Committee shall meet yearly to evaluate the wellness policy, progress made in attaining the goals, measure outcomes, and give updates to the NOCCS Board.

Posting Requirements

Each school shall post the school policies and regulations on nutrition and physical activity in public view within the school office, cafeterias or any other central eating areas (Education Code 49432). This Wellness Policy will also be posted on the NOCCS website.



Appendix 9 - Student Recruitment, Admissions, and Enrollment

NOCCS Information Sheet

NOCCS Recruitment Poster

NOCCS Recruitment Handout

NOCCS Admissions Checklist

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North Oakland Community Charter School

Who we are: NOCCS is a neighborhood-driven, equity-focused, and arts-infused, progressive education school serving students from kindergarten through 8th grade.



Mission Statement:

The North Oakland Community Charter School (NOCCS) is a public school dedicated to helping children become thoughtful, informed, and inquisitive citizens.

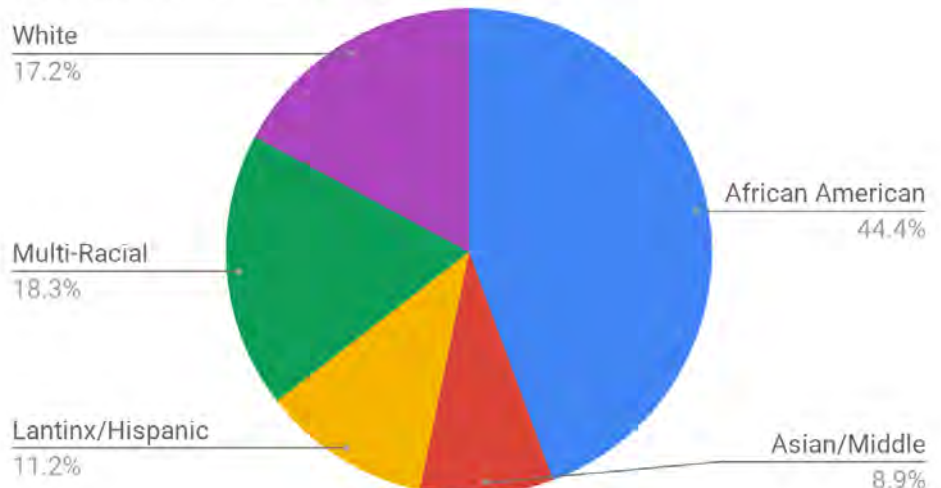
NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. The school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child.



Location and Demographics:

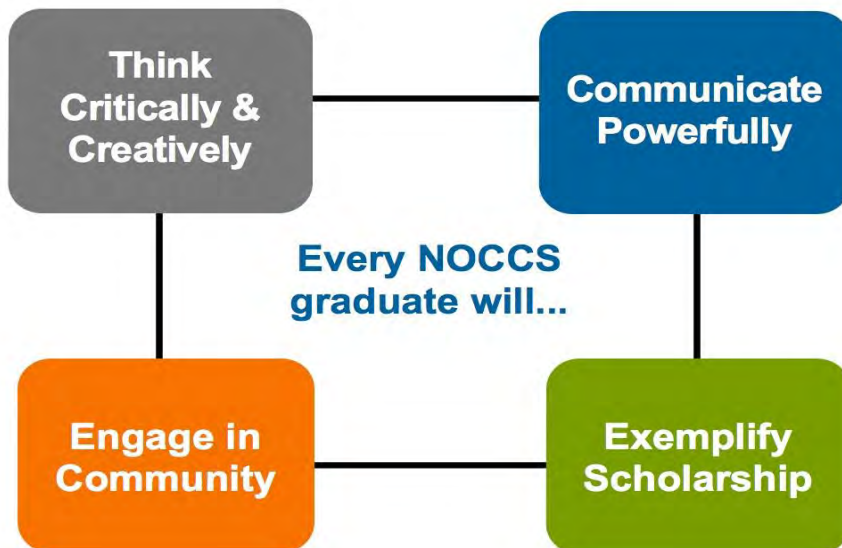
NOCCS is in the Longfellow Neighborhood of Oakland, right on the border with Emeryville. The economically (56% *Free and Reduced Lunch*) and racially diverse student body represents the populations of the North Oakland, West Oakland, and Temescal neighborhoods from which it draws.

NOCCS Student Body Data 2018-2019



Core Principles: In 2000, a diverse group of parents and educators began meeting in North Oakland to share a dream of starting a new school. Those founders talked about how they could design a school that respected and nurtured young learners. They developed NOCCS' 10 Core Principles.

- A commitment to equity
- Families' contributions
- Respect for teachers and teaching
- Creativity
- Teaching for understanding
- Respect for children and their learning
- High expectations
- A caring community of learners
- Valuing diversity
- Connections to the world



We Believe: In order to grow “thoughtful, informed, and inquisitive citizens,” NOCCS staff of teachers, in partnership with families, help students engage in a critical examination of their diverse world through artistic expression, studying the social dynamics of their communities, and connecting their academic expectations to their roles as leaders.

Academic Philosophy: *Teaching for Understanding* is key to the academic philosophy of NOCCS. Through project-based, interdisciplinary explorations, students come to their own definition of what it means to be a citizen in their various contexts.



At NOCCS, teachers teach students, using curriculums as tools.

Looking for a *Great* K-8 Public School?



Apply Now to NOCCS for 2017-18 Kindergarten - Grade 8

North Oakland Community Charter School (NOCCS) offers:



- A Diverse, Inclusive Community
- High Test Scores
- Project-based Academics
- Peacemaking and Social Justice
- Art, Music, Technology and P.E.
- Electives, Outdoor Education and More!

Click on admissions at www.noccs.org

Call 510-655-0540 or visit the office at 1000 42nd Street in Oakland (near Adeline)

Looking for a **Great Public School** in the **Neighborhood?**

Apply Now to NOCCS for 2018-19!
Kindergarten - Grade 8



- **Diverse and Inclusive**
- **High Test Scores**
- **Project-based Academics**
- **Peacemaking and Social Justice**
- **Art, Music, Technology and P.E.**
- **Electives, Trips and More!**

Click on **admissions** at **www.noccs.org** or visit our office at 1000 42nd Street.

NOCCS Admissions Checklist

1. LEARN about NOCCS

Decide if our mission, curriculum, learning approach and community are what you seek for your child in a school. Visit www.noccs.org, attend a tour (by reservation, adults only), Tuesdays from December through mid-February. Attend an open house (drop-in, children welcome) **10:30 AM - 12:00 PM Saturday, February 4, 2017**

2. APPLY by Midnight on February 17, 2017 at enrolloak.schoolmint.net

Apply by this due date to be included in the Admissions Lottery for the 2017-18 school year.

After due date, applications are accepted year-round in the order received, and offers are made based on space-availability and our admissions policies.

3. ADMISSIONS LOTTERY occurs at 5 PM on March 15, 2017

Applicant families need not be present; you will be notified shortly thereafter and can also check your schoolmint account for your child's admissions status.

4. APPLICANT CHOSEN IN LOTTERY?

YES

Provide the following documentation to be verified *before* the seat can be offered. Scan/photograph documents to upload into schoolmint or email. Call 510-655-0540 or come to the front office for assistance. *False representation of your child's age, identity, sibling status, primary residence or grade level will result in the lottery offer being withdrawn.*

___ Child's age/identity verification

A religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent/guardian; a birth certificate; previously verified school records; or any other documents permitted by law.

___ THREE documents with matching name & address, such as:

- A copy of a parent/guardian's CA Driver's License or official California ID Card from the Department of Motor Vehicles with your current address on it
- A bill dated within 90 days: PG&E, cable, water, garbage, etc.
- Automobile registration AND automobile insurance (count for 2, must be provided together)
- Homeowner's/renter's insurance policy
- Rental agreement copy
- Property tax statement
- Official letter from a social services/governmental agency within 90 days
- A copy of any OUSD letters or documentation of OUSD resident status

___ Grade level verification (waived for Kindergarten applicants)

- A copy of the child's most recent report card

NOCCS uses these documents for the purposes of establishing an applicant's identity, age, and residency ONLY. A parent or student's citizenship status will NOT affect enrollment.

NO

Applicant will be placed on waiting list and the parent/guardian(s) will be notified by email and can access their child's enrollment status via their online account.

If / when a space becomes available, families of waitlisted students will be notified by email and phone.

All documentation must be provided and verified *before* seat can be offered. (see YES)

*Note:
Siblings of current and newly accepted students, as well as children of staff and board members, receive an admissions preference which may change the waitlist order slightly from time to time.*

5. IF APPLICATION VERIFIED AND SEAT OFFERED Families of

students offered seats in the Lottery have until **Thursday, March 30, 2017** to accept or decline. Families of students offered seats *after* the Lottery have 72 hours to accept the offer, or it is rescinded. Brief tours / visits for admitted students and families are available and will be announced after the lottery.



Appendix 10 - Roles & Responsibilities

NOCCS Organizational Chart

2019-20 Staff List

Head of School Job Description

Director of School Support Job Description

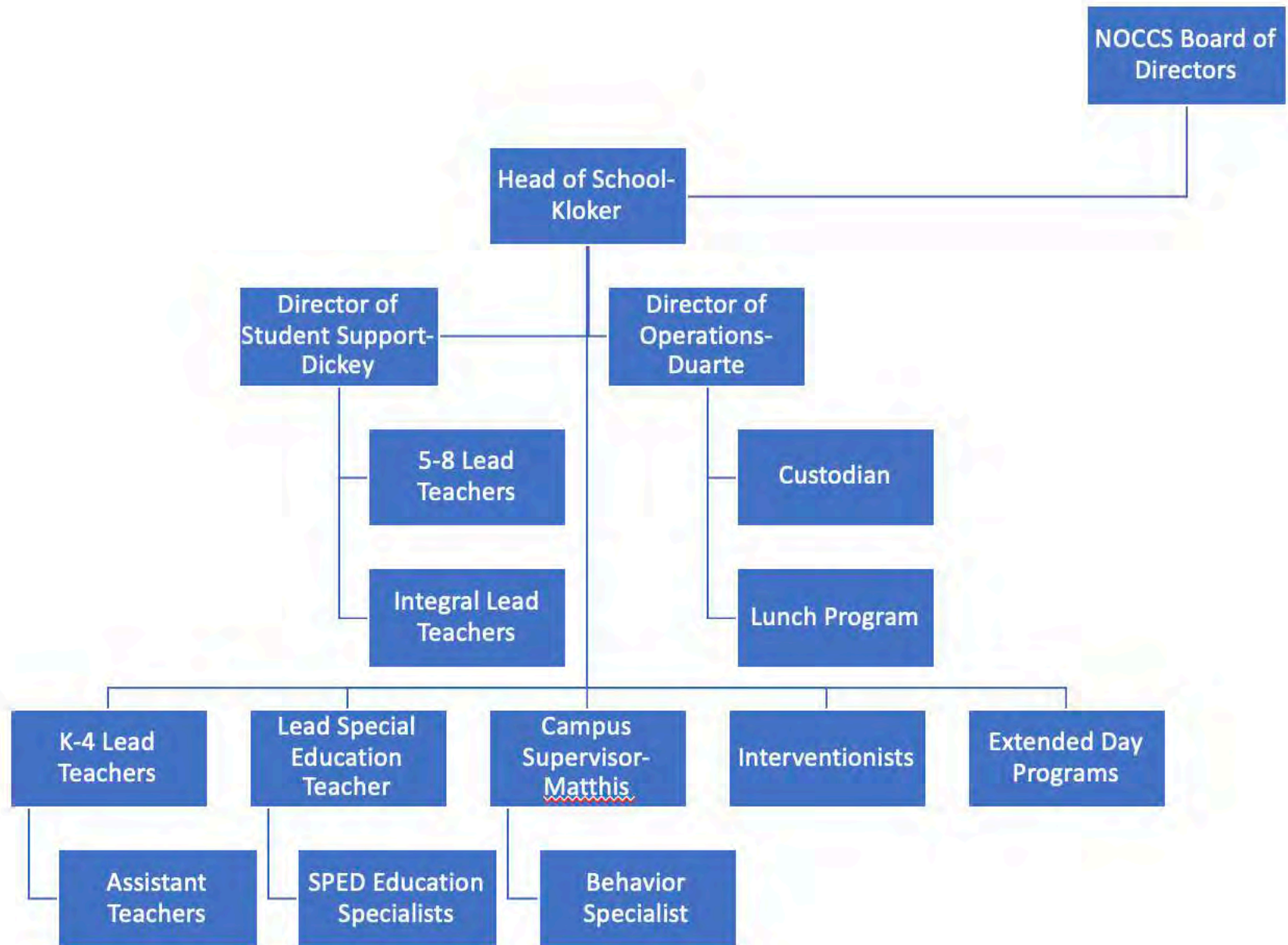
Director of Operations Job Description

Campus Supervisor Job Description

Education Specialist Job Description

Lead Teacher Job Description

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2019-20 NOCCS Staff List

To email a staff member use this convention:

firstname.lastname@noccs.org

K-4 Lower School Faculty		
Nakachi Clark-Kasimu	K Lead Teacher	Room 1
Lorin King	K Lead Teacher	Room 2
Katy Cornell	1 st /2 nd Lead Teacher	Room 5
Kevin Newman	1 st /2 nd Lead Teacher	Room 6
Rachel Montoya	3 rd /4 th Lead Teacher	Room 3
Samantha Ridolfi	3 rd /4 th Lead Teacher	Room 4
5-8 Upper School Faculty		
Anna To	5 th Lead Teacher	Room 7
Rodrick Stovall	7-8 Math / Science Teacher	Room 8
Kaitlyn Nott	7-8 ELA / Social Students Teacher	Room 9
Integrals Faculty		
Helio Conceicao	K-8 Music & Movement	Dance Studio
Tammara Mercer	K-8 Visual Arts Teacher and Student Support Specialist	Art Studio
Special Education		
Laura Badal	Lead Special Education Teacher	Learning Hub
Malaika Dupree-Walker	K-8 Education Specialist	Learning Hub
Raefa AlAzzawi	K-8 Education Specialist	Learning Hub
Support (Assistant Teachers and Response to Intervention / Special Education (RTI/SPED))		
Therese Slade	Math/Reading Interventionist	Atrium
Skye Imara Jackson-Goudy	5-8 Behavior Specialist	Rooms 8 and 9
Biatris Bruins	Kindergarten Assistant Teacher	Rooms 1 and 2
Naborina Alonso	1 st /2 nd Assistant Teacher, Lunch Support	Rooms 5 and 6, MPR
Rachael Meyers	3 rd /4 th Assistant Teacher	Rooms 3 and 4

Kim Velasquez	5 th Assistant Teacher	Room 7
Administration		
D.M. Kloker	Head of School	Main Office
Dr. Lehi Dickey	Director of Student Support	Main Office
Dr. Inecir Matthis	Campus Supervisor	Wellness Center
Yesenia Duarte	Director of Operations	Main Office
Mikal Hardy	Custodian	
Extended Day Programs (EDP)		
Malaika Dupree-Walker	Seedlings	Room 1, 2, 5, and 6
Dwayne Aikens	WELO Program	WELO MPR
Aleshia Reaves	Morning Care	Aleshia Reaves



North Oakland Community Charter School

North Oakland Community Charter School Head of School Position

Organizational Overview

North Oakland Community Charter School (NOCCS) is a K-8 charter school that has been in operation for more than 15 years. Its model features the delivery of a innovative, project-based curriculum in a personalized environment to an intentionally diverse group of students from across the city. NOCCS' ultimate goal is to develop the intellectual and social-emotional capacity of every child the school serves. In recent years, the school has increasingly drawn students from its local community, which has led to increases in the racial, ethnic and socio-economic diversity of the school. For more information about NOCCS, please visit www.noccs.org.

Opportunity

NOCCS is seeking an effective communicator, skilled manager, and enthusiastic champion of the school's mission to join the community as the next Head of School and lead the school into its next phase of growth. S/he will be responsible for supervising finance and operations, managing the school's instructional leaders and staff, interfacing with the board and broader community, and ensuring that the school's vision and mission are living through its work with students every day. S/he will be a passionate advocate for NOCCS' work on behalf of its students and will build a thriving Kindergarten through 8th grade program that ensures a high level of academic rigor paired with arts-integration, project-based learning experiences and strong social-emotional supports.

To be successful, the next Head of School will be a seasoned, experienced leader with deep cultural competence and understanding of how to work effectively with all members of the NOCCS community. S/he will have high standards for her/himself and others, holding everyone accountable to the core mission of the school. S/he will be a bridge builder with excellent interpersonal skills and the ability to form close bonds with students, teachers, parents and board members. S/he will be effective in managing school finance, personnel, fundraising and operations matters. Finally, s/he will be knowledgeable about the instructional practices and social-emotional strategies that will enable all of NOCCS students to thrive academically, socially and personally.

Responsibilities

The Head of School's key responsibilities include:

- **Leading the vision for NOCCS' success**, including ensuring that its academic programs, school culture and community engagement are highly effective and tightly aligned to the school's mission and goals;
- **Engaging and leading the community in authentic, direct and productive conversations**, especially around issues of diversity, equity and inclusion;



North Oakland Community Charter School

- **Managing school administrators and teaching staff**, remaining deeply committed to developing and bringing out the strengths of all of NOCCS' people while holding them accountable for their goals and desired student outcomes;
- **Partnering with the Board of Directors and community members** to effectively manage the school while securing the resources necessary to maintain its financial and programmatic health, working together to develop and execute against a longterm strategy and pushing the boundaries of what is possible to realize the highest levels of success for NOCCS' students;
- **Encouraging students and faculty to be their best selves every day**, ensuring an unyielding focus at all times on what is best for NOCCS' scholars, families and community.

Qualifications

In order to fulfill these responsibilities, the ideal Head of School candidate will be:

- An accomplished leader with a track record of success as a school-site administrator in similar communities and a deep commitment to ensuring that all students can access the opportunities they deserve.
- Inspiring in his or her management style; one who sees the possibility in all adults and is willing to devote time to coach and develop them while holding them accountable to measurable results.
- Committed to providing wrap-around services and robust social-emotional programs to students; knowledgeable about the use of restorative practices and leverages a trauma-informed approach to student support services.
- Culturally competent and a self-reflective leader who understands the effects of race, class, ethnicity, income, sexual orientation, gender identity, national origin, and other issues of difference in our society and is able to lead direct conversations about these issues.
- Skilled in strategic planning, project management, and organization; able to focus on big picture priorities while not losing sight of the details.
- Dynamic and versatile, engages effectively with a variety of individuals and speaks in a clear, compelling, and authentic manner about the organization's goals and priorities.

To Apply



North Oakland Community Charter School

To apply, please submit your resume and a thoughtful cover letter addressed to Luis Rodriguez, Board Chair via email to noccssearch@gmail.com. Feel free to contact the NOCCS Head of School Search Committee at this email address with any questions.

NOCCS is an equal opportunity employer and an organization that values diversity. Recruiting staff to create an inclusive organization is a priority, and we encourage applicants from all backgrounds. Candidates are evaluated solely on their qualifications to perform the work required.



North Oakland Community Charter School

North Oakland Community Charter School

Director of Student Support Position

Organizational Overview

North Oakland Community Charter School (NOCCS) is a K-5 charter school that has been in operation since 2000. Its model features the delivery of an innovative, project-based curriculum in a personalized environment to an intentionally diverse group of students from across the city. NOCCS' ultimate goal is to develop the intellectual and social-emotional capacity of every child the school serves. In recent years, the school has increasingly drawn students from its local community, which has led to increases in the racial, ethnic and socio-economic diversity of the school. For more information about NOCCS, please visit www.noccs.org.

Responsibilities

The Director of Student Support key responsibilities include:

- Collaborate with Leadership Team (Head of School, Campus Supervisor, and Director of Operations) and others (e.g. teachers/staff, district personnel, and community organizations, etc.) for the purpose of implementing and/or maintaining services or programs, and to identify and assess student needs
- Perform personnel functions (e.g. interviewing, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of staff
- Manage and work with teachers/staff for the purpose of identifying students who are not making adequate academic progress and design appropriate interventions
- Manage the implementation, tracking and development of multi-tiered student supports and intervention including; tracking system for identifying and moving students (Response to Intervention)
- Manage the implementation, tracking and development of EL supports, including ELPAC testing and collaboration with the Head of School and teaching staff on curriculum and instruction
- Professional development for teachers (including but not limited to Culturally Responsive Pedagogy, Arts Integration, Close Reading, Math Talks, etc.)
- Completing and submitting state reporting (Fall report SARC, CBEDS, EOY, PFT, Civil Rights, and immunizations)
- Support students in both academic and socio-emotional needs
- Facilitate the Instructional Leadership Team
- Facilitate Teacher Team planning/data analysis meetings
- Coordinate SBAC testing administration
- **Encouraging students and faculty to be their best selves every day**, ensuring an unyielding focus at all times on what is best for NOCCS' scholars, families and community.



North Oakland Community Charter School

Qualifications

In order to fulfill these responsibilities, the ideal Head of School candidate will be:

- An accomplished leader with a track record of success as a teacher coach, dean of students, or other education leadership position
- At least five years of high-quality K-12 classroom instruction experience
- Committed to providing wrap-around services and robust social-emotional programs to students; knowledgeable about the use of restorative practices and leverages a trauma-informed approach to student support services.
- Culturally competent and a self-reflective leader who understands the effects of race, class, ethnicity, income, sexual orientation, gender identity, national origin, and other issues of difference in our society and is able to lead direct conversations about these issues.
- Skilled in strategic planning, project management, and organization; able to focus on big picture priorities while not losing sight of the details.
- Dynamic and versatile, engages effectively with a variety of individuals and speaks in a clear, compelling, and authentic manner about the organization's goals and priorities.

To Apply

Contact office@noccs.org

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North Oakland Community Charter School

North Oakland Community Charter School Director of Operations Position

Organizational Overview

North Oakland Community Charter School (NOCCS) is a K-5 charter school that has been in operation since 2000. Its model features the delivery of an innovative, project-based curriculum in a personalized environment to an intentionally diverse group of students from across the city. NOCCS' ultimate goal is to develop the intellectual and social-emotional capacity of every child the school serves. In recent years, the school has increasingly drawn students from its local community, which has led to increases in the racial, ethnic and socio-economic diversity of the school. For more information about NOCCS, please visit www.noccs.org.

Responsibilities

The Director of Student Support key responsibilities include:

- Collaborate with Leadership Team (Head of School, Campus Supervisor, and Director of Student Support) and others (e.g. teachers/staff, district personnel, and community organizations, etc.) for the purpose of maintaining welcoming, high-quality school.
- Hire, train, manage, support, and evaluate the NOCCS Office support staff
- Hire, train, manage, support, and evaluate the NOCCS Custodial staff
- Hire, train, manage, support, and evaluate the NOCCS Lunch services/staff
- Collaborate with the Head of School around Facilities upkeep and use, including technology and site rentals
- Manage payroll, purchasing, invoices, donations, and payments for extended day service
- Manage enrollment in the Extended Day Program for before and after-school care.
- Process necessary paperwork for staffing at NOCCS
- Oversee and ensure effective implementation of student information systems (powerschool, etc) by all school staff
- Oversee and ensures compliance related to daily student attendance tardiness, and independent study records and reporting in keeping with state regulations and school policies/ procedures
- Oversee and ensure compliance related to monthly and P1/P2 student attendance reporting
- Oversee and ensure compliance related to student information systems and reporting (CALPADS, etc)
- Oversee, coordinate, and ensure accurate and timely local, state, and federal compliance reporting (SARC, Con Ap, etc.)
- Collaborate with the Executive Director to develop annual supplies, office systems, and facilities budgets
- Manage and maintain/track office and (on-going) facilities budgets and relates expenditures/purchasing



North Oakland Community Charter School

- Ensure all school equipment is in proper working order, arranges for repairs and maintenance as needed
- Manage all aspects of the school lunch program including vendor selection, initial contract negotiation, program evaluation, and on-going oversight and monitoring to ensure compliance with all health and safety regulations
- Develop, documents, implements, and monitors systems needed to keep the school and office running in an efficient, useful manner
- Develop, documents, implements, and maintains organizational systems (files, physical environment, etc.) that contribute to an efficient, well organized office and school.
- Oversee and ensures building safety and security (keys, alarms, upkeep, etc.)
- Manage and ensures compliance related to the NOCCS admission and waiting list
- Oversee and maintain registration data
- Oversee timely processing of transcripts and other student records for incoming, current, and/or former students.
- Oversee processing and production of tri-annual progress reports
- Articulate and embody NOCCS mission, guiding principles, and staff norms
- Communicate effectively with colleagues, parent/families, students, and key stakeholders
- Contribute to staff dialogue and constructive conversations that contribute to the continuous improvement of NOCCS as a learning community

Qualifications

In order to fulfill these responsibilities, the ideal Head of School candidate will be:

- At least five years of business/office management
- Culturally competent and a self-reflective leader who understands the effects of race, class, ethnicity, income, sexual orientation, gender identity, national origin, and other issues of difference in our society and is able to lead direct conversations about these issues.
- Skilled in strategic planning, project management, and organization; able to focus on big picture priorities while not losing sight of the details.
- Dynamic and versatile, engages effectively with a variety of individuals and speaks in a clear, compelling, and authentic manner about the organization's goals and priorities.

To Apply

Contact office@noccs.org

NOCCS is an equal opportunity employer and an organization that values diversity. Recruiting staff to create an inclusive organization is a priority, and we encourage applicants from all backgrounds. Candidates are evaluated solely on their qualifications to perform the work required.



North Oakland Community Charter School

North Oakland Community Charter School Campus Supervisor Position

Organizational Overview

North Oakland Community Charter School (NOCCS) is a K-5 charter school that has been in operation since 2000. Its model features the delivery of an innovative, project-based curriculum in a personalized environment to an intentionally diverse group of students from across the city. NOCCS' ultimate goal is to develop the intellectual and social-emotional capacity of every child the school serves. In recent years, the school has increasingly drawn students from its local community, which has led to increases in the racial, ethnic and socio-economic diversity of the school. For more information about NOCCS, please visit www.noccs.org.

Responsibilities

The Director of Student Support key responsibilities include:

- Collaborate with Leadership Team (Head of School, Director of Operations, and Director of Student Support) and others (e.g. teachers/staff, district personnel, and community organizations, etc.) for the purpose of maintaining welcoming, high-quality school.
- Oversee K-5th student safety on campus site.
- Respond to student discipline and behaviors problems using restorative, high-accountability approach laid out in family-student handbook.
- Review student behavior referrals and make recommendations to Head of School for further actions if necessary (i.e. In House or Off Campus Suspensions, Work packets, loss of recess and/or lunch)
- Provide mental and emotional support for students
- Provide Wellness Center space for students when needed (i.e. Feelings of Emotional or Mental distress, in need of a break or nap to reset, to talk about personal issues and/or concerns)
- Facilitate daily/weekly student age appropriate Socio/Emotional group sessions
- Check into classrooms to monitor student behavior
- Daily/Morning check-ins with assigned students
- Supervise additional student behavioral support and/or mental health staff
- Facilitate Response to Intervention (RtI) meetings for tier II and tier III behavioral and academic intervention
- Strategic engagement/communication for relationship growth with parent(s)/guardians of students for consistent check-ins regarding students behaviors, socio/emotional and/or academics
- Meet with teachers for socio/emotional support regarding personal and academic issues or concerns
- Schedule and facilitate meetings with parents and students whenever necessary to resolve ongoing conflicts, i.e. bullying, fighting, etc.
- Articulate and embody NOCCS mission, guiding principles, and staff norms



North Oakland Community Charter School

- Communicate effectively with colleagues, parent/families, students, and key stakeholders
- Contribute to staff dialogue and constructive conversations that contribute to the continuous improvement of NOCCS as a learning community

Qualifications

In order to fulfill these responsibilities, the ideal Head of School candidate will be:

- At least five years of mental health, education, and/or student behavioral support background
- Masters in Counseling, Social Work, Education, or other related field.
- Culturally competent and a self-reflective leader who understands the effects of race, class, ethnicity, income, sexual orientation, gender identity, national origin, and other issues of difference in our society and is able to lead direct conversations about these issues.
- Skilled in strategic planning, project management, and organization; able to focus on big picture priorities while not losing sight of the details.
- Dynamic and versatile, engages effectively with a variety of individuals and speaks in a clear, compelling, and authentic manner about the organization's goals and priorities.
- Certification necessary to provide Education Related Mental Health Services (ERMHS) as part of special education services strongly desired.

To Apply

Contact office@noccs.org

NOCCS is an equal opportunity employer and an organization that values diversity. Recruiting staff to create an inclusive organization is a priority, and we encourage applicants from all backgrounds. Candidates are evaluated solely on their qualifications to perform the work required.



North Oakland Community Charter School

1000 42nd St. Oakland, CA 94608 (510)655-0540 www.noccs.org

Educational Specialist (Mild/Moderate) - Lead Special Education Teacher K-8

About the Position

North Oakland Community Charter School (NOCCS) seeks a dynamic, progressive, and equity-minded Resource Teacher – Educational Specialist (Mild/Moderate) to join our school community.

This is fantastic opportunity for a motivated and collaborative professional interested in serving some of our most vulnerable learners, as well as contributing to the development of a state-of-the-art equity-based RTI-Inclusion model that gets excellent results for our students.

NOCCS is a public school serving 200 students in grades K-8.

The Education Specialist in this position will serve all of our K-8 students with Individualized Education Plans. In addition, the Education Specialist will play a key role on our Coordination of Services Team in ensuring that all students receive excellent and equitable supports that enable them to access their education and thrive as learners.

We are looking for an excellent educator and leader with a passionate commitment to equity and the academic achievement and social-emotional development of traditionally underserved students.

This educator will be an innovator with a unique combination of deep skills and knowledge in working with exceptional learners, a compelling vision for building a new RTI-Special Education Program, and deepening our approach to culturally responsive practices throughout our school community.

Our ideal colleague will have a great sense of humor, deep appreciation for our K-8 students, and a strong understanding of the unique social, emotional, and educational strengths and needs of students with learning differences.

The Lead Special Education Teacher must be a skilled collaborator and able to work with other professionals in a team environment to develop a new RTI and Special Education model, systems, supports. The Education Specialist will be highly skilled in partnering with parents to deeply understand and support the needs of our special education students.

All qualified candidates must have experience in successfully supporting a diverse range of learners. They will have a strong conceptual understanding and practical working knowledge of the Common Core Standards. Like all NOCCS Teachers, they will be familiar with the use of workshop and/or inquiry-based teaching strategies, a diversity of assessments to inform differentiated instruction, culturally relevant strategies for working with a highly diverse student body.

Essential Duties and Responsibilities:

- Administer academic diagnostic assessments
- Participate as a member of a team to identify the needs and specific goals and objectives of each child's Individualized Education Plan (IEP)
- Facilitate, document, and/or participate in IEP meetings

- Instruct students with IEPs for the purpose of developing appropriate academic and interpersonal skills
- Consult and articulate with faculty and parents via meetings, phone, and email regarding the needs and progress of students
- Create and maintain notifications, records, files, and reports required by federal, state, and SELPA regulations
- Maintain knowledge of current regulations pertaining to Special Education
- Participate in/Co-Lead Coordination of Services Team (COST) and follow up plans as needed
- Collaborate with faculty to ensure that student's modifications and accommodations are being appropriately implemented in the general education classroom

Position Requirements:

- Bachelors Degree Required / Masters Degree preferred
- California Education Specialist Credential (Mild/Moderate). Preliminary / Temporary may be considered.
- NCLB Highly Qualified
- A minimum of one year of teaching experience working as a special education teacher and/or in an environment that serves students with a range of learning differences.
- Knowledge of child cognitive development and different learning styles.
- Ability and willingness to implement students' IEPs.
- Ability and willingness to reflect and improve.
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities.
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parent, and community
- Ability to work as a self-starter in within a new program and an agile organization
- Ability to work with an ethnically and economically diverse student body
- Ability to use and/or learn technology for both administrative and instructional functions
- Interest in working in a school community with a high degree of parent/family participation.

Desired:

- Experience with Upper Elementary and Middle School Students (4th-8th Grade)
- Master's Degree or Higher
- National Board Certification
- Bilingual (Spanish)
- We are strongly committed to hiring a diverse and multicultural staff and strongly encourage candidates of color to apply
- Experience with and/or interest in blended learning and/or technology

Salary and Benefits

- Salaries are based on the NOCCS salary scale.
- Salaries are competitive and commensurate with experience.

Required Application Materials

Application packets must include the following:

1. **Resumé**

2. Cover letter

- In your cover letter, please include a description of your experience, how you were referred to this position, and any other information you feel is important for us to know about you.

3. Photocopy of California teaching credential(s)

- 4. Reference sheet with three professional references.** For each reference please provide us the reference's name, position, contact information, and how long and in what capacity you know/worked with this reference.

Application Process

- Phone calls will not be accepted.
- Email all required application materials listed above to: kloker@noccs.org
- All application materials must be submitted via a single email, as word or PDF attachments.
- Incomplete application packets will not be considered.
- Application packets will be accepted on a rolling basis until the position is filled.
- Promising first round candidates will be contacted for a phone interview.
- Promising second round candidates participate in a 30-45 minute interview with the staff hiring team.

See our website for more detailed information regarding our school: www.noccs.org



North Oakland Community Charter School

1000 42nd St. Oakland, CA 94608 (510)655-0540 www.noccs.org

Openings for Lead Teachers

North Oakland Community Charter School (NOCCS) seeks dynamic, progressive, and equity-minded Lead Teachers to join our school community.

About Our School

Founded in 2000, NOCCS is a public charter school dedicated to *helping children become thoughtful, informed, and inquisitive citizens*. NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. The school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child.

Now in its third charter term, NOCCS enrolls 225 students in Kindergarten through Eighth Grade. Located adjacent to Linden Park in the Longfellow neighborhood of North Oakland, the school's facilities include an art studio, multipurpose room, learning hub (resource room), computer lab, garden and play yard. Our model includes specialists in Art and Music, an integrated Response to Intervention / Special Education model and an in-house Teacher Intern Program.

Qualities We Seek

We are looking for excellent teachers and leaders with a passionate and relentless commitment to equity and to the academic achievement and social-emotional development of traditionally underserved students.

NOCCS educators are *innovators* who possess strong content knowledge and the ability to teach Common Core and California Standards with depth and creativity. Our teachers have a special ability to *teach to the whole child* while developing a *community of scholars* in each classroom and throughout the school.

Our ideal colleagues are positive, hard-working, self-reflective learners. They are professionals, eager to collaborate and energized by working in a team environment to develop curriculum, refine grade-level systems, support the needs of students, and communicate with families. Each NOCCS teacher holds a deep understanding of and appreciation for the developing social, emotional and educational needs of her/his/their age group.

continued...

Job Details

Lower School Positions (K-5)

Each lead K-5 Teacher teaches in a multi-grade classroom (K/1, 2/3 or 4/5) comprising 22-27 students. Reading is taught in leveled groups within each classroom; math is taught by grade level (i.e. each teacher is responsible for *one* grade level of math instruction). Social Studies and Science are taught via in-depth and often arts-integrated units.

Upper School Positions (Gr. 6-8)

Lead 6th, 7th and 8th Grade Teachers teach two to three sections of 27 students each in one of the following subject areas:

- English Language Arts/Social Studies
- Mathematics
- Science

Upper School Teachers also teach one Elective each trimester, lead a student Advisory, and organize and chaperone field trips, including at least one outdoor education overnight trip each year.

Position Requirements

- California Multiple Subject Credential and CLAD or AB1059, demonstrating compliance with the NCLB highly qualified teacher status as defined by the California Department of Education.
- A minimum of one year of lead teaching experience in the classroom.
- Knowledge of different units of study and interest in designing rich and rigorous interdisciplinary curriculum using a backwards-planning framework (Teaching for Understanding, Understanding by Design, etc.) to address a range of diverse learners.
- Experience in implementing an array of best practices related to inquiry and workshop-based instruction.
- Knowledge of the Common Core and California State Content Standards.
- Ability to design and/or use a variety of assessment tools and techniques to guide instruction.
- Demonstrated success in differentiating instruction in public school classroom settings.
- Interest and skill in working as part of team to develop and implement a state-of-the-art curriculum as well as rich outdoor education and technology integration.
- Interest in working in a school community with a high degree of parent/family participation.
- Commitment and ability to attend committee meetings, lead school-wide initiatives, utilize parents as volunteers in the classroom, and attend occasional evening meetings.

Desired

- Master's Degree or Higher
- National Board Certification
- Bilingual (Spanish)
- We are strongly committed to hiring a diverse and multicultural staff and strongly encourage candidates of color to apply
- Experience with and/or interest in blended learning and/or technology integration

Salary and Benefits

- Salaries are based on the NOCCS salary scale.
- Salaries are competitive and commensurate with experience.

Required Application Materials

Application packets *must* include the following:

1. Resumé
2. Photocopy of California teaching credential(s)
3. Reference sheet with three professional references Please provide the name, position, contact information, and how long and in what capacity you know/worked with each person.

Application Process

- Submit all required application materials listed above via a single email, as Word or PDF attachments, to: stephen.ajani@noccs.org (please no calls or incomplete packets)
- Application packets will be accepted on a rolling basis until positions are filled.
- Promising first round candidates will be contacted for a phone interview.
- Promising second round candidates will (1) plan and conduct a 30-45 minute demonstration lesson, (2) participate in an interview with the staff hiring team.
- Finalist candidates will participate in a second interview with members of the executive team.

See our website for more detailed information regarding our school: www.noccs.org



Appendix 11 - Handbooks

2019-20 Student & Family Handbook

2019-20 Staff Handbook

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NOCCS Student & Family Handbook 2019



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1. General NOCCS Information

NOCCS Address, Telephone & FAX

Address: 1000 42nd Street
Oakland, CA 94608

Phone: (510) 655 – 0540

FAX: (510) 655 – 1222

Email: office@noccs.org

Website: www.noccs.org

NOCCS School Hours

Office Hours: 8:00 AM – 4:00 PM

Building Hours: 7:30 AM – 6:00 PM

Teacher Hours: 8:00 AM – 4:00 PM

Student Hours (K-4): 8:30 AM – 3:00 PM

Student Hours (5-8): 8:30 AM – 3:15 PM

Student Hours - Wednesdays (K- 8): 8:30 AM – 1:30 PM

PLEASE CHECK WITH YOUR STUDENT’S TEACHERS FOR TEACHER OFFICE HRS

Extended Day Program Hours

Before School Care Hours (K – 8): 7:30 AM – 8:15 AM

Seedlings Program (Kinder-2nd) 3:00 PM- 6:00 PM ((M,T,TR, F)
Wednesdays 1:30PM – 6:00 PM

WELO After School Program Hours (3 – 8): 3:00 PM – 6:00 PM (M,T,TR, F)
Wednesdays 1:30PM – 6:00 PM

Morning Arrival & Afternoon Dismissal

Students in grades K-4 have supervised recess in the elementary yard (west side of the building) from 8:15-8:30 each morning (except on rainy days). Students in grades 5-8 have supervised recess in Linden Park (east side of the building) from 8:15-8:30 each morning (except on rainy days). All students then meet their teachers at 8:30 and proceed into the building. Students arriving late must check into the office before

proceeding to class.

Students are dismissed from the same place they begin their day, in the elementary yard (K-4) or Linden Park (5-8) on non-rainy days.

During rainy days students will begin and/or end their school day inside. Students in grades K-2 will meet in the NOCCS atrium. Students in grades 3-8 will meet in the NOCCS MPR (Multi-Purpose Room).

2019-20 NOCCS Staff List

To email a staff member use this convention:

firstname.lastname@noccs.org

K-4 Lower School Faculty		
Nakachi Clark-Kasimu	K Lead Teacher	Room 1
Lorin King	K Lead Teacher	Room 2
Katy Cornell	1 st /2 nd Lead Teacher	Room 5
Kevin Newman	1 st /2 nd Lead Teacher	Room 6
Rachel Montoya	3 rd /4 th Lead Teacher	Room 3
Samantha Ridolfi	3 rd /4 th Lead Teacher	Room 4
5-8 Upper School Faculty		
Anna To	5 th Lead Teacher	Room 7
Rodrick Stovall	7-8 Math / Science Teacher	Room 8
Kaitlyn Nott	7-8 ELA / Social Students Teacher	Room 9
Integrals Faculty		
Helio Conceicao	K-8 Music & Movement	Dance Studio
Tammara Mercer	K-8 Visual Arts Teacher and Student Support Specialist	Art Studio
Special Education		
Laura Badal	Lead Special Education Teacher	Learning Hub
Malaika Dupree-Walker	K-8 Education Specialist	Learning Hub
Raefa AlAzzawi	K-8 Education Specialist	Learning Hub

Support (Assistant Teachers and Response to Intervention / Special Education (RTI/SPED))		
Therese Slade	Math/Reading Interventionist	Atrium
Skye Imara Jackson-Goudy	6-8 Behavior Specialist	Rooms 8 and 9
Biatris Bruins	Kindergarten Assistant Teacher	Rooms 1 and 2
Naborina Alonso	1st/2nd Assistant Teacher, Lunch Support	Rooms 5 and 6, MPR
Rachael Meyers	3rd/4th Assistant Teacher	Rooms 3 and 4
Kim Velasquez	5th Assistant Teacher	Room 7
Administration		
D.M. Kloker	Head of School	Main Office
Dr. Lehi Dickey	Director of Student Support	Main Office
Dr. Inecir Matthis	Campus Supervisor	Wellness Center
Yesenia Duarte	Director of Operations	Main Office
Mikal Hardy	Custodian	
Extended Day Programs (EDP)		
Malaika Dupree-Walker	Seedlings	Room 1, 2, 5, and 6
Dwayne Aikens	WELO Program	WELO MPR
Aleshia Reaves	Morning Care	Aleshia Reaves

Family Teacher Organization

The Mission of the NOCCS Family-Teacher Organization (FTO) is to develop and provide opportunities for open communication, learning, volunteering and support within the NOCCS community, and to align these efforts with the school's mission and core principles. Since its inception in 2000, NOCCS has grown from a one-room classroom, to a thriving K-8 school. NOCCS has a long-standing tradition of strong parent support and volunteerism, and with its continued growth as a school, acknowledges the broader need for a family-teacher organization. The FTO was created in 2013 to formalize, improve and sustain parent and teacher engagement in the school community. All NOCCS families and teachers are encouraged to participate in the NOCCS Family-Teacher Organization and be a part of making NOCCS an even better

school for our kids. **The NOCCS FTO meets on the first Wednesday of every month at 5:30 p.m. starting September 4th. You can reach the leadership of the FTO by emailing fto@noccs.org**

Family Advisory Councils

NOCCS is an intentionally diverse community. The demographics of the NOCCS student body reflect the beautiful variety of cultures, races, and experiences that make up Oakland. Making sure that every family and student feels that NOCCS is their school is part of the important work we do at NOCCS. Realizing that different communities sometimes have different concerns, and want a space to voice those concerns, NOCCS created the Family Advisory Councils. Currently, there is an African American, Latino, and LGBT Family Advisory Council. These councils inform programming for students and outreach to families. The Family Advisory Councils will formally meet every other month during the school year and can informally meet whenever they like.

You can reach the leadership of the African American Family Advisory Council by emailing aafac@noccs.org

Reach the leadership of the Latino Family Advisory Council by emailing lfac@noccs.org

Reach the leadership of the LGBT Family Advisory Council by emailing lgbt@noccs.org

NOCCS Mission Statement

The North Oakland Community Charter School is a public school dedicated to helping children become thoughtful, informed, and inquisitive citizens.

NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. The school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child.

NOCCS Core Principles

The founders of the North Oakland Community Charter School developed ten principles that anchor and guide our community and its work, and provide a vision to which we aspire.



Respect for children and their learning

At the heart of our school is a profound appreciation, attentiveness, and respect for children's ideas. Our teachers learn by looking closely at children's understanding, and how their questions and curiosity lead them to explore their world. The insights they garner from these observations inform their practice in a powerful way.



High expectations

We believe that attention to children's thinking goes hand in hand with the high expectations and rigorous academic standards we hold for children's work. Sharing, critiquing, and reflecting on student work help our students improve their work and performance. In this way, our school encourages children to reach beyond their limits.



A caring community of learners

Our school seeks to be a place where teachers, parents, and children create stable, warm, supportive relationships. We believe that the social climate is as important as the academic subjects taught in our classrooms. It is within the safe harbor of caring, compassionate relationships that children and adults are inspired to produce their best work.



Valuing diversity

We are committed to ensuring that the diversity of North Oakland is represented in our school -- its students, faculty, and governance. Our learning community seeks to be a dynamic exchange of the perspectives, talents, and ideas of all its members. Students, parents and faculty are encouraged to draw on, value, and respect the richness of their own and each other's cultures and histories, together with those of other communities.



Connections to the world

Our school seeks to bring the world into the classroom and the classroom into the world to

create a vital exchange between the two. When children connect what they learn to the world they live in and the problems they face, they come to see their lives in a new way.



A commitment to equity

Our school believes that all children can learn at a high level and that any child's intellectual and social growth can be developed through practice and effort. Race, culture, income, and ethnicity will not be predictors of achievement. Instead, our school holds uncompromisingly high standards for all of its students, while providing active and flexible support to ensure their success.



Families' contributions

Families are their children's first and most important teachers. They create the bridge between the cultures that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles. When they share their wealth of knowledge with teachers both are better able to support children's social, academic, and intellectual growth.



Respect for teachers and teaching

Our teachers bring a deep understanding of subject matter, children and their learning, and the craft of teaching. We respect their knowledge and support their growth and development as professionals and learners.



Creativity

Our school seeks to be a place where learning is graced with the creativity and inventiveness of children. Art in all its forms -- painting, dance, music, drama, poetry, and storytelling -- are routes for children to examine, interpret, and render the world. Art is a tool of the imagination. But it is also a vehicle of the intellect that allows children to demonstrate and construct their knowledge across the disciplines.



Teaching for understanding

In our school, teachers seek to design thought-provoking tasks that call on students to demonstrate a deep understanding of important subject matter. Using various forms of inquiry that engage their curiosity and wonder, students ask probing questions, conduct research, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding on their own.

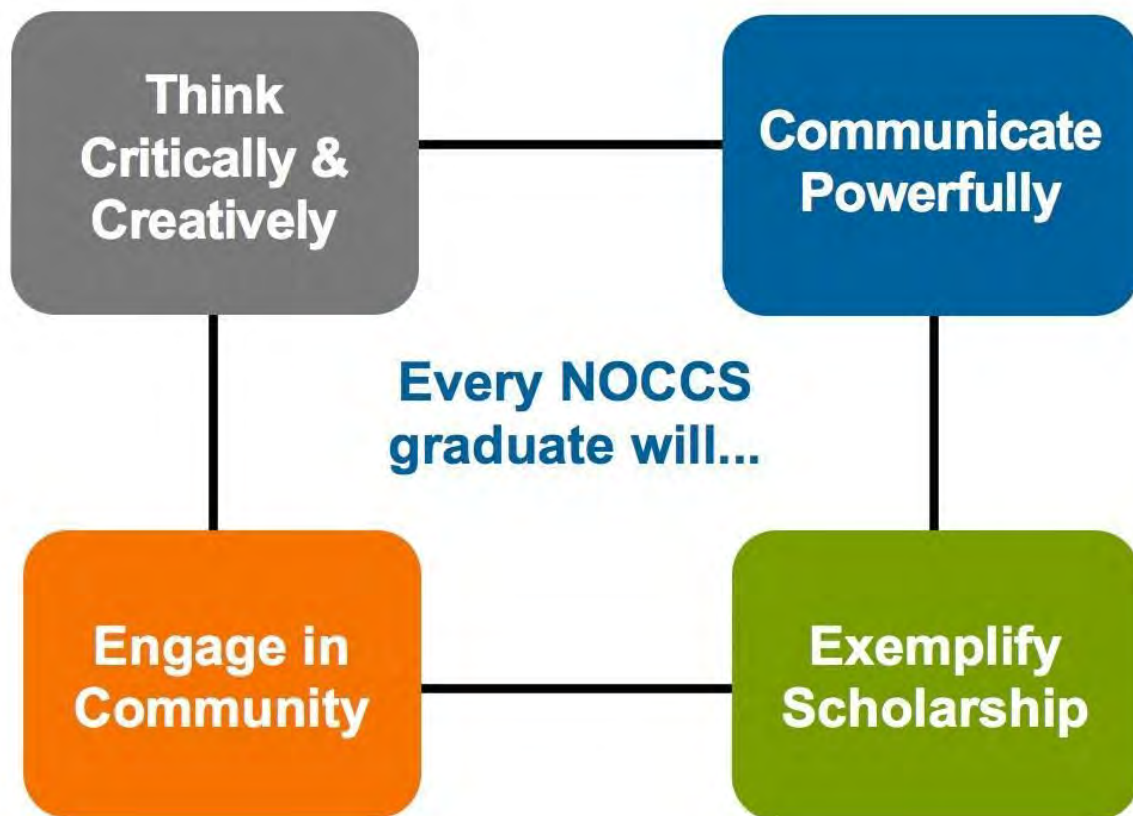
NOCCS Graduate Profile

The NOCCS Graduate Profile was developed through input from students, families, and staff. With the support of Envision Learning Partners, our staff completed this profile in the Summer of 2012.

It articulates our vision of what we all 8th grade graduates to know and be able to concretely demonstrate upon the completion of their educational careers at NOCCS.

The NOCCS Graduate Profile also articulates what we want all students – at every developmental level – to grow in and work towards throughout their K-8 education.

In the future, we envision that this set of outcomes will be used as the basis for a new and exciting set of authentic, performance-based assessments – including K-8 digital portfolios, progress report and conference systems, and portfolio defense presentations. We believe this new generation of assessments will give both our students and our school a distinct advantage in proving that they are well-prepared for success in high school, college, and as “thoughtful, informed, and inquisitive citizens”.



2. Peacemaking & Discipline at NOCCS

NOCCS' Approach to Comprehensive Student Support

We believe that everyone – students, staff, families, and community members – are responsible for creating a caring, safe, and effective learning community at NOCCS.

To that end we have, since our inception, continued to develop what we now call our Comprehensive Student Support Model. This model draws from a variety of resources that we believe are consistent with NOCCS' mission, guiding principles, and education program to create a web of supports and strategies that we use to build and maintain a safe, respectful, progressive, and equitable approach to building our classroom and school's positive climate. These resources include:

- a wellness center for students to reset and learn about positive behavior,
- social-emotional curriculum in each classroom (PAX),
- social skills groups (led by Campus Supervisor and others),
- an alternative to suspension system,
- and a Response to Intervention team to support students with specific behavior or academic needs.

These resources, combined with our own education model, beliefs, and practices have been drawn together to create our principles for the Comprehensive Student Support System.

Wellness Center

The NOCCS Wellness Center is a place for students to reset and learn about positive behaviors. The NOCCS Wellness Center is committed to ensuring that our students and staff experience a **Respectful, Equitable, Accountable, Ally, Leadership** environment that is safe and scholarly, while embracing a structure of peer to peer peacemaking whenever necessary for the social and emotional well-being of our NOCCS community.

Social-emotional curriculum

Teachers at NOCCS teach social-emotional regulation as a core skill, like reading and math, which every student must master for success in life. NOCCS teachers pull from a variety of curricular resources, including PAX (<https://www.goodbehaviorgame.org/>) and the work of Selina Jackson (author of Emotional Competence: How Teachers Can Get Students to Learn EASIER and Faster). Using these resources, NOCCS teachers develop a social-emotional curriculum throughout the school year to help students productively and safely function in their learning environments. This curriculum includes daily circles where students share their thoughts on the life of the classroom community.

Social skills groups

The NOCCS Social skills groups are an integral part of the learning process for our NOCCS students. Social skills are tools that enable students to interact appropriately with their peers and others through their journeys in life. Our social skills groups cover topic areas that are relevant and engaging, consisting of, but not limited to: healthy relationships, communication, boundaries, and respect for self and others. Our Campus Supervisor leads the majority of our social skills groups.

Response to Intervention Team

Students who are struggling with their behavior will be referred to the school's Response to Intervention (RtI) team, and a plan for support will be put in place. Support plans will definitely include specific actions the lead teacher will take to support a specific student, and may also include additional pull out interventions. These interventions may be but aren't limited to small group work in or out of the classroom, extra teaching support in a co-teaching classroom, one-on-one support, hybrid learning using computer based intervention programs, or counseling support as appropriate. The RtI team will track student progress in any intervention they are enrolled in and share progress with families and classroom teachers.

Community Building Structures and Strategies

In addition, NOCCS students are taught to use a range of conflict resolution tools, including the proper and appropriate use of I-Messages or Bugs and Wishes and Peace Talks all of which are highlighted below:

"I messages" and/or "Bugs and Wishes (K-1)

NOCCS students are taught how to both give and receive a conflict resolution message including an "I message" and a "Bugs and Wishes" message.

I MESSAGE:

"I feel <feel- one word> when <specific behavior> because <how it affects me >"

BUGS AND WISHES MESSAGE:

"It bugs me when and I wish you would (K-4th grade)

"It bothers me when and I would prefer (5th - 8th grade)

- NOCCS students will be taught and encouraged to communicate these messages to one another in a kind, authentic, and respectful manner.
- Adult members of the NOCCS community will be encouraged to use a similar form of communicating with one another when attempting to resolve a conflict

Peace Talks (K-8)

Peace talks are an important component of a positive school climate. They are a critical aspect of progressive practice, as their overall goal is to help students to be effective, autonomous, problem solvers who can work in collaborative and challenging environments in a way that builds and contributes to community, peace, and a more socially-just world.

All staff are expected to develop skills in facilitating peace talks and using them effectively within their management repertoire.

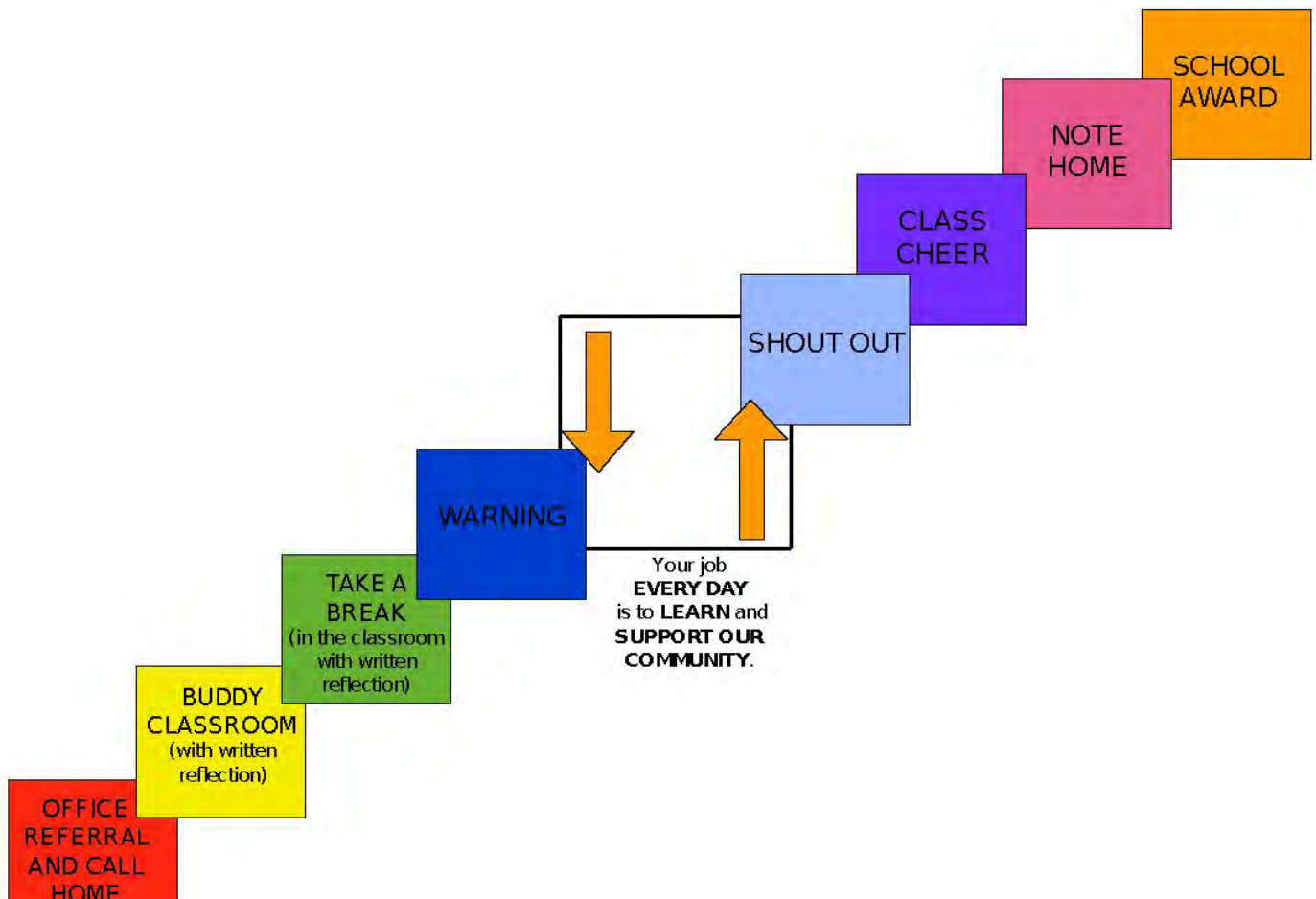
KEEPING IT R*E*A*L: Individual Prevention and Intervention Protocols

NOCCS utilizes a school-wide intervention and culture-building protocol - REAL - for addressing and supporting a safe and scholarly learning environment.

This protocol is both corrective AND affirmative.

The REAL acronym corresponds to qualities we strive to uphold as individuals (both adults and children) as part of our work as a school community: **R**espectful + **E**quitable + **A**ccountable + **A**lly = **L**eadership. Individual interventions that are either corrective *or* affirmative are provided to students as they demonstrate either a need for additional support to follow the school-wide norms and agreements, or as an affirmation of the work they are doing to model school-wide norms and agreements.

While K-5 and 6-8 vary slightly in their implementation of REAL, both upper and lower school are aligned around the concept of both affirmative and corrective consequences. Below is a graphic used in K-5 NOCCS classrooms to illustrate *both* the affirmative and corrective consequences of following the REAL protocol:



Other Important NOCCS Expectations and Procedures

Personal Toy and Electronics Expectation and Procedures

Toys, electronic gaming devices, i-pods, etc. are not allowed. Any toys brought to school will be confiscated, and returned only to the guardian or caregiver at the end of the school day.

Further violations of the restricted items will result in daily check ins with a member of the administrative staff, where prohibited items will be immediately confiscated at the beginning of the day.

Cell Phone Expectations and Procedures

We believe that communication between a child and his/her parents and guardians is important. We also believe that the learning environment of the school must be protected at all times.

Because of these beliefs:

- **Families who provide their children with cell phones do so with the understanding that NOCCS will not be responsible for the loss, theft, or damage to a child's cell phone.**
- **Families who provide their children with cell phones do so with the understanding that student cell phones will be turned OFF and will be kept off of the child's person and desk area the entire time they are on campus – including during after school programming hours.**
- **Families who provide their children with cell phones do so with the understanding that they must contact their children through the NOCCS main line during school and after school program hours. Students are not to be called, paged, or text messaged during the school day.**
- **Families who provide their children with cell phones do so with the understanding that if a child is found using a cell phone during the school day, the phone will be confiscated and will be returned ONLY to the parent/guardian of the child.**
- **Students who violate the cellular phone regulations more than once will have their rights to carry a cell phone discontinued until an administrator has deemed the child ready. The administrator may elect to hold the cell phone until the end of the school year**

Bathroom Policy

- One pass at a time, one person at a time
- Administrators and staff will assist with monitoring the bathrooms
- Students should not congregate in the bathrooms
- Please keep this space clean

North Oakland Community Charter School Anti-Harassment Intimidation & Bullying Policy

Anti-Bullying

North Oakland Community Charter School (NOCCS) affirms that every student and staff member has the right to a safe and secure school environment, free of humiliation, intimidation, fear, harassment, or any form of bullying behavior. Furthermore, NOCCS believes that a healthy, positive psychosocial school environment enhances and increases academic achievement and pro-social development and therefore the prevention, [reduction/elimination], and effective disposition of bullying are fundamental to North Oakland Community Charter educational goals. NOCCS'

students, families, and staff have an obligation to create an environment that celebrates and respects diversity and human dignity and admonishes bullying behavior. To this end, NOCCS has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as address incidents of bullying and harassment when they occur. NOCCS will not tolerate bullying, as defined in this policy, or any behavior that infringes on the safety or well being of students, staff, or any other persons within North Oakland Community Charter School's jurisdiction whether directed at an individual or group.

To address incidents of bullying and the potential culture that supports such behavior, this policy has the following objectives:

- Cultivation of a culture of empathy, kindness, respect, and mutual trust among students and between students and staff
- Creation of a school climate which encourages students to disclose and discuss incidents of bullying, both in their roles as victims, perpetrators, and bystanders
- Demonstration of a commitment to address incidents of bullying by outlining the school response to any such behaviors
- NOCCS will communicate its Anti Bullying Policy in its annual parent/student handbook

Definition

Bullying means to systematically and chronically inflict physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long-term damage; cause discomfort or humiliation; or unreasonably interfere with the victim's school performance or participation. Bullying is carried out repeatedly; and is often characterized by an imbalance of power.

Indicators of Bullying Behavior

- Bullying behaviors may include, but are not limited to, the following:
 - **Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors. This policy excludes constitutionally protected speech (Education Code 48950). Speech that poses a threat or danger to the safety of students, employees or NOCCS' property, or that materially and substantially disrupts the school environment, is not constitutionally protected.
 - **Nonverbal:** Posturing, making gang signs, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
 - **Physical:** Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair- pulling, fighting, pinching, slapping, biting, spitting, or destroying property.
 - **Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
 - **Cyber-bullying:** Bullying committed by means of an electronic act, the transmission of a communication, including but not limited to: a message, text, sound, or image by means of an electronic device, including but limited to: a computer, cell phone, Ipad or other wireless communication device Cyber-

- bullying is characterized by deliberately threatening, harassing, intimidating, or in any way, ridiculing an individual or group of individuals; placing an individual in reasonable fear of harm; posting sensitive, private information about another person without his/her permission; breaking into an
- other person's account and/or assuming another individual's identity in order to damage that person's reputation or friendships.
- **Hazing:** Hazing is the practice of rituals and other activities involving harassment, abuse, and/or humiliation used as a way of initiating a person into a group.

Jurisdiction

This policy applies to students and staff on school grounds, while traveling to and from school or a school sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. This policy pertains to cyber-bullying that is related to school activity or attendance that occurs at any time, including, but not limited to: while on school grounds, while going to or coming from school, during the lunch period whether on or off campus, during, or while going to or coming from, a school sponsored activity, that is directed specifically toward a student or school personnel. If the cyber-bullying occurs outside of the scope of North Oakland Community Charter School but the school has knowledge of its occurrence, the school will inform the parents/guardians of the students involved.

Bullying and Harassment:

Bullying, cyber-bullying, and intimidation, may, from time to time, be part of a continuum of student misconduct such as sexual harassment, hate-motivated behavior, assault or child abuse, and, as such, the action of the student or the nature of the incident could be considered a violation of other aspects of student conduct policies and state and federal law. Bullying based on a person's or group's actual or perceived sex, gender, trans-gender or gender-identity non-conforming, socio-economic status, their race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, age, sexual orientation, marital or parental status, which constitutes discriminatory harassment, shall be dealt with in accordance with the Nondiscrimination/Harassment Policy (BP 5145.3) as well as with this policy.

Reporting:

Students and staff members who are the targets of bullying, or any community member who has witnessed bullying, should report the abuse to an administrator, or a trusted school staff member. If the bully is the Head of School, the target or witness should report the bullying to the Board of Directors. Staff members, upon receiving a complaint or witnessing bullying, are required to make a report to administration. While submission of a Bullying Incident Report form is not required, the reporting party is encouraged to use the form, which will be made available from administration. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Both oral and anonymous reports should be documented and reported by administration. If a student/staff member feels that he/she is the target of cyber-bullying, the student or staff member is encouraged to save and print any messages or other posts sent to them that they feel constitutes cyber-bullying and to notify an administrator so that the matter may be investigated.

Investigation

Within five (5) working days of receiving a report, the Head of School or Head of School's designee, is required to confer with the victim, and, if the victim is a student, the victim's parents/guardians, as applicable, regarding how to proceed with the investigation. The investigation must be prompt and diligent. All interviews of witnesses, the victim, and the accused shall be conducted separately. During an investigation, all individuals involved must reasonably

maintain the confidentiality of the proceedings and the names of the complainant and students involved.

Victim's Rights

The victim of bullying has the right to immediate support, including physical and psychological support. During and after the investigation, an appropriate school personnel should follow-up with the victim and provide the appropriate and necessary support.

Intervention/Discipline

The Head of School or designee, or Board of Directors, if the perpetrator is the Head of School, shall decide the appropriate way to deal with bullying behavior if the investigation has proven that the student who engaged in the bullying behavior has violated this policy. Interventions and consequences must be age-appropriate and equal to the severity of the violation. In dealing with bullying behavior, the designee should regard the bullying behavior and the situation as unique and create an intervention/discipline plan based on the particular characteristics of the situation to ensure that the plan remedies the bullying, decreases chances of retaliation, and helps rehabilitate the student who has engaged in bullying behavior (if appropriate).

Some acts of bullying may be part of a larger pattern of bullying that requires a response either at the classroom, school site, or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of bullying may range from behavioral interventions and education up to and including suspension/expulsion, or referral to law enforcement (Suspension and Expulsion/Due Process Policy BP 5144.1)

In addition to the grounds specified in Education Code sections 48900, sections 48900.2, 48900.3, and 48900.4 provide additional authority to discipline a student in any of grades 4 to 12, inclusive for conduct that amounts to bullying. (Education Code 48900, 48900.2, 48900.3 and 48900.4)

Education

To prevent bullying, NOCCS' has the obligation to educate students about what bullying is and why it is unacceptable. When possible, teachers should use existing curriculum and materials to emphasize the negative, hurtful effects of bullying. In addition, NOCCS will prioritize anti-bullying curriculum and seek to enhance anti-bullying education. Furthermore, NOCCS will educate students in an age-appropriate manner about appropriate use of electronic devices and social media.

False Reports and Statements

Intentional false reports, use of the complaint process, or statement to defame a fellow student or staff member or any illegitimate reason, will result in disciplinary consequences.

Retaliation

Retaliation against a complainant or any individual involved in the investigation of a bullying situation either by the student, who has allegedly engaged in bullying behavior, the friends of the student who allegedly engaged in bullying behavior, or any other individual, is strictly prohibited and is grounds for discipline.

Report to the Board of Directors

The Head of School will report to the Board on bullying incidents that may lead to expulsion and make recommendations as to how this policy can be more effectively implemented.

Individual Corrective Intervention Protocols – Progressive Discipline Model

Principles/Rationale

The following are principles upon which we have designed our Individual Corrective Interventions for students.

We believe our interventions are and should be:

- Always educative...the goal is always to better enable students to develop the knowledge, skills, and attitudes to be thoughtful, informed, inquisitive citizens who contribute to a safe and healthy community of scholars
- **Never “me vs. you”... Always “us vs. a problem”**
- Works to better understand the whole person and context behind any behavior (unmet needs)
- Helps students understand and develop alternatives to behaviors that interfere with their learning and/or participation and contribution to a safe, caring community
- Takes the “long road”... persists and resists the simple, quick, short-sighted fix
- Takes into account and draws from culturally relevant principles and practices
- Based on an unyielding belief in the ability of all students to learn and demonstrate positive behaviors that contribute to a strong and inclusive learning community
- Based in the belief that reflection and dialogue, coupled with practice, are the most important tools in facilitating behavioral changes
- Equity based – the more need, the more individualization and resources (including family involvement)
- Includes and emphasizes a supportive curriculum – the more we use prevention and education, the less we need intervention

Student Corrective Intervention Protocols

NOCCS organizes our Individual Behavior Protocol into three categories: **Level 1 - Incidental Violations, Level 2 - Minor Violations, Level 3 - Major Violations**. Each level has varying corrective intervention steps that are used to address student behaviors. Each level of behavior and the intervention steps – within a progressive discipline model - are described below.

Level 1 - Incidental Violations are behaviors that disrupt high quality learning and teaching. This level seeks to utilize Alternatives to Suspension such as In-location Behavior Support, Not referred to the Wellness Center, possible request for consultation with peers for behaviors inclusive of (but not limited to):

- Out of seat without permission/bothering peers
- Play fighting with consenting peer(s)
- Throwing objects (not targeted at another)
- Speaking out of turn
- Loud voices/yelling
- Name calling (excluding homophobic or racial slurs)
- Tardy to class
- Missing Homework materials
- Not complying with yard/restroom expectations

Electronic usage in building or class
Copying another student's work
Developmentally **inappropriate** foul language (potty talk)
Petty vandalism/graffiti (removable)
Using clothing or other items that interfere with learning (i.e. hoodies, headscarves, etc.)

Level 2 - Minor Violations interventions follow the REAL protocol and In-location Behavior Support, Not referred to the Wellness Center, possible request for consultation with peers. But it is up to the teacher's discretion to progress immediately to referral if the action is creating an unsafe environment. The typical response to **Level 2** behaviors will be a reflection in a buddy classroom. **Level 2** behaviors create a physically or emotionally unsafe learning environment, disrupt high quality learning and teaching, run counter to mutual respect, and are contrary to our guiding principles. These include:

Repeatedly out of seat/bothering peers; redirection unsuccessful
Repeatedly impeding instruction
Verbal aggression w/peers or staff
Walking out of class without permission, and staying in the vicinity of class door
Avoiding being in class (hiding in bathroom)
Chronically missing Homework materials
Failing class due to lack of assignments
Chronic electronic use in class/refusal to turn off/give to adult when asked
Cheating on a quiz or test
Sexualized language (not including physical touching and/or misogynistic, homophobic language)
Permanent vandalism (sharpie, carving)
Minor Theft

Level 3 - Major Violation: Infractions are behaviors that create a physical or emotionally unsafe learning environment, disrupt high quality learning and teaching, run counter to mutual respect, are contrary to our guiding principles, and are forbidden by the California Education Code. This requires Out-of-location Behavior support, referred to the Wellness Center, request for support from Response to Intervention team and/or Head of School. These behaviors may result in an immediate suspension. These include, but are not limited to:

Homophobic or racial slurs
Chronically impeding instruction (over more than one day)
Repeatedly verbally abusive to peers/staff
Verbally/physically threatening violence
Physical violence (hitting, kicking, etc.)
Leaving campus/vicinity of your classroom
Possession of dangerous object/substance
Sexual harassment (including degradation of perceived gender identity and/or sexuality)
Sexual activity on campus (including consensual behavior)
Sexualized behavior and/or language that is aggressive or offensive, especially including physical touching and/or misogynistic language
Permanent vandalism that is repeated and/or offensive (especially hate speech)
Bullying (including cyber)

Alternatives to Suspension

- Chronically impeding instruction (over more than four consecutive days)
 - Give students a leadership task such as helping plan a lesson during park time in order to understand the amount of work it takes to teach and lead a class. Plan with teacher during their recess or lunch time. (3-8)
 - Drawn/Written reflection on personal feelings and impact on others. (K-4)
- Repeatedly verbally abusive to peers/staff
 - Watch videos of people affected by bullying and then write a reflection AND Letter and Peace Talk with peer/staff with a clear apology and a plan for next time
 - <https://www.youtube.com/watch?v=vGgwkH5CkxE>
- Repeated use of Cell Phones or other electronic devices during school hours (In case of emergencies & upon approval, students may use school office phone).
 - Student will turn in phone or other electronic devices to school/staff and may be retrieved from the school administration office at the end of the school day.
- Verbally/physically threatening violence
 - Write a reflection piece after researching primary source accounts of victims of verbal and physical abuse AND give class apology after writing an apology outside of the class
- Physical Aggression
 - Reflective essay on harm to ALL involved, seeing, hearing about the Physical Aggression AND acknowledgement to the class about the harm they caused.
- Leaving campus/vicinity of classroom (out of sight of adults)
 - Clean the school campus outside of school hours, monitored by staff AND Make a plan for self-advocacy/asking for space and quiet time (create nonverbal system for1
- Homophobic or racial slurs
 - Parent involvement AND Create powerpoint/other presentation on civil/LGBTQ rights and struggles AND acknowledgment to the class
 - May include Read/listen to first person accounts from someone who has been affected by slurs
- Sexual harassment
 - Create powerpoint/other presentation on civil/LGBTQ rights and struggles AND acknowledgment to the class
 - May include Read/listen to first person accounts from someone who has been affected by sexual harassment
- Sexual activity on campus
 - Parent Involvement immediately
- Sexualized behavior and/or language that is aggressive or offensive, especially including physical touching and/or misogynistic language
 - Parent Involvement immediately
- Major Theft
 - Parent Involvement immediately (**Do not send valuables to school with your child!**)

Escalation of Consequences

- Chronically impeding instruction (the next consecutive incident following the first visit)

- Alternative Setting for ½ day of learning-**with parent/guardian involvement.** (3-8)
- Missed Lunch Recess (K-2)
- **Repeatedly** verbally abusive to peers/staff
 - Alternative Setting for one day of learning-**with parent/guardian involvement.** (3-8)
 - Alternative Setting for ½ day--**with parent/guardian involvement..** (K-2)
- Repeated use of Cell Phones or other electronic devices during school hours (In case of emergencies & upon approval, student may use school office phone).
 - Phone is confiscated and may only be returned to a family member as part of a staff-parent conference.
- Verbally/physically threatening violence
 - Alternative Setting for one day of learning-**with parent/guardian involvement.** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Physical Aggression
 - Suspension for one day out of school (K-8)
- Leaving campus/vicinity of classroom
 - Safety Report using crime statistics
- Possession of dangerous object/substance
 - Suspension for one day out of school (K-8)
- Permanent vandalism that is repeated and/or offensive (especially hate speech)
 - Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Bullying (including cyberbullying)
 - Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Homophobic or racial slurs
 - Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Sexual harassment
 - Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Sexual activity on campus
 - Parent Involvement immediately **and** Suspension for one day out of school (K-8)
- Sexualized behavior and/or language that is aggressive or offensive, especially including physical touching and/or misogynistic language
 - Parent Involvement immediately **and** Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
- Major Theft
 - Parent Involvement immediately **and** Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)

Further Escalation of Consequences

**** Any suspensions for more than one day will automatically invoke a meeting of the RtI team to review reentry and additional supports that may be necessary.**

- **Chronically** impeding instruction (the next consecutive incident following the first visit)
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.

- Repeatedly verbally abusive to peers/staff
 - Parent Conference and Behavior Contract, suspension until parent conference.
- Verbally/physically threatening violence
 - Parent Conference and Behavior Contract, suspension until parent conference.
- Physical Aggression
 - Suspension for **two** days out of school (K-8)
- Leaving campus/vicinity of classroom
 - Return to plan for self-advocacy/asking for space and quiet time (create nonverbal system for signaling) which is written and signed by student support team AND alternative learning setting for one day
- Possession of dangerous object/substance
 - Suspension for **two** days out of school (K-8)
- Permanent vandalism that is repeated and/or offensive (especially hate speech)
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.
- Bullying (including cyberbullying)
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.
- Homophobic or racial slurs
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.
- Sexual harassment
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.
- Sexual activity on campus
 - Parent Involvement immediately **and** Suspension for **two** days out of school (K-8)
- Sexualized behavior and/or language that is aggressive or offensive, especially including physical touching and/or misogynistic language
 - Parent Involvement immediately **and** Alternative Setting for one day of learning. (3-8)

NOCCS Procedures for Suspensions and/or Expulsions

Suspected violations of the California Education Code policies outlined in the NOCCS Student Family Handbook and/or documented violations of will be considered highly serious infractions and will be dealt with in a swift and serious manner. Procedures for dealing with violations of this nature are as follows:

1. The Head of School or **Director of Student Support** (or designee) will investigate the alleged incident. Whenever possible, information regarding the alleged violations will be recorded in writing (personal accounts or dictations).
2. While the **Director of Student Support** (or designee) is conducting the investigation, the Head of School may direct the student to stay away from school or may suspend the student for up to five days.
3. The Head of School or **Director of Student Support** (or designee) will contact the student's parent/guardian(s) to discuss the results of the investigation and to administer further consequences for the violation(s). Whenever possible, this meeting will take place in person. The Head of School or Director of Student Support may, however, elect to hold this meeting over the phone in certain situations.
4. Based on the findings of the investigation, the Head of School or **Director of Student Support** may administer consequences up to and including the following:
 - a. Return to school with a mandatory intervention/support plan for the student
 - b. Out of School Suspension for up to five days and a mandatory intervention/support plan for the student
 - c. Recommendation for expulsion from school.

5. Parents/guardians will be provided a written notice of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.
6. The Head of School, **Director of Student Support** (or designee) will meet with the student and his/her parent/guardians to create an intervention/support plan. In most cases this meeting will take place prior to the student's return to school. In certain cases, however, this meeting may be arranged at a date following the student's return.
7. If the student is recommended for expulsion from the school, the Head of School or **Director of Student Support** will:
 - a. Notify the NOCCS board of his/her recommendation for consideration of expulsion.
 - b. Notify the family in writing.
 - c. Whenever possible, the Head of School or **Director of Student Support** will meet with the student and his/her parent/guardian/representative to determine if the suspension for the student should be extended pending an expulsion hearing.
 - d. Upon this determination, student's suspension may be extended pending the results of an expulsion hearing.
8. A student may be expelled only by the NOCCS Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will consist of at least three members.
9. Within thirty school days after the Head of School and/or **Director of Student Support** has determined that the student has committed an expellable offense, students recommended for expulsion will be provided a hearing in front of the NOCCS Board of Directors or Administrative Panel to determine whether the student should be expelled. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:
 - a. The date and place of hearing.
 - b. A statement of the specified facts, charges and offense upon which the proposed expulsion is based.
 - c. A copy of the NOCCS disciplinary rules which related to the alleged violation.
 - d. Notification of the student's or parent/guardian's obligation to provide information about the student's status in NOCCS to any other district in which the student seeks enrollment.
 - e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and
 - f. be represented by counsel at the sole cost and expense of the parent of the expelled student.
 - g. The right to inspect and obtain copies of all documents to be used at the hearing.
 - h. The opportunity to confront and question all witnesses who testify at the hearing.
 - i. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
10. The hearing will be presided over by the Board Chair or the Chair of the Administrative Panel. The hearing shall be held in closed session unless the parent of the pupil requests a public hearing in writing. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete transcription of the proceedings can be made.
11. The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision of expulsion by the Board of Directors shall be made within ten school days following the conclusion of the hearing.
12. Should the Board move to expel the student, they will create a rehabilitation plan which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the student may reapply for readmission.

13. The Head of School or **Director of Student Support** (or designee), following a decision of the Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. The notice will include"
 - a. Notice of the specific offense committed by the student
 - b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with NOCCS.
14. The Head of School and/or **Director of Student Support** shall send written notice of the decision to expel to the student's district of resident and the County Office of Education. This notice shall include the following:
 - a. The student's name
 - b. The specified expellable offense committed by the student

NORTH OAKLAND COMMUNITY CHARTER SCHOOL

1000 42nd Street, Oakland, CA 94608
tel. 510-655-0540, fax 510-655-1222

www.noccs.org



Student Suspension Notice

Student:	Teacher:	Date:
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Suspension Term:
Suspension Type(s): <input type="checkbox"/> Out of School
<u>Incident(s) & Interventions Attempted (if applicable):</u>
<u>Suspension Terms:</u>
<u>Requirements for Student to Return:</u>

Student	Parent/Guardian
Teacher	Director

Acknowledgment of Receipt of Student Family Handbook

I _____ (Parent/Guardian) have received and read the the North Oakland Community Charter School's (NOCCS) Student/Family Handbook.

I understand the policies and procedures given to me and agree to adhere to all school policies.

Please note: This handbook is a living document that will be modified as circumstances change to reflect the needs of the students and families we serve.

We may also make changes or modifications in our policies if required by our Board of Directors. North Oakland Community Charter School will inform parents of changes taking place whenever possible in a timely fashion.

Signature_____

Date_____

NOCCS Acceptable Use of Computers Agreement

I understand NOCCS staff will address any misuses and abuses at school, and NOCCS strongly recommends that families discuss appropriate computer use with their children.

Students are expected to follow these guidelines on all NOCCS computers:

- School computers are meant for students or staff to complete work connected to classroom projects.
- Student should not install, delete, or modify any software, application, document, desktop, or hardware of any kind.
- Students are expected to be diligent when using the Internet.
- Student should not search purposefully for hateful, sexual, violent or other offensive sites on the Internet.
- Any student who stumbles into an offensive site will immediately leave this site and notify a teacher of this contact.
- Students should not download or play any games, music or movie files from the Internet.
- Students should not subscribe to any newsgroups or list serves or participate in any chat rooms.
- Students should use appropriate and respectful language at all times and should not reveal their name, personal address or phone number or those of any other student in an E-mail.
- 3-8 Students will use their assigned "professional student" accounts for all school related work.
- Students will correspond electronically with NOCCS staff only using the NOCCS staff member's work (@noccs.org) email account.
- Student should not eat or drink while using any computer in the school.
- Students are responsible for keeping the computer area clean and tidy. Save your work in the correct folder.
- Students will use computers respectfully and never vandalize the technology equipment
- Cyber bullying is not allowed! This a suspendable offense.

I understand and agree to comply with the NOCCS computer use guidelines. Any violation of these guidelines may result in temporary or permanent suspension of computer privileges.

Student's signature_____

Date_____

Parent/Guardian's Signature _____

Date_____

3. Communications at NOCCS

Communicating with Staff

- All NOCCS staff are expected to communicate and collaborate effectively. This includes:
 - Checking email a minimum of one time per day
 - Returning email messages within 24 hours on work days
 - Greet all family members, students, and visitors upon seeing them
 - Check for understanding when unclear on directions, expectations, norms, etc.
 - Ask for help when needed
 - Assume best intentions
 - Use conflict resolution language and techniques to resolve conflicts or problems
- All Lead Teachers are required to post and hold office hours a minimum of once a week. Parents/family members (and students) can request appointments in person or via email.
- Teachers are generally available at after school pick-up for quick conversations and check-ins. However, families should be aware that the teachers' first priority during this time is student safety and supervision.
- Appointments may be made with teachers by contacting them in person or through email. Whenever possible, please allow for two days lead time for teacher appointments.
- NOCCS also offer many formal opportunities for staff and families to share information with one another including Back to School Night and bi-annual parent/family-teacher conferences.

NOCCS Communication Guidelines

Communication is a critical part of a healthy community. If you have a question or concern – we want to help you to resolve it in a healthy, productive, and proactive manner that respects and honors everyone in the process.

In every communication, we ask that all members of our community work to uphold our guiding principles and to always work to model for our students and our community ways to thoughtfully and respectfully communicate with others -- even, and especially when there is a conflict. This includes:

- If you are unsure as to how to get a question answered or an issue resolved, please always feel free to ask a NOCCS staff member who will be more than happy to help to direct and assist you in this process.
- Whenever possible, speak directly to the person involved.
- Avoid talking about a person or situation to parties who are not directly involved.
- Avoid engaging in activities that could be perceived as gossip, spreading rumors, and/or other forms of indirect, unproductive, and/or potentially harmful communication.
- If needed, contact the Head of School and/or Dean of Students & School Culture to help to facilitate any difficult conversation.
- Whenever possible, try to talk to the other party in person.
- Find a time to talk that facilitates thoughtful and respectful dialogue.
- Be mindful of timing and respectful of the schedule and/or time commitments of the parties needed for any conversation.
- Use established communications systems (such as staff emails and office hours) to schedule and hold conversations.

NOCCS Grievance Procedure

Passed 12-2012

NOCCS's grievance procedure is designed to address complaints related to a NOCCS employee or trustee, and/or the school's policies, practices or curriculum. The grievance procedure may be used by a NOCCS employee, parent, or trustee.

Procedure:

1. Our community encourages honest, face-to-face communication. If a member of the NOCCS community is concerned with someone or some group's behavior, it's best to first communicate your concern directly to the person or group concerned using the communication guidelines and protocols outlined in NOCCS Student-Family Handbook. Upon request, this discussion can be facilitate

2. If there is an unsatisfactory resolution, then the complainant must communicate his/her grievance to the NOCCS Director. This communication may be submitted in person or writing. Depending on the nature of the complaint, the Director may choose to address this directly or to designate another NOCCS employee or trustee to address the issue.

a. If the complaint is about the Head of School – go right to step 3.

3. If the complainant is not satisfied with the Head of School's resolution of the grievance or if the grievance is about the Head of School, the complainants can request the Board to review the complaint subject to the following procedures and guidelines:

- a. If the complaint is about someone other than the Head of School, the complainant shall provide a written statement to the Board requesting a review of the grievance and explaining the reason(s) for the requested review. The Board shall review the Head of School's decision and actions regarding the complaint to ensure that:
 - a. The Head of School followed all applicable laws and regulations;
 - b. The Head of School followed all stated school policies and guidelines;
 - c. The Head of School's findings of fact are supported substantial evidence; and,
 - d. The Head of School's decision is reasonable.
- b. The Board shall appoint a person or committee to conduct this review and report back to the full Board for a decision.
- c. The Board shall request the complainant and the Head of School to provide a written statements
- d. If the full Board finds that the Head of School's investigation followed all applicable laws, regulations, policies and guidelines, that the Head of School's findings of fact are supported by substantial evidence, and that the Head of School's decision is reasonable, the Board affirm the Head of School's decision and consider the matter closed.
- e. If the full Board finds that the Head of School failed to follow applicable laws or regulations or failed to follow school procedures guidelines, which failure shall be termed a "procedures failure," the Board shall instruct the Head of School to conduct a new grievance procedure to cure these procedural defects except that the Board can find any procedural defects to constitute "harmless error" that does not require further investigation.
- f. If the full Board finds that the Head of School's findings of fact are not supported by substantial evidence or that the Head of School's decision was not reasonable, the Board shall conduct a de novo review of the grievance subject to the procedure set forth below.

4. The NOCCS Board will appoint a person or persons to tailor a process for resolving the complaint that best leads to its resolution within the guidelines described here.

5. The Board's appointees will review the grievance and request a written response from the party against whom the grievance has been made. The written statements will be given to both parties. (If the party against which the grievance has been made chooses not to participate, the grievance process may still proceed.)
6. The Board's appointees will investigate the complaint. They may interview the parties, request a face-to-face meeting, request additional information, or devise other ways of investigating the complaint.
7. The Board's appointees will report their findings to the Board, and whether the complaint has merit. If they discover that the grievance is well founded they will recommend corrective action.
8. The NOCCS Board is the final arbitrator and has the final decision in any grievance. Based on the findings of its appointees, the Board will decide what, if any, steps to take.

NOCCS Uniform Complaint Procedures

Version Passed 12-2011

Below you will find the Notice to Students of Uniform Complaint Procedures, provided to families annually as required by State law.

Annual Notice to Students of Uniform Complaint Procedures

The purpose of this notice is to inform you of your right to file a complaint about certain matters. The school has different procedures for handling different kinds of complaints. Please read the following carefully and see the Director of Dean of Students if you have questions about this information:

You may complain to the Head of School concerning a lack of textbooks, a teacher who does not have the credential to teach a class, or a condition of the school grounds or buildings that poses a safety threat. There is a complaint form that must be completed. The form will be provided to you. You may obtain assistance completing the form. If your complaint is valid, the school must correct the situation within 30 work days. You are also entitled to a written response within 45 work days of submitting your complaint.

Complaints concerning discrimination against a student based on age, sex, sexual orientation, ethnic group, race, ancestry, national origin, religion, color, mental disability, or physical disability are filed first with the Head of School and then with the NOCCS Board of Directors. There are also laws and regulations that the governing board is required to follow in special programs, such as Special Education. If you believe the school is not following those laws, you may file a complaint with the Head of School. This person can assist you in obtaining the complaint form. You may obtain assistance completing the form. The school will forward the written complaint to the NOCCS Board in accordance with law, who must give you a written response in 60 calendar days.

For all complaints, there are procedures for appealing the decision of the Head of School. Please consult the NOCCS Grievance Procedure for more details concerning your appeal rights and the process for lodging complaints. Requests for copies of charter school governing board Policies and Administrative Regulations may be made to the Head of School or through the office located at 1000 42nd Street, Oakland, CA 94608.

NOCCS Uniform Complaint Form

Name:

Date:

My complaint is related to one or more of the following:

- ☐ Lack of textbooks
- ☐ Lack of appropriate credentialing for my child's teacher
- ☐ Condition of school grounds or building that poses a safety threat
- ☐ Discrimination against a student based on age, sex, sexual orientation, ethnic group, race, ancestry, national origin, religion, color, mental disability, or physical disability.
- ☐ Issues related to Special Education
- ☐ Other (please explain)

Please provide us with the necessary background and details to understand your complaint:

- ☐ I have reviewed and understand the NOCCS Uniform Complaint Procedure and the NOCCS Grievance Procedure.

Signature

Date

FOR OFFICE USE ONLY

Date Received: By:

4. Attendance, Tardy and Truancy

Attendance, Tardy and Truancy Related Procedures and Policies

Revision Passed by NOCCS Board September 2009

We believe that attendance is a critical factor in both student achievement and our building of an engaged school community. In addition, promptness is needed for success in the workplace and in life. Being on time to school demonstrates a respect for learning and our community of learners. There is a strong connection between good attendance and academic performance. NOCCS's teachers organize the school day so that children transition into learning the moment they walk into class. It is essential that students arrive at school on time and ready to learn. When students are late, it disrupts the start of the school day for everyone and interferes with the positive tone that teachers set at the beginning of the school day.

For these reasons:

- Students are required to attend school every day, except in the case of illness or family emergency/circumstance.
- Students are expected to arrive at school **no later than 8:30 AM each day**.
- Any student who is not present and in class at 8:30 AM is considered late and must retrieve a late or tardy pass in the office before proceeding into class

Absences

- The following are the only **acceptable** reasons for excused absences from school:
 1. Health Appointments (with a note from the doctor's office).
 2. Illness or injury documented by a note from a parent/guardian or a doctor describing the illness and the date of onset
 3. Bereavement/Funeral
 4. Participation in religious holidays and/or instruction
 5. Legal matters (with appropriate documentation)

Any more than two days of absence for a student may only be excused with a note from a medical professional and/or other outside professional. All other reasons will be deemed an unexcused absence unless previously approved by the Head of School in writing.

- Families are responsible for ensuring completion of homework every time the child is absent (excused or unexcused). Teachers may require additional make-up work, in which case the

make-up work should be submitted to the student's teacher within twenty four hours of the child's return to school. For multiple days of absence, the child will be given the equivalence of the number of days absent to return make up work.

- Absences will be tracked by the school and reported to families in the child's progress report.

Parents/Guardians are responsible for contacting the school when their child is absent:

- If the absence is **unplanned**:
 - \Parents/guardians are expected to contact the school (655-0540) on the day of the child's absence by no later than 9:00 AM. Parents/guardians may leave a message with the following information:
 - a. Parent/Guardian's name
 - b. Child's name
 - c. Child's Teacher and Grade
 - d. Reason for absence
 - e. Date of absence
 - * *If the parent/guardian fails to contact the school by 9:00 AM, they will receive a phone call to (a) inquire about the child's absence.*
- If the absence is **planned** and is for a period of three days or less, parents/guardians are expected to contact the school, in writing, a minimum of 24 hours prior to the child's absence. Parents/guardians should include the following information in their note:
 - a. Parent/Guardian's name
 - b. Child's name
 - c. Child's Teacher and Grade
 - d. Reason for absence
 - e. Date of absence
 - f. Date note was written

Tardies

Parents/Guardians are responsible for contacting the school when their child is tardy.

- The following are the only **acceptable** reasons for excused tardies from school:
 - a. Health Appointments (with a note from the doctor's office).
 - b. Illness or injury documented by a note from a parent/guardian or a doctor describing the illness and the date of onset
 - c. Bereavement/Funeral
 - d. Participation in religious holidays and/or instruction
 - e. Legal matters (with appropriate documentation)

In an effort to not disrupt teaching and learning, it is of the utmost importance that students arrive on time consistently. To ensure that your child's whereabouts are known, and that they safely get to their classroom, any child who arrives at school after the classes enter the building must come to the office for a tardy slip. Excused tardies are given in the case of illness and/or medical appointments, all other tardies are considered unexcused. All tardies will be recorded in our attendance records and noted on the child's progress report. Chronic tardiness may negatively affect the student's attendance record.

Truancy

Truancy is triggered by the accumulation of excessive absence and/or tardiness from school. School days missed by a student, but covered by a completed independent study contract, as set forth in the Independent Study Procedure, shall not constitute absences for purposes of determining truancy. Consequences for excessive absence and/or tardiness are described below.

Truancy Due to Excessive Absence

- If a child accumulates a total of two unexcused absences in a trimester, the parent/guardian will receive a letter from the school. The letter will place the family on notice that the school is concerned about the child's unexcused absences.
- If a child accumulates a total of five absences in a trimester (excused and/or unexcused), the parent/guardian will receive a letter from the school. The letter will place the family on notice that the school is concerned that the child's absences could be adversely impacting the child's educational experience.
- If a child accumulates a total of eight absences in a trimester the parent/guardian will be required to attend a meeting with a NOCCS Official where an attendance improvement contract and plan will be created. Through the attendance improvement contract and plan, a NOCCS Official will, in consultation with the student's teacher and family:
 - Create attendance goals for the remainder of the year
 - Identify support strategies for helping the family to achieve these goals
 - Devise an academic program for the child to complete in order to ensure the student receives the educational content and skills needed for mastery of grade level content and skills. The student will be given the number of total days of absence to complete the academic program.
- If, after the attendance improvement contract and plan are executed, the family continues to demonstrate a pattern of repeated truancy, which is measured by three additional absences (11 total in a trimester), and/or the student fails to satisfactorily complete the academic program within the contracted time, the family will be required to meet with a NOCCS Official to revise the contract.
- If the family continues to demonstrate a pattern of repeated truancy, which will be measured by two additional absences (13 total in a trimester), a NOCCS Official may request that the case be reviewed by the NOCCS Board. In such event, the family will be provided with written notice at least 10 days prior to the date that the case will be reviewed by the Head of School or NOCCS Board. The family may elect to have the case reviewed in closed session by providing written notice of such request to the Board Chair at least four days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. As part of the review process, the family will be provided with the opportunity to address a NOCCS Official or Board of Trustees and present any relevant information concerning the student's attendance. Following its review of the case, the NOCCS Board of Trustees may elect consequences including but not limited to mandated summer school program enrollment, retention, or disenrollment from NOCCS.

Truancy Due to Excessive Tardiness

- If a child accumulates a total of five unexcused tardies in a trimester, the parent/guardian will receive a letter from the school. The letter will place the family on notice that the child's tardiness is adversely impacting the learning environment for the child and his or her fellow students.

- If a child accumulates a total of ten unexcused tardies in a trimester, the parent/guardian will be required to attend a meeting with a NOCCS Official to design an on-time attendance improvement plan and contract. Through the on-time attendance plan and contract, a NOCCS Official in consultation with the family:
 - a. Create on-time arrival goals for the remainder of the year
 - b. Identify support strategies for helping the family to achieve these on-time arrival goals
- If, after the attendance improvement contract and plan are executed, the family continues to demonstrate a pattern of repeated truancy, which will be measured by three or more additional unexcused tardies (13 total in a trimester), the family will be required to meet with a NOCCS Official revise the contract.
- If the family continues to demonstrate a pattern of repeated truancy, which will be measured by two or more additional unexcused tardies (15 total in a trimester), a NOCCS Official may request that the case be reviewed by the NOCCS Board of Trustees. In such event, the family will be provided with written notice at least 10 days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. The family may elect to have the case reviewed in closed session by providing written notice of such request to the Board Chair at least four days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. As part of the review process, the family will be provided with the opportunity to address the NOCCS Board of Trustees and present any relevant information concerning the student's tardiness. Following its review of the case, the NOCCS Board of Trustees may elect consequences including but not limited to mandated summer school program enrollment, retention, or disenrollment from NOCCS.

5. Academic Support Procedures and Policies

Homework

All NOCCS students are expected to read on a nightly basis. Generally, students in grades K-4 are given weekly homework packets. Students in the 5-8 generally receive nightly homework and/or project work that students are expected to complete both at home and during the school day.

At Back to School Night, teachers will provide parents/guardians with their homework systems. Changes and modifications may be made, at the teachers' discretion, throughout the school year. If the teacher(s) implement a change related to their homework system, they will inform families in writing.

For students with IEPs, 504s, and/or active SST plans in place, modifications to homework/projects may already be outlined. In these instances, teachers are responsible for knowing and implementing these supports. Parents/guardians and students with IEPs, 504s, and active SSTs are also asked, however, to work with the students' teachers, specialists, and the NOCCS administration to ensure modifications are provided in a consistent and appropriate manner. Families who are concerned that this is not occurring should follow the communications protocol outlined in this handbook to resolve any conflicts or concerns.

Supports for Students with Academic Struggles

NOCCS uses a variety of assessment tools to diagnose the needs of students who are in need of additional support to meet the rigorous grade level standards. These include diagnostic reading/math assessments, state testing, assessments related to referrals for special education, and most importantly teacher observation. Students who are struggling academically will be referred to the school's Response to Intervention (RtI) team, and a plan for support will be put in place. Support plans will definitely include specific actions the lead teacher will take to support a specific student, and may also include additional pull out interventions. These interventions may be but aren't limited to small group work in or out of the classroom, extra teaching support in a co-teaching classroom, one-on-one support, hybrid learning using computer based intervention programs, or counseling support as appropriate. The RtI team will track student progress in any intervention they are enrolled in and share progress with families and classroom teachers.

Family Conferences

The student assessment data described above and administered in the first month of school is reviewed with parents/guardians (and with the students themselves in grades 5 – 8) through our Fall Family Conferences. At these conferences, goals are set for the remainder of the Fall Trimester. Progress towards these goals is reviewed in the Fall Trimester Progress Report, and new goals, if applicable, are set for the Winter Trimester.

Families attend a second conference at the end of the Winter Trimester where the second trimester progress report is discussed and end of the year goals are established. For students with significant learning needs or who are at risk of retention, an additional conference is scheduled in the middle of the last trimester. The final progress report of the year is completed and sent to parents/families at the end of the school year.

Special Education Program

When a child demonstrates a pattern of underachievement and/or very slow growth, despite previously documented interventions provided via the RtI or SST process, we will often initiate a referral for special education. In certain, very limited circumstances, a referral for special education may be made without the full implementation of other interventions.

Requests for assessment for special education services must be made in writing. After receiving a request for assessment, the family will be contacted by NOCCS staff who will inform the family of their rights within this process and the timelines for moving forward with the assessment process. In certain situations where the family/school fails to provide appropriate documentation of a suspected learning disability and/or appropriate interventions, NOCCS may also provide the family with a notice that an assessment is not warranted/appropriate at that time. In such cases, the school will work to devise other supports and interventions for the student, such as a 504 Plan.

Students who qualify for special education services are provided with Individualized Education Programs (IEP) and additional supports and resources needed to support their academic, social, and emotional success. Teachers are expected to work collaboratively with our special education students, families, and personnel to implement any modifications or accommodations outlined within a child's IEP.

Meetings are held on an annual basis to update each child's IEP. Addendum meetings may be requested and will be scheduled at any time. In addition, parent/families are provided with updates on each IEP goal along with their child's progress report.

In the case of a special education student, or a student who receives 504 accommodations, NOCCS will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Progress towards IEP goals will be reported to parents/guardians by the student's special education service provider (RSP Teacher, Speech Therapist, Occupational Therapist, and/or others designated as per the IEP as having responsibility for implementing IEP goals) a minimum of three times per year, as a part of the NOCCS progress report.

504 Program

NOCCS recognizes its legal responsibility to ensure that no qualified person with a disability, on the basis of disability, be excluded from participation, be denied benefits of, or otherwise be subjected to discrimination under any program of NOCCS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning and accessing the NOCCS curriculum, is eligible for reasonable accommodation by NOCCS.

NOCCS will be responsible for ensuring compliance with Section 504. A student may be referred by anyone, including a parent/guardian, teacher, other NOCCS employees, and/or community agency, for consideration as to whether the student qualifies as a student with a disability under Section 504.

When appropriate, a 504 team will be assembled by the Director or designee. The 504 team will include, but is not limited to, the student (where appropriate), teacher(s), parent/guardians, and other qualified persons knowledgeable about the student, means of evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records and assessments, and is responsible for making a determination as to whether an evaluation of 504 is appropriate. If the student has already been found ineligible for special education services or related services, those evaluations may be used to help determine eligibility under Section 504.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and is provided to the parent or guardian of the student. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education, pursuant to Section 104.33 of Title 34 of the Code of Federal Regulations. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing on a variety of sources, including, but not limited to, assessments conducted by NOCCS staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers, and other participants in the student's education receive a copy of each student's 504 plan. A copy of the 504 Plan will be maintained in the student's file.

Support providers, consisting of teachers, family members, learning specialists, members of the administrative team, and others meet, at a minimum, on an annual basis to review and construct individualized support plans for students with 504 plans. Additional meetings will be scheduled as needed to support the success of all students with 504 plans. Progress towards these goals is reported in additional family conferences held by both the teacher and administration team.

Promotion and Retention Policy and Procedures

FINAL – Passed by NOCCS Board: 12-10-2011

- NOCCS students shall be assessed, using multiple state-mandated, school-wide, and classroom-based measures, throughout the school year to gauge student understanding, achievement, and/or growth.
 - State-mandated measures include the California Standards Test for students in grades 2 – 8 and the CELDT for English Language Learners.
 - School-wide measures may include, but are not limited to, the following: tri-annual progress reports, interim mathematics assessments, Teachers' College Running Records, Fountas and Pinnell reading assessments, and various "performances of understanding".
 - In addition, NOCCS teachers may develop and use a range of classroom based assessments (performance tasks, experiments, observations, quizzes, and tests).
- Students who demonstrate a pattern of moderate to strong growth and/or achievement towards school and state academic standards as measured by two or more of the assessments outlined above for each core subject area, in addition to successfully completing other state and school requirements (such as PE and CAL) shall be considered in good standing for promotion.

- Students who demonstrate a pattern of low and/or limited growth and/or underachievement towards school and state academic standards as measured by two or more of the assessments outlined above for two or more core subject area will be identified as at-risk of retention by their teacher(s) at the start of the end of each trimester. Whenever possible, this will be documented in writing in the comments section of the progress report.
- The teacher will work with the Administrative Team, the student's family, and/or other personnel to develop a plan, implement, and monitor a plan to provide the student who is deemed at risk of retention with the appropriate support and/or intervention strategies.
- Support and intervention may include, but is not limited to:
 - Specific, targeted classroom-based instruction
 - Differentiated assignments
 - Referral to/participation in the Student Success Team process
 - Referral to/participation in the NOCCS Math Squad program
 - Referral to/participation in the NOCCS Extended Day Program
 - Referral to/participation in an academic support program outside of NOCCS
 - Referral for assessment for special education
- Students who receive documented support and intervention strategies for one or more trimesters and still fail to make improved progress and/or continue a pattern of underachievement towards school and state academic standards as measured by two or more of the assessments outlined above may be identified as candidates for retention.
- Students identified as candidates for retention must be identified as such on or before their Winter Trimester Progress Report.
- Teachers must schedule¹ a minimum of two parent-teacher conferences for all students identified as candidates for retention. It is recommended that these conferences take place at the end of the Winter Trimester and in the middle of the Spring Trimester.
- At the first conference (held at the end of the Winter Trimester) the teacher will:
 - Review the student's achievement data and outline areas of concern
 - Review support strategies that have been implemented and document their results
 - Inform the parent/guardian that the student is being considered as a candidate for retention
 - Collaborate with the parent/guardian and/or other personnel to develop and document additional plans and strategies to support the student
 - Discuss and understand the pros and cons of retention as a support strategy
- At the second conference, the teacher and a member of the administrative team must be in attendance. At the second conference (held within the Spring Trimester), the team will:
 - Review the student's achievement data and outline areas of concern
 - Review support strategies that have been implemented and document their results
 - Inform the parent/guardian that the student is being considered as a candidate for retention
 - Make a decision in regards to the use of retention as a strategy, including consideration of factors such as the academic, effort, age, maturity, developmental, social, and emotional levels of the student

¹ If the student's parent/guardian fails to attend the conference, the teacher may still hold the conference with a member of the administrative team. The meeting will fully documented and the student's parent/guardian will be provided with written notes/documentation of the meeting.

- o Collaborate with the parent/guardian and/or other personnel to develop and document additional plans and strategies to support the student
 - o If a student is in the process of being assessed for Special Education services or has an Individualized Education Plan, an IEP meeting will be held in conjunction with this second conference in determining the use of retention as a strategy
- Whenever possible, the team (parent/guardian, teacher(s), specialist, and administrative team) will work collaboratively to make a decision to move ahead with the use of retention as a strategy. However, should there be a lack of consensus; the Director will make all final decisions related to retention for students in grades 1 through 8.²
- Determinations about retention shall be documented in the student's final (Spring) Progress Report.
- If a student is retained, a team ideally comprised of the Parent/Guardian, Teacher, Administrative Team Member, and other support personnel shall design a plan to support the student through the retention process.

² For students in Kindergarten, the parent/guardian shall make all final decisions about retention

6. Drop Off, Dismissal and Pick-Up at NOCCS

We believe that a student's transition between home and school can influence a child's school day, outlook toward learning, and – most importantly – their safety! We firmly believe that every child should be and feel safe during these daily transitions and therefore, we ask that all members of our school community follow these guidelines.

Morning Arrival & Afternoon Dismissal

Students in grades K-4 have supervised recess in the elementary yard (west side of the building) from 8:15-8:30 each morning (except on rainy days). Students in grades 5-8 have supervised recess in Linden Park (east side of the building) from 8:15-8:30 each morning (except on rainy days). All students then meet their teachers at 8:30 and proceed into the building. Students arriving late must check into the office before proceeding to class.

Students are dismissed from the same place they begin their day, in the elementary yard (K-4) or Linden Park (5-8) on non-rainy days.

During rainy days students will begin and/or end their school day inside. Students in grades K-2 will meet in the NOCCS atrium. Students in grades 3-8 will meet in the NOCCS MPR (Multi-Purpose Room).

GENERAL BEFORE SCHOOL DROP OFF

Before School Care

- **All students participating in before school care MUST be registered through the Extended Day Program.** Before school care will operate from 7:30 AM – 8:15 AM daily.
- Students who are registered and participating in before school care are to enter the EDP room via the driveway gate. Students who are not registered for before school care may NOT be on campus (including front steps, bike racks, the park, etc.) without parent supervision prior to 8:15 AM.

Drop Off Zone

- Families who are **dropping off via car** should make sure to obey the following guidelines in order to make curb-side drop off safe and efficient for all:
 - **Students** (who are not being walked into the building by parents/guardians) **are to exit cars exclusively in the drop-off zone.**
 - Drivers with other small children in the car (who are *not* exiting at NOCCS) are asked to consider placing car seats on the left side of the vehicle so that students coming to NOCCS can safely exit the car *on the curb side* of our drop off zone.
 - Drivers are to approach the surrounding 3 block vicinity of NOCCS with extreme care and caution, paying close attention to all speed limits and looking out for students and families who are coming to school on foot and bicycles.
 - **Drivers are advised to approach the school from 40th Street (rather than driving up or down 42nd) and then turning onto Linden Street.**
 - From Linden, drivers are to turn left onto 42nd Street and pull into the NOCCS drop-off zone which will be marked off with cones and signage.
 - **Pull all the way forward in the drop-off zone**, which should be able to accommodate three cars at a time. Do not stop short if there is space to pull forward.

- **Do not stop to unload in the handicap access space or in the crosswalk.**
- Once passengers have been unloaded, drivers are to signal to pull up and out of the drop-off zone, again, making sure to look very carefully for pedestrians and bikes.
- Parking or vehicle standing is never allowed in the drop off zone during drop-off times.
- Drivers should proceed down 42nd Street and turn onto Adeline. **U-turns should NEVER be made on 42nd Street during pick up or drop off times.**

Park and Walk-Ins

- Families who are **driving to NOCCS, parking, and walking students into the building** should make sure to obey the following guidelines in order to make drop off safe and efficient for all:
 - Drivers are to approach the surrounding 3 block vicinity of NOCCS with extreme care and caution, paying close attention to all speed limits and looking out for students and families who are coming to school on foot and bicycles.
 - **Drivers are advised to approach the school from 40th Street (rather than driving up or down 42nd) and then turning onto Linden Street.**
 - Double check to make sure your vehicle is not blocking any of our neighbor's driveways or entryways before proceeding to NOCCS.
 - Never double park.
 - Please note that there is often ample parking on 43rd Street.
 - Make sure to lock your car and take all bags and other belongings into the building with you.
 - All community members are to use the crosswalks at 42nd and Linden Streets.
 - **J-walking should never occur during pick up or drop off times.**

Biking, Skating, Walking to School

- Families/students who are **biking, skating, or walking to NOCCS** should make sure to obey the following guidelines in order to make drop off safe and efficient for all:
 - Students who are biking or skate-boarding to school **MUST** wear helmets. Students who come to school without helmets will not be allowed to bicycle or skate home until the proper safety gear has been obtained.
 - Bikers are to show caution when approaching the school, making sure to look out for both traffic and opening car doors.
 - Bikers are to ride in the street, not on the sidewalk.
 - Bikes are to be walked on the sidewalks at all times.
 - Bikers may not ride in the park.
 - Bikes are to be locked (on a first come first serve basis) on the racks located along 42nd Street.
 - Once bikes are secured, students and parents are to enter the building through the front doors **ONLY**.
 - Skateboards are not allowed to be ridden on the sidewalks around NOCCS, in the NOCCS parking lot, or in the building at any time
 - Skateboard must be stored out of the way in a designated classroom space and remain there all day.
 - Bicycles **MAY NOT** be ridden on the school campus or in the building at any time
 - All bicycles must be secured with a sturdy lock on the bike racks provided. No bikes should be stored in the school without the prior consent of a school administrator.
 - NOCCS is not responsible for the theft or damage to anyone's bicycle or skateboard.

GENERAL DISMISSAL

- Dismissal takes place at the following times:
 - Kindergarten through 4th grade: 3:00 – 3:10 PM on Monday, Tuesday, Thursday, Friday
 - 5th – 8th: 3:15 – 3:25 PM on Monday, Tuesday, Thursday, Friday
 - Kindergarten – 8th: 1:30 – 1:40 PM on Wednesday

- 5-8th Elective Instructors are to walk their students to Linden Park for dismissal via the 6-8 hallway.
- Homeroom teachers are to meet their students in Linden Park and sign them out.
- Families choosing to allow their children to play on the Linden Park play structure or basketball courts **MUST WAIT UNTIL DISMISSAL IS OVER AT 3:25P** before allowing their children to play on the structure. Children must be supervised by parents at all times.
- Students who are dismissed from classrooms as walkers, bikers, or who take public transportation are to go directly home. These students should not stop and play on the Linden Park play structure or basketball courts unless otherwise arranged, in writing, with the Head of School.
- Play on the NOCCS playground is reserved for students registered into the NOCCS EDP program only.
- Any students not picked up within 10 minutes of their dismissal time will be brought to the office where the teacher will assist the student in calling home.
- The NOCCS Director of Student Support and Head of School will do a sweep of the building and playground areas surrounding NOCCS (including the Linden Park play structure) at 3:30 PM. Any unaccompanied child found in the building or surrounding park areas after 3:30 PM will receive a phone call home. Parents/guardians will then need pick students up from NOCCS (main office or EDP) unless otherwise arranged by a NOCCS Administrator.

CARPOOLING / PICK-UP BY NON-GUARDIAN ADULT

If a parent or guardian makes arrangements to have a non-guardian adult pick-up their child, they must inform their child. Sudden changes can be upsetting for children.

The parent or guardian must also notify the NOCCS office **IN WRITING** about these arrangements. These notes can easily be left for the teacher on their communications clipboard. The note should include:

- a. Parent/Guardian's name
- b. Child's name
- c. Child's Teacher and Grade
- d. Name of adult picking up the child
- e. Date of pick-up

If a family is not part of the NOCCS community is picking up your child for a play date, please be aware that they will be asked to show identification. The office will confirm whether or not they are authorized to pick up your child (if they are not listed on the emergency card, please make sure that you give authorization to the office in advance of pick-up **IN WRITING**). Any adult with whom a staff member is not familiar will be asked to show identification to make sure their name matches the name on the note from the parent/guardian. **Remind them to bring photo ID or your child will be kept at the school until we can find you or an adult listed on the emergency card to pick up your child.**

COMMUNICATING PICK-UP PLAN CHANGES

We believe that a child's outlook toward learning and their feeling of comfort and safety during the school day is well served when they know what their schedule for the day is, who will pick them up, and when. However, we also understand that sometimes changes in schedule occur, and it is important for our students to develop the ability to understand and be comfortable with change. Therefore, we ask members of our community to observe the following guidelines.

- Please make every effort to have your after-school pick-up and play date arrangements finalized before you say goodbye to your children in the morning. Please refrain from arranging last-minute playdates after school.

- If you are in the building, please come to the office and leave a note for your child's teacher informing them of your arrangements for pick-up. These notes will be retrieved by the teacher ½ hour prior to the end of the school day.
- Phone messages about changes in pick-up plans will be taken by staff and left for teachers on their office clip-boards. These notes will be retrieved by the teacher ½ hour prior to the end of the school day. However, please try to minimize these phone calls to the office whenever possible. All arrangements must be made at least ½ prior to the end of school in order to ensure that the note is received by the teacher.

NOCCS 5th – 8th Grade Independent Dismissal Permission Slip



Student Name:

- Students in grades 5th – 8th may, with their parent/guardian's permission independently walk, bike, skateboard, and/or take public transportation to and from school.
- Students who have permission (and the responsibility) of leaving school independent of parent/guardian/adult do so under the following terms and conditions:
 - o All students must leave campus (including the adjacent parks) directly at dismissal and go directly to their destination.
 - o Students are to conduct themselves in a respectful manner at all times when coming to and/or going home from school.
 - o Students are subject to school rules and codes of conduct at all times that they are en route to and from school.
 - o Students will be dismissed ONLY to travel to the destinations designated below. Parents/guardians must notify the office in advance of any changes to these destinations.
 - o Students who disregard these expectations will be required to be picked up by a parent/guardian until the administration deems the student ready for this responsibility.

The above named student has permission to independently leave school at dismissal on the following days to travel to home or the destination designated by his/her parent/guardian(s):

Week Days	Allowable Destination(s)	Mode(s) of Transportation
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

We have read and understand the expectations for leaving school independent of a parent/guardian/adult.

Parent/Guardian

Student

Date

7. School Day Health, Safety and Disaster/Emergency at NOCCS

School Day Safety Policies and Procedures

Yard & Recess Expectations and Procedures

We believe that play areas should be a safe space where children are provided with a range of activities that provide opportunities for recreation, social time, and creative fun. We are committed to maintaining a climate of respect at all times. However, one of our play areas – Linden Park – is a public park, with many users from the community. We also believe that our students should share use of the park as good neighbors.

Because of these beliefs:

- NOCCS staff will have morning duty on a rotating basis in order to provide appropriate supervision of recess times.
- All classes at NOCCS will develop agreements about how they will work together to keep a safe and respectful space during recess times
- Students will respect all living things
- Students will Practice Good Sportsmanship
 - Share balls and equipment
 - Respecting games that are in session
 - Encourage players with “good job” and “nice try”
 - Settle conflicts with “ro-sham-bo” and/or enlist the help of an adult
- Students will Play Fairly
 - Honor the agreed upon game rules
 - Take turns
- Students will Resolve Conflicts Peacefully
 - Use respectful language and tone
 - Use “I Feel Statements” and Peace Talks
- Students will Be Safe
 - No rough play
 - No jumping off the slide (Linden Park)
 - Only go down the slide, never up (Linden Park)
 - No climbing on any fences, trees, benches, etc.
 - No standing on the parallel bars (Linden Park)
 - No standing or sitting on top of the monkey bars (Linden Park)
- Students will Be Helpful
 - Pick up balls and other equipment
 - Help a hurt child
- There are several areas considered off limits:
 - Students may not go beyond fences or fetch equipment from the streets. Only adults may pick up balls or equipment that have gone beyond the street
 - Students may not play in stairwells
- Students will ensure that benches are the “quiet zones” where students may rest, sit, read, or finish a snack. It is also a space for students to “cool off” or have a peace talk.
- On the play structure NOCCS students will demonstrate safe and appropriate playground etiquette including:

1. Walking in the play structure area at all times
2. Sharing the space with neighborhood children
3. Sliding seated and feet first
4. Moving in one direction on the bars
5. Spinning with a maximum of two people at a time for a maximum of 30 seconds per turn.
6. Keeping feet on the spinner when in use.

Lunch & Snack Expectations and Procedures

We believe that students need to have adequate time dedicated to sitting and eating their lunch. All students are capable of being responsible for cleaning up after themselves and being leaders in helping keep the play yards clean. **We do not allow soda, gum, or candy at school.**

Because of these beliefs:

- Children are expected to be respectful to their peers and supervisors
- Students will eat in the MPR or designated space outside
- All children will have 20 minutes of eating time.
- Anyone who finishes early will sit and relax.
- After eating time, all students will participate in clean up time.
- Students will throw out their own trash as well as recycle and compost appropriate items.
- Each table will be wiped down after use.

We believe that active, happy children need healthy food to consume during morning recess. NOCCS also believes that learning to take care of one's body is a critical aspect of growing and developing into a healthy, productive citizen capable of making a strong contribution to our world. We are concerned – from both a public health and an educational perspective – with the recent upward trends of childhood obesity and diabetes that are so rampant in our community. Current research about healthy eating habits for students indicates that students who eat fresh and nutritious meals and snacks experience fewer behavioral and learning challenges in their school day. Furthermore, as stewards of the environment and in an effort to “reduce, reuse, recycle, and rot”, we also believe that our community must make an effort to act in a conscious and responsible manner when making choices about how lunches and snacks are packed and packaged, and how we dispose of waste at the school.

Because of these beliefs and findings

- We ask parents to do their best to pack healthy snacks and lunches for school every day.
- Snacks and lunches should not include high-sugar items.
- Soda and candy are not allowed in student lunches or snacks. If a student is found with these items, they will be confiscated and disposed of by a staff member.
- Students may not bring items that require cooking, heating, or microwaving.
- Students are encouraged to bring their lunches in environmentally friendly and waste-reducing lunchboxes, containers, and thermoses.
- Students should not bring nut products (peanuts, peanut butter, almonds, cashews, etc) or strawberries.
- Children with food allergies or special diets should:
 - a. Bring a note from home at the beginning of the year informing the teacher and staff of the child's needs, as well as filling out the appropriate section of the Emergency Card
 - b. Bring their own food to special events.

School Visit Policy

- All visitors to NOCCS must comply with NOCCS safety policies and procedures.
- All visitors/volunteers must immediately check-in to the office and put on a name tag.
- Visitor movement shall be monitored in and around the school.
- All minors visiting the NOCCS campus must be accompanied by an adult unless permission is granted by the NOCCS Directors for the minor to make an unaccompanied visit.
- Siblings of NOCCS students or minors visiting with parents or authorized pick-up adults are the sole responsibility of parents and/or authorized pick-up adults and must remain under the supervision of those parents or authorized pick-up adults.
- If an emergency drill, alarm, or procedure is in process during a visit, visitors are expected to comply with all safety procedures and protocols and must comply with all directions given by a NOCCS staff member.
- If suspicious or threatening visitors are encountered, NOCCS' Lockdown Protocol shall be utilized.

Field Trips and Chaperoning Policy and Procedures

How to be a NOCCS Field Trip Driver

NOCCS teachers do a wonderful job of arranging educational field trips that support the units of study. Parent help is essential to make sure the trips run smoothly. Children on field trips at NOCCS either take public transportation or rely on parent drivers.

In principle, we try to use public transportation whenever possible. We believe that using public transportation gives our children a better field trip experience. They are able to see and connect with our greater community. It also allows them to put into practice their skills interacting with members of our community in a respectful and courteous manner.

However, some field trip destinations are possible to reach only by car, and we rely on parent drivers to make these field trips possible. As happens every year at NOCCS, in order for field trips requiring parent drivers to happen, we need to make sure all drivers are cleared to drive through the NOCCS Office. This is required by the NOCCS liability insurance provider ANNUALLY. In order to be cleared through the NOCCS Office, you will need to have the following on file:

1. A current DMV record on file with us from this academic year.
2. A copy of your car's liability insurance limits, showing at least an aggregate payout ability of \$300,000 (bodily injury & property damage, etc)
3. A copy of your driver's license.

DMV records can be ordered with forms downloaded from the DMV website, as well as forms on file at the NOCCS Office. If you mail the order in, you must allow for a month delivery time. If you need immediate classification as a driver, you can take the form in person to the DMV to receive your driving record immediately.

We MUST comply with this requirement. The reason is simple: if an unqualified driver drives on a NOCCS field trip and an accident occurs, that driver may be sued. Through that driver, NOCCS may be sued. If NOCCS has not complied with this requirement, our liability insurance provider may not protect us from the suit. Unprotected schools in this position have literally lost their school, and been shut down. NOCCS cannot afford to be unprotected.

NOCCS Chaperone Expectations

For your reference, here are the NOCCS Chaperone Expectations, so that you know what you are getting into when you sign up for these fun events! These guidelines were established several years ago and have been guiding us since:

Please do:

1. Help students focus on the field trip's purpose
2. Meet with the teacher to review chaperone guidelines and bus rules (if applicable) prior to field trip; attend any mandatory parent meeting
3. Be prompt
4. Serve as a good role model in behavior, language and appearance
5. Know the names of the students in assigned group and make sure students are wearing name tags.
6. Stay with assigned group at ALL times.
7. Consistently monitor student behavior
8. Be firm, fair and friendly in dealing with students, speaking quietly but firmly to disruptive students; praise good behavior; do NOT engage in verbal back-and-forth with students who are being disruptive – if this occurs immediately enlist the aid of a NOCCS staff member
9. Stay within arms reach of your group
10. Maintain confidentiality (health information, student disciplinary matters, etc.)
11. Ask the supervising teacher or administrator for help if needed
12. Immediately report any injuries or illnesses to a teacher or administrator
13. Review and be responsible for logistics, itinerary, and teacher expectations.
14. Focus your interactions on the students and the trip's intended purpose.

Please don't:

1. Take siblings or other family members on the trip
2. Leave assigned group unsupervised at any time
3. Socialize with other chaperones at the expense of the trip's purpose and students' needs
4. Take non-NOCCS non-emergency or non-NOCCS related phone calls on cell phones..

Thank you so much for helping with our field trips. NOCCS parents make these educational experiences possible, and are tons of fun!

NOCCS Health and Safety Procedures

We believe that ensuring the safety and well being of all members of the NOCCS Community is one of our highest priorities and greatest responsibilities as a school. In order to do this effectively and efficiently, the school relies on the assistance, cooperation, and efforts of all members of our school community through frequent on-going communication, compliance with school procedures, contributing to the school's emergency preparedness, and remaining an active and alert member of the community.

The following health and safety related procedures will help all of us maintain a positive, productive, healthy, and safe community at NOCCS:

Emergency Information

Each child must have emergency information on file in the office. This card identifies other adults, authorized by you, who may take your child from school. This includes normal pick-up days, illness or any disaster situation. Your child will NOT be allowed to leave school with anyone other than you, a parent or legal guardian, unless you have listed them on the Emergency Card. This release may be changed and updated by a legal guardian at any time during the school year. Please fill out the cards in their entirety. We

must be able to contact you or a reliable neighbor or relative any time of the day. If there are changes during the year please immediately fill out a correction form (in the office).

Medical Concerns

Medications taken at school: A child may NOT carry medication to school and self medicate. If your child needs to take any kind of medication at school (prescription or non-prescription) the following is required:

An adult needs to bring the medication to the school office in its original container and with the pharmacy label attached. The Office staff and/or Director will be responsible for administering medication. Your child must be responsible for coming to the office for his/her medication at the needed time. Our staff will help implement this procedure.

Keep your child at home if: he/she has had a temperature or has vomited in the last 12 hours.

General Concerns

Please immediately notify the teacher and Office staff of any medical conditions that may affect your child at school. Please be sure to communicate any allergies or chronic health issues on your child's emergency card.

If your child is absent due to sickness, please make sure to notify the Office. Often, this information will help us alert other families to any symptoms that need attention.

Lice Policy

We believe that healthy kids can better concentrate and flourish academically, emotionally, and socially. Healthy children better benefit from educational opportunities.

For this reason, NOCCS has a lice policy.

If a child is found with lice or nits, their family will be notified. The family must then treat the lice and return the child to school with a proof of treatment.

Disaster Preparedness

Because our school is located in an earthquake-prone area, we want to remind you that, in the event of an earthquake occurring, the following procedures will be followed:

- In the case of an emergency we will use the One Call Now System to alert families of the situation and to provide them with important information about the conditions at the school and/or emergency steps we have taken. It is important for families to "opt-in" if they want to receive this information via text.
- No student will be dismissed from school unless a parent /guardian or person designated by a parent/guardian comes for him/her
- No child will be allowed to leave with another person, even a relative or babysitter, unless we have written permission to that effect or that particular person is listed on the student's emergency card in our files. With this in mind, if your child's emergency information is not up-to-date, please provide this information to our office asap
- All parents or designated guardians who come for students must sign them out at the office or at the alternative Student Release Station. Signs will be posted on the front door if this alternative location is being used

- We are prepared to care for children in the event of a critical situation or if parents are not able to reach the school. We have a number of people with first aid certificates and will be in communication with local emergency services. We do ask for your help in the following areas:
 - please do not call the school; we must have the lines open for emergency calls
 - following an earthquake or other major emergency, do not immediately drive to the school – street and access to our school may be cluttered with debris; the school access route and street entrance areas must remain clear for emergency vehicles
 - do turn your radio to 740 (KCBS), 810 (KGO) or 530 on the AM dial; information and directions will be given over the radio.

Earthquake Kits

The school has purchased and stores emergency supplies for the entire school population. These kits need to be refurbished approximately every three years. In such years we will ask all families for a donation in order to defray the costs related to updating these kits.

If your child takes any medication, the family is responsible, at the start of each year, to supply the school with 2 days' worth of medication as well as specific instructions for administration..

NOCCS Disaster/Emergency Plan and Procedures

PURPOSE: This Emergency Action Plan has been developed to protect lives, reduce injuries, and minimize property damage during emergencies and / or natural disasters at NOCCS. Examples of such situations are fires, earthquakes, explosions, natural gas leaks, bomb threats, or other unanticipated emergency situations.

Emergency events, and issues that arise during an emergency, can never be fully anticipated, and emergencies can never be completely planned for, since each situation is unique. The procedures provided will address the most anticipated events. However, all emergencies, anticipated or unanticipated, will require good judgment and prudent response by the staff at NOCCS, who are ultimately responsible for emergency decisions.

PRE-EMERGENCY PLANNING AND PREPAREDNESS

Site Specific Emergency Phone Numbers

Emergency – (Medical, Police and Fire) 911

Local Police – 510-622-2916

Local Fire – 510-238-4000

Ambulance – 911 or 510-695-6600

Poison Control – 1-800-523-2222

Utilities (PG&E) – 1-800-743-5000

Nearest Hospitals:

Alta-Bates Medical
2450 Ashby Avenue
Berkeley, Ca. 94705
510-204-4444

Children's Hospital
747 52nd Street
Oakland Ca. 94609
510-428-3240

Summit Medical
350 Hawthorne Avenue
Oakland Ca. 94609
510-655-4000

Emergency Broadcast Stations:

KCBS (740 am) KNBR (680 am) KGO (810 am)

In the event of an emergency that requires that we completely evacuate the site (major earthquake or fire damage, toxic gas, etc.), NOCCS will relocate as a group to

**Home Depot Parking Lot
3838 Hollis Avenue
Emeryville, CA 94608**

Medical Emergency Procedures

First Aid is everyone's responsibility. Being ready to give emergency care can make the difference in saving a life, relieving pain and preventing further injury or infection.

Students injured while at NOCCS are cared for in the following ways:

An injury may be inspected by the teacher, who may keep the student under observation in the classroom. For a more serious injury, the child is sent to the office for first aid. The home is routinely notified of a student receiving a blow to the head, whether it appears serious or not. In an emergency situation, 911 emergency services will be accessed. First Aid kits are stocked regularly and located in each classroom, as well as in the office.

Drills

NOCCS' fire evacuation drill procedure is as follows:

Upon hearing the alarm, teachers lead their students through a predetermined emergency route into the park adjacent the school, proceeding in an orderly manner. If the first escape route is blocked, the teacher uses an alternate route. Post-evacuation, teachers promptly account for their students.

Earthquake Procedures

The main concern during an earthquake is taking cover from falling objects. If inside the school building – STAY INDOORS. Drop to the floor, get under a desk or table, and cover your head. If a desk or table is not available, stand in doorway or corner facing away from windows. Remain calm and quiet. Listen for instructions from the teacher. If outside the school building – STAY OUTSIDE. Move away from the building, trees, fallen wires, or telephone poles. If in Linden Park, stay in the park and do not re-enter the building until instructed to do so by the teacher.

Evacuation

Teachers lead students through a predetermined route to the designated area (Linden Park). If route is blocked, the teacher will use an alternate route.

FOLLOW-UP IMMEDIATELY AFTER AN EVACUATION

Upon arriving, teachers:

- Report injured or trapped people to Director.
- Provide first aid, if needed. Seriously injured students are not moved from designated area.
- Take class roll from list in emergency bag.
- Check for fires and check for gas leaks.
- Locate and respond to injured or trapped people.
- Turn off main electrical circuits and check for electrical hazards.
- Check for pipe breaks and turn off valves as needed.
- Replace phone receivers on hooks.

Supervision of Students

Students will remain in the park. Staff must remain on site at all times while there are children present. Students are to be kept calm and focused. If on a field trip, the teacher shall call NOCCS to determine at that time whether the class should come back to school or remain at the current location.

Gas Leak/Explosion Procedures

Leaking gas, hazardous material spills, or other chemical contamination could be the cause of life-endangering explosions in or near the school. If there is a threat of an explosion, the Director will activate the emergency evacuation plan or other appropriate measures to insure student / staff safety.

If the odor associated with natural gas is detected, act fast. The odor will be strongest closest to the origin. Since there is an immediate danger of fire, explosion, or in an enclosed area, asphyxiation, do not try to discover the source of the gas. Staff should notify the Assistant Director or Office Staff if odor of gas is detected.

The gas company should be notified immediately. Do not touch electrical items (Don't turn on / off).

If possible, open windows. Extinguish all ignition sources. Turn off gas at the main. In the event of strong gas odor, or if a main breaks in your area, evacuate the area utilizing the Fire Evacuation Drill Procedures and notify the fire department.

Bomb Threat Procedures

This plan for bomb threat procedures shall include training for key personnel most likely to receive a threat at the school (ie, staff). The following should be observed in the event a bomb threat is phoned in:

- Remain calm.
- If possible, complete the Bomb Threat Report.
- Take the phone off the hook. Do not use it to make any calls. The police may be able to trace the call using *69.
- The following procedures should then be followed:
- If the threat is perceived as serious and immediate, evacuate the building utilizing the Fire Evacuation Drill Procedures.
- Contact local law enforcement.
- Proceed in accordance with local law enforcement instructions.
- If an evacuation is ordered, evacuate the building using the predetermined exit route and proceed to the designated assembly area. Await further instructions from local law enforcement.

Crisis Protocol - Lockdown

It is NOCCS' goal to ensure that students are given the opportunity to attend school in a safe and secure learning environment.

On an annual basis the administrative team (and Safety Committee) will review and evaluate site security and safety. Assessment will include the following areas: crisis preparedness, security operational policies and procedures, and physical security measures (access control, intrusion detection / warning systems, inventory and key control, perimeter security and physical design).

The most common school security measure used to prevent violence or other disrupting acts requires school staff to monitor both student movement and visitor movement in and around the school.

Lockdown

In order to further secure staff and student safety, Lockdown may be utilized. The phone system acts as an intercom system and warning alarm. A phone is located in every classroom and the office. In addition, the school now also uses the One Call Now System and can alert teachers via cell phone/text message as needed. Staff who are providing instruction and/or supervision on the yard will have access to walkie-talkie devices for communication.

Upon being notified of the lockdown:

- Administrative staff will access 9-1-1- emergency services.
- All staff members will immediately lock their doors and cover windows/close their blinds.
- Students will be instructed to move to a designated space away from doors and windows.
- Students will be directed to remain calm and quiet. Listen for instructions.
- If there is an intruder reported in the building, students will be directed to the Linden Park playground area and hold for instructions.
- If there is a dangerous situation outside of the building, students will be directed to the closest school entrance, assemble in the closest classroom, and hold for instructions.
- If there is a dangerous situation outside of the building and the building is not accessible, students will be directed to the nearest “safe spot” (adjacent churches and schools) and hold for instructions.

Injury and Illness Prevention

Injury and Illness Prevention Policy

NOCCS is committed to the health and safety of all employees and this commitment will govern actions when planning work, maintaining the school site, training employees, or conducting other activities that would have an impact on the health and safety of the NOCCS workforce.

Responsibility

Safe procedures, safe working conditions, and the enforcement of safe working habits are the direct responsibility of the Director of NOCCS. The Director has been given this authority and responsibility to ensure that an effective Injury and Illness Prevention Program is implemented and maintained. Assigned duties include the following:

- Communicate health and safety issues and concerns to all employees (via staff meetings and Board meetings).
- Conduct and/or coordinate inspections.
- Investigate employee reports of unsafe work conditions.
- Conduct and/or coordinate employee safety training.

Ensuring the health and safety of all employees is a goal which the NOCCS Director can not accomplish alone. All employees must actively participate in achieving a safe and healthful environment. It is only through communication and cooperation that this objective can be achieved. The staff of NOCCS are assigned to the following responsibilities:

- Adhere to all safety rules and regulations.
- Wear appropriate safety equipment, as required.
- Maintain equipment in good condition
- Report all injuries immediately, regardless of severity.
- Encourage co-workers to work safely.
- Report unsafe acts and conditions as the situation arises.

Hazard Assessment

To identify and evaluate workplace hazards, periodic inspections will be performed by the Director and/or the Facilities and Safety Committee.

Periodic inspections are performed according to the following schedule:

- When NOCCS recognizes a new and previously unidentified hazard.
- When occupational injuries and illness occurs.
- When new substances, procedures, or processes that present a potential occupational and health hazard are introduced into the workplace.
- Whenever workplace conditions warrant an inspection.

Specific schedules for conducting periodic inspections at NOCCS include the following:

- Annual safety committee site assessment
- Monthly inspection of portable fire extinguishers and smoke alarms.
- Ongoing identification and evaluation of workplace hazards will also occur as a result of communications from employees, investigations of workplace injuries and illness, and information gathered from other sources.

Hazard Identification

Identification of hazardous conditions in and around NOCCS is an absolute priority. These hazardous conditions may include:

- Slipping and falling: games, pencils, toys, small chairs, debris. Good housekeeping ensures a hazard free work space.
- Back strain. Lifting correctly by using the large muscles of the legs instead of the smaller muscles of the back will help to reduce this hazard. In addition to the above-mentioned issues, there are other potential hazards which cannot be anticipated. To identify these potential hazards, periodic inspections will be conducted.

Hazard Correction

The procedure for correcting hazards found during an inspection, or those which are reported by a member of the NOCCS community, is as follows:

- The Director and /or the Building and Grounds/Safety Committee will assess the hazard and interim control measures will be used if permanent control measures cannot be instituted in a timely manner.
- All conditions considered to be beyond the ability of the Director and/or the Building and Grounds/Safety Committee will be referred to an outside professional/contractor.

Health and Safety Guidelines

Bloodborne Pathogens

OSHA's Bloodborne Pathogens standard is designed to protect workers who may, in the course of performing their jobs, be reasonably likely to be exposed to blood or blood products. The nature of jobs at NOCCS is such that there is no reasonable anticipation of such exposure. In order to ensure that NOCCS employees are protected in the event of a rare exposure, NOCCS has adopted the following procedures:

- Disposable gloves shall be stocked in every classroom first aid kit.
- Employees shall report an exposure incident immediately to the Director, who shall complete a report of the exposure incident. The employee shall be taken to a medical facility for post exposure evaluation and follow-up.

Emergency Action Plan

To establish site-specific procedures for emergencies (ie, fire, earthquake, explosion, etc.) NOCCS has developed, and annually updates, an Emergency Action Plan.

Emergency evacuation alarms

NOCCS uses an alarm system (intercom system) to alert employees and students of the need to evacuate the building.

Exits (means of egress)

A means of egress is a continuous and unobstructed way of exit travel from any point in the building to a public way and consists of the following: the way of exit access, the exit, and the way of exit discharge. All exits and exit paths need to be unobstructed and clearly identifiable and all doors should preferably swing with exit travel.

Hazardous materials

Chemicals meeting the definition of "Hazardous Materials" (including flammable, combustible, corrosive) shall be so marked and properly inventoried, stored, used, handled, and disposed. A Material Data Safety Sheet (MSDS) will be filed for all hazardous materials to ensure that the appropriate information is available to all employees and students who may be exposed to potentially dangerous chemicals.

Housekeeping

Housekeeping is one of the most important factors in accident/injury prevention. Good housekeeping ensures an orderly arrangement of supplies, storage and waste materials.

Office safety

The following standards have been established for safety in office and administrative areas:

- Desks and reference tables are to be arranged so that electrical and /or telephone outlets and cables do not present tripping hazards.
- Floors are kept clean of objects (pencils, papers, etc.) and aisles are kept free of all tripping hazards (garbage cans, storage, etc).
- Electrical cords on machines and desk lamps must be kept in good repair. Ensure that cords are replaced when outer insulation is broken, and never remove (break off) the ground terminal of a 3-prong plug.
- Ensure that objects hanging on walls, cabinets, etc. are properly secured.
- Remove any defective office equipment from service immediately.
- Maintain all storage rooms and closets in a neat and orderly condition.

Sanitary conditions

Good sanitary conditions must be maintained at NOCCS. Each employee shares in the responsibility for maintaining these standards. All lavatory facilities shall be maintained in a sanitary condition and provide running water, hand soap or other cleansing agent, with individual hand towels and receptacles for used towels.

8. Admissions Procedures

ADMISSIONS REQUIREMENTS, PREFERENCES, AND DEFINITION OF TERMS

September, 2015

Admissions Requirements are as follows:

- The applicant family must complete and submit an application form provided by the Kindergarten applicants must meet the age requirements for public school attendance specified in SB1381:
 - 2014 – 2015 Academic Year and Onward, children must turn 5 years of age before September 2, 2010.
- The applicant family must sign a document stating they have read the introductory materials provided by NOCCS and/or visited the NOCCS website at www.noccs.org.

The 2015 NOCCS Charter Renewal Document provides the criteria for admissions and lottery preferences. This document reads:

As stated in the core principles, NOCCS is committed to building a community of learners, representing the diversity of Oakland, and providing educational opportunities to underserved children. To reflect these values, admission to NOCCS shall be granted in the following order of preference and according to the following rationale:

- Currently enrolled students: to ensure educational continuity
- Siblings of enrolled and admitted students: to keep families together
- Children of NOCCS staff (not to exceed 10% of total enrollment)³: to honor those committed to public education
- Children of NOCCS board members who have completed a required term of service (not to exceed 10% of the total enrollment): to honor those committed to public.
- Students from schools within OUSD (in which 50% or more of students qualify for free and reduced lunch and in whose attendance boundary the charter school resides)⁴: to provide an equitable, high quality public school option to Northwest Oakland students and families
- Other prospective students residing within OUSD boundaries: to serve as a public school option for students and families of Oakland
- All other applicants

Admissions Policy and Procedure Definition of Terms:

Admissions Preference – Admissions preferences place students directly into available spots before the lottery is conducted. As of 9/1/2015 students in the groups below shall receive admissions preference, in the order listed:

- Currently enrolled whose parents or guardians have indicated, in writing, in advance of a stated deadline, their intent to return for the following school year.

³ Term of service for kindergarten applicants is 2 years. Term of service for all other applicants is one year.

⁴ For the 2015-2020 charter term, these schools will include the attendance zones of all underperforming OUSD schools in Northwest Oakland as described in section A of this charter. This includes Sankofa, Emerson, Hoover, and Claremont Middle School Students from these neighborhood attendance areas will receive a lottery preference as outlined in the NOCCS Admissions Policies and Procedures.

- Siblings of enrolled students whose parents or guardians have filed an application for admissions or have indicated, in writing, in advance of a stated deadline their intent to enroll the sibling of currently enrolled student.
- Children of NOCCS staff who have filed an application for admissions and/or have indicated, in writing, in advance of the stated deadline their intent to enroll their child. If a NOCCS staff member enters employment after the close of the lottery, they may exercise their preference at the time of hire. This does not guarantee that the employee's child will be admitted, but that they will be placed at the top of the waitlist for their grade, after any previously waitlisted siblings of enrolled students.
- Children of NOCCS board members who have completed a minimum of two years of service and have met service and participation requirements as outlined in the NOCCS Board Policy governing external board members.

Lottery Preference – Lottery preferences are applied to provide applicants who meet the group criteria, outlined in the NOCCS Charter and detailed below, to participate with a weighted advantage in a lottery process. As of 9/1/2015 these groups and their weighted advantages will include the following:

- Kindergarten and 6th grade applicants who provide proof of residence within the Oakland Unified School District's Northwest Oakland Neighborhood Attendance Area(s)⁵ Neighborhood Attendance Area School(s)⁶ for so long as the Neighborhood Attendance Area School is a designated "Program Improvement" school as defined by NCLB and/or 50% or more of its students qualify for free and reduced priced lunch, shall be drawn, in a separate pool, until 40%⁷ of all available kindergarten and 6th grade lottery spots have been filled. Once 40% of all available kindergarten lottery spots have been filled, all remaining applicants in the Neighborhood Attendance Area pool shall be combined with all other Oakland resident applicants for the remainder of the lottery draw. In the case that there are fewer Neighborhood Attendance Area applicants than 40% of all available kindergarten and 6th grade lottery spots, the remainder of the available spots will be made available to the pool of all other Oakland resident applicants.
- Oakland residents who provide proof of residence within the Oakland Unified School District will be drawn in, in a separate pool, prior to non Oakland residents.

Sibling - A sibling is a person with at least one parent or step-parent in common.

Underperforming School – For the purposes of the NOCCS Admissions Policy and Procedure, an underperforming school is defined as a public school currently designated as a Program Improvement School under No Child Left Behind (NCLB).

APPLICATION

- 1) Families eligible for admissions preferences identified in the NOCCS Admissions Policy must notify the Admissions Committee, in writing concerning their wish to enroll their child and complete an application form

⁵ This includes the attendance areas where NOCCS is located at 1000 42nd Street in Oakland, CA

⁶ As per the 2015-2020 NOCCS Charter, and due to the closure of Santa Fe Elementary School in June 2012, beginning with the 2016-2017 admissions lottery, NOCCS students zoned to attend Emerson Elementary, Sankofa Elementary, Hoover Elementary, or Claremont Middle School shall be qualified as Neighborhood Attendance Area residents.

⁷ For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.

prior to the latest published application deadline. Failure to do so will mean that their application will not be given an admissions preference prior to the NOCCS Lottery and Enrollment Process. Families eligible for admissions preferences identified in the NOCCS Admissions Policy that submit the required application and documentation materials after the published deadline will be placed on the top of the NOCCS Admissions Waiting List in accordance to their admissions preference status, with first preference going to already enrolled students, second preference going to siblings, third preference going to children of staff, and fourth preference going to board members. .

- 2) Families eligible for lottery preferences identified in the NOCCS Admissions Policy must submit all relevant proof of residency prior to the stated application deadline. Failure to do so will mean that their application will not be given a lottery preference and will be entered into the lottery accordingly.
- 3) All applicants must submit a completed application prior to the stated application deadline. Failure to do so will mean that their application will not be entered into the lottery. Applicants that submit the required application materials after the stated application deadline will be placed at the bottom of the NOCCS Admissions Waiting List in the order they are received.
- 4) New families can request an information packet including relevant requirements and dates of the admissions process.
- 5) Complete applications must be received via online process (<https://noccs.schoolmint.net/signup>), mail or hand-delivered to the director or head of admissions by the published application deadline. Return receipt service is recommended for mailed applications. Faxed and emailed applications are not acceptable. Complete applications consist of the application form, a copy of the child's birth certificate to verify age, copy of any OUSD determination letters or documentation that establish OUSD resident status, if applicable – this is particularly recommended for applicant families that reside at addresses bordering OUSD and other districts. In addition, three forms of supporting documentation proving residence must be submitted with the application. At least one responsible adult member of the applicant family must attend an orientation meeting/open house, if offered by the school.
- 6) Applications must be re-submitted for every new academic year to ensure accuracy. Public Drawing wait list positions are only good for the academic year for which the drawing was held.
- 7) Families will be notified of NOCCS' preference for Oakland residents. Three documents verifying the addresses of the child must be included with each application to verify the address of the child. Applicants wishing to exercise Oakland resident preference who reside at an address that may fall within multiple school districts must submit clarifying documentation with their application. Applicants are advised to make all necessary arrangements prior to the deadline for admissions in order to submit a complete application by the deadline. Submitting a complete application is the sole responsibility of the applicant. Applicants must also attend an admissions open house, if offered.

The following are examples of documentation that can be used as proof of residence (specific financial information can be blacked out). The documents must show the student's parent's, guardian's or caregiver's name and address.

- Automobile driver's license or official California I.D. Card from the Department of Motor Vehicles (must be used for one verification of address) AND two of the following:
 1. A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage bill, or cable bill.
 2. In combination only, automobile registration and automobile insurance (the documents count for two of the three required documents, but must be provided together).
 3. Homeowner's/renter's insurance policy.
 4. Rental agreement copy.

5. Property tax statement.
6. Official letter from a social services/governmental agency within 90 days.
7. A copy of any OUSD letters or documentation of OUSD resident status.
8. Transitional families only: Transitional families reside at a non-permanent address, such as a motel/hotel, shelter, car, or are doubled up with relatives or friends. Transitional families who are unable to establish a permanent residence can go to the Transitional Students and Families Program in Portable 15 at 1025 2nd Avenue for residency verification and assistance.

- 8) Applications will be received by the NOCCS office. The NOCCS office will note the date and time of receipt on the application form. This notation will act as the official receipt of the application. No exceptions will be considered.
- 9) All applications will be reviewed by the NOCCS office a minimum of two weeks prior to the NOCCS lottery.
 - Incomplete applications reviewed prior to the application deadline will be notified via email. In the case that the applicant is without or fails to provide an email address, the school will attempt to contact the applicant by mail or phone. These applicants will be given until the admissions deadline to take corrective action in order to meet all application requirements.
 - Incomplete applications reviewed after the application deadline will be notified by email. In the case that the applicant is without or fails to provide an email address, the school will attempt to contact the applicant by mail. These applicants will be disqualified from the receipt of preferences or entry into the lottery depending on the application error.
- 10) All completed and reviewed applications will be validated and logged into the NOCCS Lottery Database. Applicants with completed, validated, and logged applications will receive a confirmation email. In the case that the applicant is without or fails to provide an email address, the school will attempt to contact the applicant by mail. Due to the minute yet real chance of failure inherent to all forms of delivery, an application cannot be assumed received, completed, validated, and logged for entry into the lottery by NOCCS until this confirmation is received by the applicant family. Each confirmation notice will show a unique application number and note any lottery preferences the student will receive.
- 11) If a family declines an offer of admission or relinquishes a spot after enrollment, the family's current position on the waitlist is forfeited for the admissions year. NOCCS may consider written requests to reinstate an offer of admission on a case by case basis, at the discretion of the Admissions Team, when there has been a significant change in a family's circumstances since the original offer. A request for reinstatement of an admission offer is not a guarantee of admission, since there may be no spaces available at the time. The applicant may be placed on the waitlist, at the discretion of the Admissions Team. Likewise, a sibling that did not previously enter the lottery may be considered for sibling preference on a case by case basis, at the discretion of the Admissions Team, if there has been a significant change in a family's circumstances since the lottery.

Examples of significant changes in circumstances that may be considered include but are not limited to:

- change of primary residence address
- changes made by OUSD that affect the child's placement within the district: (bilingual status, LD assessment, re-zoning)

Examples of reasons that are not likely to result in a reinstatement include but are not limited to:

- change in financial status of the family
- change of heart

- admissions status change for child at a non-OUSD school.

- 12) NOCCS reserves the right to reopen the recruiting/admissions cycle once the waitlist has been exhausted.

PUBLIC DRAWING

- 1) As described in the NOCCS Admission Policy, admission will be offered in order based on a set of preferences and a public random selection process. Collectively, these preferences and public random selection process are referred to in these Procedures as the "Selection Process".
 - 2) Prior to the Selection Process, the NOCCS Board of Trustees will approve a plan for school growth and student recruitment, including the number of openings in each grade and class at the school.
 - 3) An Admissions Team will be responsible for conducting the Selection Process, communicating with new and prospective families, and informing families of their admission status. The Admissions Team will be composed of two members, the School Director/Principal and a staff member assigned the duty of admissions management. In the absence of one or more members of this team, the Admissions Team will be composed of at least three members: one board member, one current family member, and one staff member.
 - 4) An announcement of the time, date and location of the drawing must be posted outside the school facility at least 72 hours ahead of time.
 - 5) The drawing must be open to the public. Formulae or special computer programs (source code) used to assist in the drawing process must be available for public review at the drawing.
 - 6) The drawing must be attended by at least two board members and one member of the Admissions Team.
 - 7) Minutes will be taken documenting the order in which applicants are drawn.
 - 8) Drawings will occur for all grade levels for which there are applicants, regardless of available space.
 - 9) A family with 2 or more children in a given grade level may elect to have their children drawn by family name only, giving the family the choice of which child(ren) to enroll in case not all are admitted.
 - 10) Oakland resident families are drawn first, in descending grade order.
 - 11) As outlined in the NOCCS Admissions Policy, the Selection Process includes: 1) an admissions preference for already enrolled students; 2) an admissions preference for siblings of enrolled students and admitted students; 3) an admissions preference for children of NOCCS staff; and 4) an admissions preference for children of NOCCS board members. A sibling is a person with at least one parent or step-parent in common. All siblings must be entered on all applicable applications. If a NOCCS salaried staff member enters employment after the close of the lottery, he/she may exercise their preference at the time of hire. This does not guarantee that the employee's child will be admitted, but that they will be placed at the top of the waitlist for their grade, after any previously waitlisted siblings of enrolled students.
-
- a) Siblings of accepted children receive preference over other children in their grade levels, but not over siblings of enrolled children.
 - b) In the case of multiple siblings of enrolled students, order will be determined by the order in which the enrolled siblings were admitted, with a secondary sort on pull order in each respective drawing.

- c) The preference for siblings of enrolled students is effective even in the case of enrolled students on the candidate list for graduation.
- 12) As of the 2005 charter renewal, NOCCS abandoned an admissions preference from its original charter for children of founders. The sole exception is to honor a binding commitment made to the family of Tim Huson and Anne Braghetta who may exercise this preference (per the original policy) at any time in the future.
- 13) To support the core principle of equity, the NOCCS Admissions Policy allows for a lottery preference for Kindergarten applicants who provide proof of residence within the Oakland Unified School District's Neighborhood Attendance Area(s) for 1000 42nd Street in Oakland, CA (Neighborhood Attendance Area School(s))⁸. Kindergarten applicants' residential address at the time of application will be placed into the OUSD School Finder system and used to determine if they are eligible for this preference. Applicants who qualify for this lottery preference shall be drawn, in a separate pool, until 40%⁹ of all available Kindergarten Lottery spots have been filled. Once 40% of all available Kindergarten Lottery spots have been filled, all remaining applicants in the Neighborhood Attendance Area pool shall be combined with all other Oakland Resident applicants for the remainder of the lottery draw.
- 14) All applicants will be drawn, even past the point of available spots, to create a wait list order.
- 15) Families who are not Oakland residents are drawn similarly to Oakland residents in a separate pool. Their waitlist order number continues the sequence left off by the Oakland residents.
- 16) Applicant siblings of children who have been accepted will be noted, but the random drawings for their classes will occur normally. Applicant families should be aware that even if they are drawn at the top of their pool and a spot exists, siblings of admitted students in the same grade pool will be offered admission before their applicant.
- a) Applicant siblings of children who have been admitted will be given provisional preference over their peers. Their preference will go into effect only if the admitted sibling actually accepts the position and then enrolls by the given deadline. If the admitted sibling does not accept by the deadline or does not ultimately enroll, the waitlisted sibling's relative position within the applicant pool will default back to the original, randomly assigned order.
- b) In the case of multiple siblings with provisional preference, order will be determined by the order in which their admitted siblings were drawn.
- c) Children with siblings admitted after the drawing will receive provisional preference over other waitlisted children but not over enrolled or admitted children. If the admitted sibling does not accept by the deadline or does not ultimately enroll, the waitlisted sibling's relative position within the applicant pool will default back to the originally assigned order.
- d) Kindergarten applicant siblings will occupy provisional spots designated for the general Oakland Resident pool (not the neighborhood attendance area pool of which 40% of all available lottery spots will be first drawn).
- 17) The waitlist shall remain in effect throughout the following academic year. However, families will be informed that position on the waitlist does not supercede higher order preferences. For instance, a 3rd grader enrolling mid-year with a sister in 1st grade and seeking admission at NOCCS -- if an opening becomes available in the 1st grade later that academic year, the sister will be offered admission before anyone on the waitlist.
- 18) Any applications that come after the deadline will be added to the end of the waitlist in order of receipt date. However, NOCCS reserves the right to run a secondary lottery in special cases, such as the creation of a new

⁸ As per a 10/2012 Administrative Revision to the NOCCS charter, and due to the closure of Santa Fe Elementary School in June 2012, beginning with the 2013-2014 admissions lottery, NOCCS students zoned to attend Emerson Elementary and Hoover Elementary shall be qualified as Neighborhood Attendance Area residents.

⁹ For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.

classroom, etc. In the case that a secondary lottery is needed due to special circumstances, any applications that come after the deadline will be added to one of two additional pools independent of the pool created for on-time applications:

- a) Oakland residents
- b) Not Oakland residents

19) In the case of a secondary lottery, another two drawings will be scheduled and held for these two pools, respectively.

ADMISSIONS

- 1) A student who was drawn for an open slot in the lottery or granted a placement through an admissions preference shall be notified by email, mail, and/or telephone/voicemail. NOCCS staff will post a public list of the lottery results within 5 working days of the drawing.
 - a. The deadline by which the family must accept or decline will be made clear at this time.
 - i. For applicants offered placement after the NOCCS lottery this timeline will generally be a 72 hour period.
 - ii. For applicants offered placement from the waitlist this timeline will generally be a 24 to 48 hour period.
 - b. For 4 – 8th grade applicants offered placement after the NOCCS lottery, a ½ day “student visit day” will be scheduled. This day will be scheduled prior to the deadline for acceptance of the offer of admissions. In order to minimally disrupt our educational program, no other special arrangements will be available between the offer of admission and deadline for acceptance.
 - c. For 4 – 8th grade applicants offered placement from the waitlist, a ½ day “student visit day” may be schedule at the discretion of the Director.
 - d. For K – 3rd grade applicants offered placement after the NOCCS lottery, the school will host a reception and question/answer session. This event will be scheduled prior to the deadline for acceptance of the offer of admissions. Children may attend this session with their parent(s), however, visits to classrooms will not be permitted at this event.
 - e. For K-3rd grade applicants offered placement from the waitlist an informational meeting may be scheduled with a NOCCS staff member at the discretion of the Director.
- 2) The family must accept or decline admission within 72 hours of sent notification. Acceptance must be made in writing and received by NOCCS with the 72 hours period, using a standard form to secure the offered spot Declines should also be made in writing, but the absence of either will be taken as an implicit decline.
- 3) If a family declines, the next family on this waitlist is offered admission.
- 4) Until all available spots are filled, the status of all applicant families is undecided.
- 5) A prospective, current, or wait-listed family may submit a formal grievance to the Board.

- 6) Applicants granted admission or waitlist status on false pretenses will result in forfeiture of enrollment or waiting list placement at NOCCS for the admissions year. This is the case even if the false information had no material effect on the applicant's admission to NOCCS.
- 7) Applicants granted admission must submit all required documents for enrollment in order to secure the offered spot by the deadlines given by the Admissions Team. Failure to meet these deadlines can result in a withdrawal of the admissions offer. The applicant family must sign a document saying that they have read the introductory materials provided to them as part of enrollment.

NOCCS Disenrollment Policy (passed 2-7-08)

- At the beginning of the school year, all NOCCS students are required to be present on the first day of school. If a child is not present on the first day of school without prior arrangement with the Director, his/her name will be dropped from the enrollment list and his/her spot will be given to a student on the waiting list.
- Families may disenroll a child from NOCCS using the NOCCS Disenrollment Form or in writing of any form including, but not limited to, emails, notes, or letters. Disenrollment becomes effective upon the school's receipt of the Disenrollment Form or written communication, unless another date is agreed upon in writing between the family and school director. A confirmation of the child's disenrollment will be sent to the family that includes a copy of the family's written communication and the child's official effective date of disenrollment. A written notice of disenrollment from a student's parent(s)/guardian(s), whether done through the NOCCS Disenrollment Form or through another written form, including email, notes or letter, shall be final and irrevocable.
- In addition, if any NOCCS student is absent from school for 5 consecutive school days (e.g. 5 consecutive unexcused absences without calling and speaking with a NOCCS office staff person and making arrangements for independent study) a Notice of Disenrollment will be sent to the student's parent(s)/guardian via certified mail. In this event, the child's disenrollment will be effective 5 school days after the date of the Notice of Disenrollment, unless the student's parent/guardian confirms in writing that the student has not disenrolled and the student returns to school both within 5 school days after the date of the Notice of Disenrollment.
- If a family provides verbal notice that they are disenrolling their child, the school will send a Notice of Disenrollment to the student's parent/guardian via certified mail. In this event, the child's disenrollment will be effective 5 school days after the date of the Notice of Disenrollment, unless the student's parent/guardian confirms in writing that the student has not disenrolled and the student returns to school both within 5 school days after the date of the Notice of Disenrollment.
- Disenrolled children wishing to reenroll will be placed at the end of the admissions waitlist for their grade levels.

See next page for Disenrollment Form



NORTH OAKLAND COMMUNITY CHARTER SCHOOL

1000 42nd Street, Oakland, CA 94608
tel. 510-655-0540, fax 510-655-1222

www.noccs.org

Notice of Disenrollment from NOCCS

To the parent/guardian(s) of:

Date of Notice:

Effective Date of Disenrollment:

According to our records:

- ☐ You have provided the school with written notice of disenrollment by:
 - o Filling out a disenrollment form
 - o Other written correspondence

As such we are providing you with this written notice of your child's disenrollment, effective on _____.

Note: A copy of your correspondence is attached to this form.

- ☐ Your child/children has/have been absent from school for five consecutive school days without your calling and/or speaking with a member of the NOCCS office staff to alert of the absence and to make arrangements for independent study work for your child.
- ☐ You have provided us with verbal notice that you are disenrolling your child from NOCCS.
 - o Date of verbal notice:
 - o Staff person who received this news:
 - o Person our staff spoke with:

Please note that in the event the second or third box above has been checked, if you do not provide written confirmation to the Director of NOCCS that your child has not disenrolled and your child does not return to school within five school days of the date of this notice (see Effective Date of Disenrollment), s/he will be dropped from the NOCCS enrollment list, and his/her spot will be given to a child on the NOCCS waiting list.

If you wish to reenroll after disenrollment become effective, you must fill out a new NOCCS application, in which event your child will be placed at the bottom of the waiting list for the current school year.

A copy of the NOCCS Disenrollment Policy is provided to you on the back of this form.

Director of Operations & Enrollment

Head of School

Date



NORTH OAKLAND COMMUNITY CHARTER SCHOOL

Faculty and Staff Handbook July 2018

1000 42nd Street, Oakland, CA 94608

Tel. 510-655-0540, Fax 510-655-1222

www.noccs.org

A WELCOME MESSAGE FROM D.M. KLOKER, NOCCS HEAD OF SCHOOL

On behalf of the Board of Directors, faculty, families, and students of the North Oakland Community Charter School (NOCCS), we would like to welcome you to our community of learners. At NOCCS, we believe that each one of us has strengths to offer in addition to having room for improvement and growth. We deeply value your commitment to work at NOCCS and to engage in our collaborative process of learning for all. We are excited to learn and grow with you.

Our school strives to be a place where staff and families have an active role in shaping the school's policies and practices, and where their ability to learn from one another is supported and nurtured. This is NOCCS's defining characteristic.

North Oakland Community Charter School's mission is to help children become thoughtful, informed, and inquisitive citizens. NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. The school's dynamic and challenging educational approach is intended to deepen the intellectual and social capacities of each child.

This handbook is a guide for all NOCCS employees as we seek to carry out our important work and achieve our mission. As you familiarize yourself with this handbook, please understand that it is intended to be a guide to our school's employment, benefits, administrative policies, practices, and philosophies. It is not meant to detail each and every standard or practice of the school, but rather to serve as a reference for the main aspects of daily life at NOCCS and a larger vision of the school's ideals and expectations. If you have any questions about the information contained in the handbook, please do not hesitate to speak with me at any time.

Yours in Education,

D.M. Kloker

NOCCS Head of School

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Purpose and Use of Handbook

This handbook is designed to help employees become acquainted with NOCCS. It explains some of our philosophies and beliefs, and describes in general terms, our employment guidelines and many of our other policies. It should be viewed as a useful source of information about working conditions, employee benefits, and policies affecting your employment. It is also intended to be an official policies and procedures manual with respect to the subject matter covered. In no way does the handbook replace any official plan documents (i.e., health insurance, retirement plan, etc.), insurance contracts, employment contracts or other legal agreements, which will govern in all cases. This handbook supersedes and replaces all previous versions.

NOCCS is a growing and changing organization; therefore, it is inevitable that new policies will be written and old policies will be revised. Accordingly, NOCCS reserves the right to revise, supplement, or rescind any policies or portion of the handbook from time to time, as it deems appropriate and at its discretion.

For this reason, employees should check with the Head of School or designee to obtain current information regarding the status of any particular policy. We will work hard to keep the manual up to date and to keep all employees informed of new or revised policies that are approved by the Board. These changes will be circulated to staff and incorporated into future editions of this handbook. Please also understand that there may be times when a policy will change (at the sole discretion of the Head of School and Board) before a written document can be revised and distributed to all employees.

This handbook can be found in digital form on NOCCS' Google Drive. Any updates or revisions to policies or procedures will be posted on the cloud for your reference. Staff members are responsible for remaining up-to-date on all policies and procedures.

This handbook is the property of NOCCS, and is intended for the use and reference by employees of NOCCS. Circulation of this handbook outside NOCCS requires the prior written approval of the Head of School.

All employees must sign the acknowledgment form in the Appendix of this handbook, and return it to the Head of School or designee before the first day of work. This will provide NOCCS with a record that each employee has received and read this handbook.

Our School

A. Charter School Background

Charter schools are nonsectarian public schools of choice that operate with independence from many of the regulations that apply to "traditional" public schools. The charter establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The maximum length of time for which charters are granted in California is five years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their sponsor - in our case, the Oakland Unified School District - to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants the charter, the parents/caregivers who choose the school, and the public that funds the school.

A copy of the current NOCCS Charter can be found on the NOCCS website. All NOCCS employees are responsible for working in alignment with the educational model outlined in the Charter.

Employment Policies and Practices

A. Equal Opportunity Employer

It is the policy of NOCCS to provide equal employment opportunity for applicants and employees. NOCCS does not unlawfully discriminate on the basis of race, creed, color, religion, national origin, ancestry, gender, sexual orientation, gender identity, age, physical or mental disability (including pregnancy, childbirth, or related medical conditions), gender identity, marital status, citizenship status, medical condition, or any other characteristic legally protected under federal, state or local anti-discrimination laws.

NOCCS' equal employment opportunity practices extend to all areas of employment, including recruitment, hiring, benefits, compensation, transfer, promotion, training, discipline, and all other terms, conditions, and privileges of employment.

B. At-Will Employment Status

It is the policy of NOCCS that all employees work for NOCCS on an "at-will" basis. "At-will" means that employment is for no definite period and both you and NOCCS have the right to terminate employment at any time, with or without advanced notice and with or without cause. Nothing in this handbook or in any other document or policy statement limits the right of either NOCCS or the employee to terminate employment at will.

No one other than the NOCCS Head of School has the authority to alter this at-will policy, to enter into any agreement for employment for any specific period of time, or to make any agreement contrary to this policy. Any such modification of this at-will policy must be made in writing and must be signed by the Head of School of NOCCS and by the affected employee, and must express a clear and unambiguous intent to alter the at-will nature of the employment relationship.

C. Employee Classifications

All NOCCS employees will be properly classified based on applicable law and school policies.

1. **Non-Exempt and Exempt Status:**

All employees are considered “Non-Exempt” employees unless they qualify as “Exempt”. Non-Exempt employees are entitled to all wage and hour protections of the Fair Labor Standards Act (FLSA) and relevant California Labor Code statutes and regulations, including hourly minimum wage, overtime pay, meal periods, and rest periods. Employees working over eight (8) hours in a day or forty (40) hours in a week are entitled to overtime. Employees that qualify as “Exempt” are exempt from the above-referenced wage and hour provisions.

2. **Full-Time Employees**

An employee who is regularly scheduled to work 40 (or more) hours a week on a continuing basis, and who has successfully completed the introductory period, is considered a regular full time employee. Generally full-time employees are eligible for employee benefits including health and retirement benefits and leaves of absences described in this handbook, subject to the terms, conditions, and limitations of each benefit and leave program.

3. **Part-Time Employees**

Part-time employees are those who have successfully completed the introductory period and are regularly scheduled to work 39 hours or less per week. Part-time employees that are regularly scheduled to work less than 40 hours per week, but more than 20 hours per week are eligible to receive a pro-rated share of most of the employee benefits including health and retirement benefits and leaves of absences described in this handbook, subject to the terms, conditions, and limitations of each benefit and leave program.

Part-time employees that are regularly scheduled to work 20 hours per week or less are ineligible to receive employee benefits including health and retirement benefits.

4. **Temporary/Long-Term Substitutes**

A temporary employee is defined by NOCCS as a contractor or long-term substitute hired to work on special assignment(s) with the understanding that such work will be completed within a specified duration of time. These employees cannot change their status from temporary to regular full-time by virtue of the length of employment or hours worked. They are not eligible for any employer-provided benefits, except where mandated by applicable law.

E. ADA/Disability Accommodation

In compliance with the Americans with Disabilities Act (ADA) and the California Fair Employment and Housing Act (FEHA), NOCCS will not unlawfully discriminate against qualified applicants or employees with disabilities who can perform the essential functions of their jobs with or without reasonable accommodations. The school will not discriminate based on disability or perceived disability in hiring, promotion, discharge, compensation, job training, benefits, classification, referral, or any other aspects, terms, or conditions of employment.

In accordance with the law, it is the school’s policy to provide such qualified applicants and employees with reasonable accommodations, except where such accommodations would impose an undue hardship on the school. Any employee who requires an accommodation to perform the essential functions of the job should contact the Head of School and request such an accommodation.

The individual with the disability should be prepared to discuss what type of accommodation is needed to perform the job. You should be aware that dialogue regarding the accommodation requested may occur. In collaboration with the candidate or employee, the school will make every effort to identify and implement an accommodation that is reasonable and will not impose an undue hardship.

F. Anti-Harassment Policy

1. Harassment in General

NOCCS is committed to providing a workplace free of harassment. All harassment based on race, color, gender (including pregnancy, childbirth, or related medical conditions), gender identity, religious creed, marital status, age, national origin, ancestry, physical or mental disability, genetic information, legally protected medical condition, veteran status, sexual orientation, family care or medical leave status, or any other basis protected by federal, state, or local law or ordinance or regulation is unlawful and strictly prohibited by school policy. All employees should be able to work in an atmosphere free of harassment. This policy applies to all employee actions and relationships, regardless of position or gender.

Prohibited conduct can take many forms and may include, but is not limited to the following:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs, or unwanted sexual advances, invitations, or comments;
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of sex, race, or any other protected basis ;
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for having reported or threatened to report harassment.

2. Sexual Harassment

Sexual harassment is a specific and unique form of harassment protected under the FEHA. Such harassment applies to any sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
- Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination;
- Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile, or offensive working environment.

All complaints of sexual harassment will be investigated promptly, objectively, and confidentially. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for discipline up to and including termination.

3. Filing a Discrimination/Harassment Complaint with NOCCS

Any incidents or prohibited conduct, including work-related harassing conduct by any NOCCS personnel or any other person, must be reported to the Head of School or any manager that the employee feels comfortable talking to. Any NOCCS supervisor, manager, executive, or officer that receives a complaint is required to immediately contact the Head of School to ensure an immediate and thorough investigation about illegal, dishonest or fraudulent activity, the employee is to contact the Head of School immediately. If the Head of School is the object of concern of the complaint, the employee should instead contact the Board Chair.

NOCCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. All investigations are confidential and NOCCS will take every necessary precaution to keep complaints made under this policy and any resulting investigation confidential to the extent feasible.

G. Whistleblower and Non-Retaliation Policy

1. Reporting

If an employee has knowledge of or a concern about illegal, dishonest or fraudulent activity, the employee is to contact the Head of School immediately. If the Head of School is the object of concern of the complaint, the employee should instead contact the Chair of the NOCCS Board of Directors.

Any investigation that arises out of a Whistleblower complaint is confidential and NOCCS will take every necessary precaution to keep complaints made under this policy and any resulting investigation confidential to the extent feasible.

2. Retaliation Protection

NOCCS will not retaliate against a whistleblower. This includes, but is not limited to, protection from retaliation in the form of an adverse employment action such as discharge, compensation decreases, or poor work assignments and threats of physical harm. Any whistleblower who believes he or she is being retaliated against should report the retaliation immediately to the Head of School or Board Chair.

The right of a whistleblower to protection against retaliation does not include immunity for any personal wrongdoing that is alleged and investigated, including misrepresentation of the facts being reported.

H. Confidentiality of Information

1. Student and Related Information

During your employment, you as an employee of NOCCS may have access to and/or become privy to information of a confidential nature, including but not limited to information and data relating to students, parents, donors and others. As a public charter school, it is of the utmost importance to NOCCS that all employees maintain confidentiality with respect to all such information. This includes not removing student records without administrative approval, and not discussing individual students outside of the school setting. Additionally, all student data must be stored on the NOCCS Google Drive or in approved servers or on-line systems. Student data and NOCCS work product should not be stored on personal computing devices or other on-line/cloud systems that are not secured and operated by NOCCS.

More subtly, employees need to be sensitive to the surroundings they find themselves in when speaking about confidential information. An example includes discussing a student with parents while other people are within hearing distance. All employees must be constantly vigilant about the circumstances and situations under which confidential information is discussed so as to preserve the rights and dignity of the student and his/her family. When speaking directly to students about matters of a personal or sensitive nature, such as health or medical issues, take a moment to create a private one-on-one environment in which to communicate.

Under no circumstances is any confidential information to be disclosed to any person outside the NOCCS organization without a strict business-related need-to-know and the express permission of the Head of School.

2. Employee Information

NOCCS will restrict disclosure of personnel files to authorized individuals within NOCCS. Only the Head of School or his/her designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, NOCCS will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations, or as otherwise legally required. NOCCS provides each employee a list of employee contact information. This information is intended to be useful for employees, but should remain confidential to the larger community. This means staff phone numbers or addresses will not be distributed except with a staff member's permission.

I. Staff Information

It is important that your personal data such as your address, telephone number, email, number of dependents, beneficiaries, and tax withholding information be accurate and up-to-date. Please contact the Director of Operations to change your personal information as soon as possible after any life change

Active employees may review their employee file with reasonable notice and may request a copy of any document that the employee has signed. In no case may an employee alter or remove information from the file, nor may the file be removed from the immediate area in which it is being viewed.

Personnel files are the property of NOCCS and access to the information contained within is restricted.

J. Personal and Professional References; Verifications

1. Letters or Telephone References

All requests for recommendations or letters of reference for past or current employees **must** be brought to the attention of the Head of School for approval. We strive to accommodate all current and past employees who have served NOCCS in good faith throughout the years. However, this process is necessary for the legal protection of all parties, so that NOCCS may ensure that all references provided are appropriate and consistent with its established records and actions.

2. Process

Letters of reference or recommendation written on NOCCS stationery are considered to be official school correspondence. Faculty, administrators, or staff members who are asked to provide references for current or former colleagues may *draft* the reference. However, they must review it and receive formal approval from the Head of School prior to mailing. Failure to do so is considered a serious violation of school policy and may subject the employee to corrective action.

Similarly, the Head of School must be consulted before responding to any verbal requests for references.

3. Employment Verifications

From time to time, NOCCS is asked to verify the employment of current or past employees, such as for mortgage, auto loan, and other similar purposes, where only factual rather than qualitative information is sought (i.e., name, position, dates employed, etc.). All such requests for employment verifications must be directed to the Director of Operations, who will respond promptly.

K. Job Postings

In the event a faculty or staff position becomes available at NOCCS, the school ordinarily will issue an announcement of the vacancy (unless doing so would be inappropriate, given the nature or timing of the opening). NOCCS will conduct a search to fill the position in the usual manner. A current employee wishing to apply for the position should notify the Head of School and express an interest in pursuing the opportunity. The interested employee will then be required to submit an application for consideration. If NOCCS wishes to proceed with the application, the employee will be included in the interview process. Once a final decision is made, all parties will be notified.

Should the current employee not be chosen for the position, this in no way shall affect his/her current position with NOCCS. If you apply for a position and are not chosen, you are encouraged to use this as an opportunity to have a career development conversation with the Head of School and/or supervisor, to discuss what appropriate professional development opportunities might be undertaken to enhance your skills and qualifications so that you may successfully pursue similar positions of interest that become available in the future.

L. Outside Employment

Full-time employees are expected to devote the full measure of their work-related efforts and energies to their position with NOCCS. NOCCS strongly discourages outside employment for full-time employees. In no case may outside employment be with an organization or of a nature that is contrary to the goals and purposes of NOCCS or in which conflicts of interest are present.

M. Performance Standards and Evaluation of Teachers and Staff

The purpose of evaluation at NOCCS is to help all staff be more successful in the practice of the talents they possess to best serve the needs of the NOCCS community

1. Performance Standards for Lead Teachers

Performance Standards for all teachers have been devised using the TNTP Core Ratings Rubric, our NOCCS' Head of School Expectations, and NOCCS' Core Principles.
See Appendix D

2. Evaluation of Other Staff

Each employee will be evaluated by their supervisor. Evaluation of staff will be based on the supervisor's observations and will include both commendations as well as recommendations for further development and improvement.
See Appendix E

3. Supervision and Observations

The Head of School, and other Executive Staff will use supervision and/or formal observations to help evaluate all employees.

Instructional staff will be subject to walk-through observations during any instructional time and will include post-observation feedback and/or a post-observation conference. Formal observations may be requested by an employee at any time.

Formal observations will include a pre-observation conference as well as post-observation feedback and/or a post-observation conference.

During the school year, each teacher will be observed (formally and/or informally) at least three times. Results of formal and informal observations, consisting of the teacher and the supervisor's observations and recommendations, will be put in writing.

Nothing in this section limits the Head of School and/or supervisors from conducting other observations of a formal or informal nature.

A summative findings document will be completed and presented to each evaluated employee no later than the last day of school. This evaluation consists of objective review from all observations, supervisions, discussions with other supervisors, and any other employee practice, based on the expectations stated in the position Job Descriptions/Employee Expectations. The Head of School or relevant supervisor will provide a written evaluation and will share this evaluation the staff person.

4. Response to Observation and Review Findings

All employees shall make written comments on their observations or review findings within one week, (5) school days, of receipt of those findings.

O. Other Employment Requirements

1. Tuberculosis Test

Before the first day of employment, all employees must submit proof of a medical examination within the last two years that the employee is free of active tuberculosis. Thereafter, all employees shall be required to undergo an examination for Tuberculosis at least once every two years. The physician's current statement must be on file in the office before the first day of employment.

2. Criminal Background Check

Prior to beginning employment at NOCCS, employees must submit fingerprints to the Department of Justice and Federal Bureau of Investigation for the purpose of obtaining a criminal record summary. Fingerprints must be cleared prior to employment and are a condition of employment. Criminal record summaries will be maintained by the Business Manager in a secured file separate from personnel files.

3. First-Aid and CPR Training

All individuals working at NOCCS must receive or renew, and maintain basic first-aid and CPR certification by the first day of employment. These certifications must be renewed every two years.

4. Immigration Law Compliance

NOCCS is committed to employing only individuals who are authorized to work in the United States. In compliance with the Immigration Reform and Control Act (IRCA) of 1986, within three days of beginning employment, each new employee must complete the Employment Eligibility Verification Form I-9, and present the proper documentation that verifies an individual's identity and eligibility to work in the U.S.

The employee can meet the specified standards by providing his or her U.S. passport or driver's license and Social Security card, or other identity and eligibility documents. Employers may not specify which identity and eligibility documents the employee must provide; this is strictly the employee's choice. Employees may produce any of the acceptable documents listed on the reverse side of the I-9 form.

5. Competency - Licensure and Certification

a) Staff

All staff must demonstrate the ability necessary to effectively carry out their responsibilities, but non-core teaching staff members do not require a California Teaching Credential.

b) Core Teaching Staff

NOCCS complies with the federal Every Student Succeeds Act legislation and hires highly qualified teachers as governed by the California state law. Full-time, regular teaching staff, further defined by the terms of the charter as "core" teachers, shall be certified by the Commission on Teacher Credentialing ("CTC") with either a clear or preliminary multiple subject credential and shall be required to pass the CBEST. The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, k-12.

Teachers in grades 6-8 can also hold a Single Subject Teaching Credential which allows the holder to teach specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool and K-12.

All core teachers must also hold an authorization for instruction to English language learners in addition to an authorization in the content area of instruction. The authorization is based on the rights and needs of the students to an appropriate education.

We encourage National Board Certification for teachers with the interest and skill to undergo the formal process.

c) Non-Core and Associate Teaching Staff

Non-core teachers are not required to hold credentials, Non-core teachers must pass their CBEST/CSET on or before October 1 of their first year with NOCCS. In addition, non-core teachers may be required to obtain an emergency 30-day substitute, intern, and/or preliminary credential on or before November 1st or within the first 60 days of their employment at NOCCS. Employees are to consult their acknowledgement of employment memos for details concerning these requirements.

6. Media Protocol

There may be times when you are contacted by the press or other media with questions relating to NOCCS. While maintaining a friendly and gracious tone, any such calls should be referred to the Head of School, without comment. This is necessary so that the school may present itself to the public with one voice, especially at times of crisis or controversy.

7. Observation Protocol

Requests for observations of NOCCS' classrooms are regularly made by school districts, professionals, parents, and applicant families. While NOCCS is committed to offering interested parties the opportunity to observe our students and operations, we pledge to endeavor to give teachers advance notice of observations and limit them in frequency and size so that they are not overly disruptive to instruction. Faculty must be cooperative and courteous to observers and display best practices when observers are present. If requests for observations are made directly to faculty or staff they must be referred to the Head of School for approval and scheduling. Under no circumstances should a faculty member or staff allow a spontaneous or unapproved observation to occur.

P. Faculty and Staff Use of Social Networks and Blogs

NOCCS realizes that social networking bridges both the work life and personal life of employees -- and thus, some cross-over and conflict of responsibilities may occur. NOCCS' interest is in defining the educational and work-related contexts of social networking and blogging, for the protection of our employees, students, and the school community as a whole.

It should be clear that employees are ultimately responsible for any information disseminated through any social media, whether through personal postings, comments, etc.; or when information is disseminated by an employee's "friend", "link", or other. NOCCS employees must be aware of both their affirmative and passive actions related to social media and any activity that runs afoul of legal requirements or NOCCS policies may be addressed under NOCCS disciplinary policy.

While certain references are made to "students" in this policy, the "audience" to whom the policy applies is NOCCS staff including volunteers or other adults acting on the school's behalf.

1. Key Principles

Interacting on-line is, in essence, the same as face-to-face interaction. As such, NOCCS staff are required to maintain the principles of respect, dignity, prudence, professionalism, concern for and protection of children, and safety in all interactions. With specific regard to social networking, all employees are:

- Accountable for their postings and other electronic communications. This includes responsibility for any on-line activities conducted with a school e-mail address, or while using school property, networks, or resources, or other similar means of transmission which can be traced back to the school.

- Personally responsible for communications that can in any way impact their role at the school -- with the knowledge that adult behavior on social networks may be used as a model by our students. If you choose to list or reference your work affiliation (where permitted by this policy) on a social network, blog, or similar venue, you should treat all such communications with the same care and discretion as you would on your professional network.
- Cognizant that social networking activities may be visible to past, current, or prospective students, parents, colleagues, and community members.
- Aware that NOCCS may observe content and information made available by employees through social media and that NOCCS reserves the right to monitor usage by employees of social media, especially during applicable work hours.
- Not to publish, post or release any information that is considered confidential or not public or otherwise prohibited, including, but not limited to, commentary, content, or images that are defamatory, pornographic, harassing, libelous, or that can create a hostile work environment.
- Responsible for their after-hours postings. After-hours actions must adhere to the same policies as any other activity.

Please be aware that the school considers discretion and prudent judgment in social networking activities to be a serious matter with regard to protecting the school, its students, and employees. As such, violation of this policy may lead to corrective action, up to and including termination of employment.

2. Guidelines

a) Classroom / Professional Use of Social Networking

Faculty members are expected to limit class activities to school-sanctioned online tools (including social networks and blogs) to age appropriate or educationally-appropriate tools.

b) “Friending” Students, Alumni, and Parents

Do not initiate or accept social network friend requests from current students (of any age) or former students under the age of 18. Use professional discretion when “friending” alumni 18 and over. When doing so, recognize that many former students have online connections with current students (including younger siblings and underclassmen friends), and that information shared between school-related adults and recent alumni is likely to be seen by current students as well.

All employees will be responsible for using their professional discretion in “friending” parents of current or prospective students, as there are inherent conflicts that may exist.

c) Use of Social Networks for Development/Alumni Relations Purposes

The school may determine that it is in its best interests to establish or maintain a social networking presence (e.g., a Facebook page) for development, alumni relations, internal marketing, or other school-related purposes. All official contacts or postings to this site or sites will be initiated under the direction of the Head of School or designee.

d) School-Related Friends (Co-workers, supervisors, and subordinates)

Employees are asked to use good judgment when making and/or accepting “friend” or “link” or “connection” requests to or from school colleagues. Employees in supervisor/subordinate relationships are particularly encouraged to use caution, due to inherent conflict of interest, unequal treatment, discrimination, or other concerns. Always respect the privacy of others in the school community.

e) Privacy Settings and Content

Exercise care with privacy settings and personal profile content, to ensure that posted content does not reflect poorly on the school in any way or otherwise create a conflict of interest. Content should be placed thoughtfully and periodically reviewed. On most sites, privacy settings can be changed at any time to limit

access to profiles and searchability, and changes should be made when necessary.

f) Online Identity and Posting To Blogs

With specific reference to posting messages to blogs (i.e., meant to broadly include a variety of discussion-type forums viewable on the internet), employees may not post messages indicating or implying a connection to the school in any way without the prior written consent of the Head of School of NOCCS.

Example: If an employee chooses to post a personal message on a blog, they must not sign the post, "John or Jane Smith, Faculty Member, NOCCS" but rather only "John or Jane Smith."

Similarly, when making personal, non-work related posts to blogs, employees should not use their NOCCS e-mail address in the message or for reply purposes, as this may inadvertently and inappropriately imply approval of the message's content by NOCCS.

Employees are asked to append the following to all blog posts: "The views expressed are mine alone and do not represent the views of my employer or any other person or organization."

If an employee believes that he or she may have inadvertently revealed confidential information in a post, blog, etc., the employee is required to communicate this immediately to the Head of School of NOCCS.

g) Use of Logos, Trademarks, and Intellectual Property

Employees are not permitted to use the NOCCS logo, trademarks, official photographs, or any other intellectual property or proprietary materials of NOCCS in any postings without the written consent of the Head of School.

Compensation and Benefits

A. Pay-Day

NOCCS employees are paid on the 15th and the last day of each month, except when those days fall on a holiday or a weekend, in which case employees are paid on the prior working day.

- All Exempt employees will be paid over a twelve month period in twenty-four (24) equal installments.
 - Any Exempt employee determined to be classified as a "10 month" employee will be paid over 12 months with a "summer hold back" unless such employee notifies NOCCS in writing of his/her desire to be paid over 10 months.
- All Non-Exempt employees will be paid for the hours they record during any pay period.
- Anyone identified as an Independent Contractor will be paid monthly based off of any invoice received by the contractor.

B. Time Sheets

All employees are required to accurately and timely complete a daily timesheet for the hours worked and have these hours approved by their supervisor and then submit the timesheet to the Director of Operations. If timesheets are not submitted on time, any necessary adjustments will be made on the next payroll.

C. Direct Deposit

Your paycheck can be directly deposited into the bank account(s) that you designate. If you decide to take advantage of direct deposit, complete the authorization form found in your new employee packet or available from

the Director of Operations. Once your direct deposit is activated, you will receive a summary pay stub each pay period for your personal records. Direct deposit activation takes at least one payroll period. Until direct deposit is activated you will receive a "live check".

D. Payroll Deductions

The stub of an employee's payroll check lists all payroll deductions. Certain deductions are required by law and others are determined by the employee's participation in benefit plans and similar programs. Payroll deductions are made in equal installments from each payroll check.

1. Required Withholding

NOCCS is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), and State Disability Insurance from each employee's pay as follows:

- **Federal Income Tax:** This deduction is computed from Internal Revenue Service tax tables, based on the number of exemptions claimed by the employee on the Employee's Withholding Allowance Certificate (W-4 form). If an employee wishes to change their W-4, a new form must be completed and submitted to the Director of Operations.
- **State Income Tax:** The same factors that apply to federal withholdings apply to state withholdings.
- **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by NOCCS. A portion of this is for Social Security and the remainder is for Medicare. **Certificated teachers and administrative staff are exempt from the Medicare portion of this tax, all other classified employees are not.**
- **State Disability Insurance (SDI):** This deduction funds a partial wage-replacement insurance plan for California workers. SDI provides short-term benefits to eligible workers through two programs: Disability Insurance and Paid Family Leave Insurance.

At the end of each calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

2. Retirement Deductions

NOCCS certificated lead teachers, both full-time and part-time and all certificated administrators (ED and ADs) are required to be enrolled in the California State Teachers Retirement System (CALSTRS). Employee contributions of 8% of salary are automatically deducted from an employees' payroll check on a pre-tax basis. NOCCS contributes 8.25% to each employee's individual retirement account. The contributions from both the employee and NOCCS are forwarded on a monthly basis directly to CALSTRS.

3. Wage Attachments and Garnishments

Under normal circumstances, NOCCS will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require NOCCS, by law, to withhold part of earnings in their favor.

D. Medical and Dental Care Benefits

NOCCS is proud to offer a well-rounded program of benefits to support the health and wellness needs of its employees and their dependents. This program includes medical, dental and life insurance. NOCCS employees are eligible for these benefits if they work an average of 20 or more hours per week. Temporary and part-time employees, working less than 20 hours, are not eligible to participate in these plans.

Full-time employees are eligible to receive up to \$425 per month or the total cost, whichever is lower, for medical and dental insurance benefits for themselves. Part-time employees, who work at least 20 hours per week, receive this amount on a pro-rated basis. Eligibility begins on the first day of the month following the date of employment for teachers, and the first day of the month 30 days after the date of employment for all other positions. Employees starting at the beginning of the school year will generally be covered beginning September 1 of the year they begin working. An enrollment form must be submitted to the Director of Operations within two weeks of hire. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

NOCCS currently offers a medical and dental health plan that allows employees to choose between several Kaiser and other Plans. Both of these plans offer various options at various levels of co-payments and deductibles. The various options and levels are matched by corresponding premiums. Dental insurance is currently offered through Premier Access Dental Insurance. Employees can apply the school's subsidy to the total insurance premium for themselves. If an employee chooses a health care premium that exceeds the amount that NOCCS pays, the employee will be required to pay the balance through a pretax payroll deduction.

If a full-time employee chooses to add any **child** dependents to their plan, either medical or dental, the employee will be eligible to receive \$100 per month stipend toward this cost. All part-time employees working 20 hours per week or more will receive a stipend on a pro-rata basis.

For purposes of health benefits, all 10 month employees will have earned 12 months of health benefits by June 15th and they will therefore receive their stipend over the full 12 months (through the end of August) except where COBRA is initiated (see below). For NOCCS staff who terminate employment prior to the end of the school year, their subsidy will end as of the date of their last day of employment except where COBRA is initiated (see below).

E. Life Insurance

NOCCS employees are eligible to receive Life Insurance. Each employee's beneficiary is eligible to receive \$50,000 in death benefits and, in the case of an accident, an additional \$50,000.

F. Short-Term Disability and Unemployment Insurance

Short-term disability insurance is provided to all NOCCS employees and is provided through a payroll tax deduction. Short-term disability and unemployment claims are handled through the California Employment Development Department (EDD). Unemployment insurance is also a required benefit to all California employees and is paid for by the employee.

G. Continuation of Insurance Coverage (COBRA)

As a sponsor of employee benefits plans, NOCCS is covered by the regulations of the Consolidated Omnibus Budget Reconciliation Act (COBRA), the federal law pertaining to continuing benefits coverage after employees are no longer eligible. Under the provisions of COBRA, employees and their dependents that enroll in NOCCS' medical or dental plans may be eligible to continue coverage at their own expense, usually for up to 18 months, upon terminating employment or experiencing other qualifying events. The school's insurer continues coverage and bills directly to the employee (and charges an administrative fee). Employees should contact the insurer before an anticipated termination date for procedures and details, and review any issues or questions with the Operations Coordinator.

The school's current health insurance provider only terminates health coverage at the end of a calendar month. Thus, if an employee terminates employment in mid-month the premium for the remaining portion of the month is the responsibility of the employee. The school can make a payroll deduction for this amount, if appropriate.

H. Retirement Plan

NOCCS certificated regular full-time and regular part-time teachers and credentialed administrators (ED and ADs) are enrolled in the California State Teachers Retirement System (STRS). Employees contribute on a pre-tax basis 8.0% of their bi-monthly pay. NOCCS contributes 8.25% to each enrolled employee's individual account. These contributions are handled automatically.

I. Workers' Compensation

NOCCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure an employee receives any worker's compensation benefits to which he/she may be entitled, the employee will need to:

- Immediately report any work-related injury to the Head of School;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form ([DWC Form 1](#)) and return it to the Head of School; and
- Provide NOCCS with a certification from the health care provider regarding the need for worker's compensation disability leave, and the employee's estimated or specific date the employee may return to work from the leave.

It is NOCCS' policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. NOCCS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the NOCCS operation.

- If an employee determines at the outset of their employment that they want a specific physician to treat them during a Workers' Compensation claim process, that employee must identify the treating physician in writing at the outset of their employment.
- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Head of School and to the individual responsible for reporting to NOCCS' insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to NOCCS' approved medical center for evaluation. All job related injuries must be reported to the appropriate State Worker's Compensation Bureau and the insurance company.

When there is a job-related injury that results in lost work time, the employee must have a medical release from NOCCS' approved medical facility before returning to work.

School Calendar; Time Off; Leaves of Absence

A. School Calendar and Events

The calendar for the school is determined annually by the Head of School and will be available electronically and in hard-copy form to all employees. The school calendar includes the days the school is open for teaching children, as well as professional development days before, during, and after the school year, holidays, and school events. The school calendar is subject to change at the Head of School's discretion.

1. Retreat, Professional Development Days, Other After-Hour Events

NOCCS may hold staff retreats occasionally. All staff will be required to attend these retreats. Non-exempt staff will be paid for a full-day (8 hours) for all retreat days.

Faculty members are required to attend Professional Development Days as laid out in the academic calendar and attend Wednesday Professional Development that begins at 2:00.

Most employees are required to attend various evening and weekend school events as part of their regular job functions. The employee should consult with the Head of School to determine which functions the employee is expected to attend.

All teachers, whether lead or otherwise, and administrative staff are required to attend:

- Open House(s)
- Back to School Night
- Walkathon
- Step-Up Ceremony
- Graduation

All staff members must also attend:

- Professional Development as scheduled by your supervisor
- IEP Meetings as Requested
- Student Conferences as Requested
- Exhibition Night

All staff are welcome and expected to attend some of the following events:

- Silent Auction
- Science Fair
- Work Parties
- Concerts and Festivals

B. Business and Teaching Hours

NOCCS' regular business and teaching hours are from 8:00 am - 4:00 pm. The school day begins at 8:30 for all students, and ends at 3:00 p.m. for students in grades k-4 or 3:15 p.m. for students in grades 5-8. The school day on Wednesdays for the entire school is from 8:30 am. – 1:30 pm.

All NOCCS hours of operation, including regular business, teaching hours, and Extended Day program hours are located in the office and can be reviewed at any time.

All full-time and part-time faculty members are expected to be available during teaching hours unless on an approved flexible schedule. Extended Day and Enrichment/Elective staff members are expected to be available according to their own approved schedule.

The following are the requirements mandated by NOCCS for any employee who is not going to be available during their required work hours.

<p>Planned Time Off/Personal Day Request</p>	<p>Contact your immediate supervisor for request approval. This MUST be done a minimum of two weeks in advance.</p>	<p>Print out and reference the "If you Need a Sub Business Card" https://docs.google.com/a/noccs.org/document/d/11_yUhfjx4-7HUtdK6RJogvS2YfJkoOh3ycurAbub7dk/edit Ensure you are making the request at least two weeks in advance</p> <ol style="list-style-type: none"> 1. Your supervisor will confirm if the request has been approved within one week; if they haven't, make sure to follow up for a confirmation. 2. Secure sub coverage - using our internal sub list. If you are unable to secure coverage from a NOCCS sub, you may ask your supervisor to assist you through Teachers on Reserve. 3. Confirm your scheduled substitute with supervisor, and supervisor will add to the staff calendar. 4. Email all plans to your supervisor, Office Coordinator, and subs.
<p>Substitutes - Unplanned Absences/Sick Days</p>	<p>Contact via Call and/or Text</p> <ol style="list-style-type: none"> 1. Your Teaching Partners and/or ATs to let them know and to ensure they can cover for you until a sub is found. 2. Director of Operations & your supervisor <ol style="list-style-type: none"> a. If you can not contact your supervisor, make contact with the other Assistant Directors <ol style="list-style-type: none"> 1. Email your lesson plans to: Operations and Admissions Manager, your supervisor and your Teaching Partners From there: <ul style="list-style-type: none"> ● In every case, the Director of Operations and/or your supervisor will ensure that there is a sub available to cover. This may mean that ATs are pulled to cover a 6-8 class. ● The member of the admin team that you reach will arrange for a sub by first going to our internal sub list. If an internal sub is not available, the administrative team member will contact Teachers on Reserve for a sub. 	<p>It is very important that you let your partners and your supervisor know AS SOON AS POSSIBLE that you'll be out.</p> <ol style="list-style-type: none"> 1. Call and/or Text (see left column) -- YOU MUST RECEIVE A TEXT OR CALL BACK FROM AN ADMINISTRATOR TO CONFIRM YOUR MESSAGE WAS RECEIVED. 2. Email your lesson plans to: Supervisor, Teaching Partners, Subs (if they are internal people) 3. Report your absence on your time sheet.

	<ul style="list-style-type: none"> ● Member of admin team making these arrangements will make sure that all lunch duties are covered. ● Admin team may elect to only hire a sub through lunch (a 4 hour minimum for Teachers on Reserve) 	
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Staff are required to complete time sheets and to accurately reflect all absences including PD, personal time, illness, jury duty, etc.

C. Paid Time Off

Paid time off is available to all staff, both full-time and part-time.

NOCCS provides paid time off to eligible employees to enable them to use for sickness, care for family members, and/or personal matters. Eligible full-time staff earn paid time as outlined in their Acknowledgement of Terms Letter. Part-time staff may also be eligible to earn paid time based on the number of hours worked.

All employees may earn two (2) hours of paid time off for every thirty (30) hours worked, up to seventy-two (72) hours per year. Once an employee's paid sick leave balance reaches this limit, an employee may accrue more paid time off only after taking some paid time off, to bring the employee's balance back below the limit. Further, up to seventy-two (72) hours of paid time off shall roll over from year to year.

Staff can elect to transfer up to 30 hours of paid time off in a given year to other employees based on family emergencies and/or illnesses (i.e. cancer, death in the family, etc.). This transferred paid time off will remain with the employee given the sick time until the end of the year, at which point the 72 hours maximum transfer will still apply.

The Director of Operations will keep track of your paid time off accrual and usage for three years. The number of accrued hours (or partial hours) will be reflected on your semi-monthly pay stub. For purposes of calculating paid personal time, eight (8) hours of work constitutes one day. If an employee works less than an eight (8) hour day, personal leave balances will be adjusted on a pro-rated basis.

An employee will be paid upon resignation, separation or retirement for all accrued paid time off.

Employees must schedule foreseeable paid time off in advance with their supervisor. While all paid time off requests will try to be granted, staff are strongly discouraged from taking off the days immediately before or after a scheduled vacation. Even for emergency use of paid time off, staff must provide reasonable advance notice of the need for to be absent from work. If the need to use paid time off is unforeseeable, staff must provide notice as soon as it is practicable. Employees take sick leave in 1-hour increments.

D. CFRA/CFRA/FMLA

NOCCS' policy is to comply with the provisions of the California Family Rights Act (CFRA). The CFRA is the state equivalent of the federal Family and Medical Leave Act (FMLA). The qualifications and protections of which are identical.

1. Eligibility

To be eligible for family and medical leave, an employee must:

- Have worked for NOCCS for at least 12 months preceding the date on which the leave is to commence; and
- Have worked at least 1,250 hours at NOCCS in the 12 months preceding the leave.

2. Permissible Uses of Family Care and Medical Leave

Family care and medical leave may be taken for any of the following reasons:

- For the birth of a child, or the placement of a child with the staff for adoption or foster care;
- A staff member's own serious health condition. A "serious health condition" is one that requires either in-patient care in a medical facility or continuing treatment or supervision by a health care provider;
- To care for the staff's parent, child, spouse or domestic partner with a serious condition;
- Leave due to the "Active duty of a family member," which is leave due to a "qualifying exigency" arising out of the fact that an employee's spouse, domestic partner, child or parent is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a contingency operation;
- For service member leave, which is taken by an employee to care for an injured "covered service member" when the employee is the spouse, domestic partner, child, partner or next of kin of that service member.

3. Leave's Effect on Pay

Family care and medical leave is unpaid; except to the extent that paid personal and sick leave is substituted for family care or medical leave.

Employees who are on CFRA/FMLA leave to care for their own serious health condition have the option to exhaust their personal and sick leave allowance concurrently with the unpaid CFRA/FMLA leave period. If the CFRA/FMLA leave is granted for any other reason, the employee may still elect to substitute CFRA/FMLA time with paid personal and sick time at his/her option for all situations except leave for an active duty of a family member.

4. Maximum Period of Leave

Eligible employees may take job-protected family medical leave of up to a total of 12 weeks during a rolling 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, when the employee may take up to a total of 26 work weeks of leave during a single 12-month period).

The substitution of paid personal or sick leave for CFRA/FMLA does not extend the total duration leave to which an employee is entitled to beyond 12 weeks (or 26 weeks for service member leave) in a 12 month period.

5. Leave's Effect on Benefits

During CFRA/FMLA leave, the employee will continue to be eligible for health coverage as if he/she had remained employed, provided the employee pays the required employee contribution, if any. NOCCS will continue to pay for its portion of any applicable insurance premiums. The exception to this is if the employee has been granted an extended leave (over 12 weeks). In this case the employee will be required to cover the cost of the entire premium after the initial 12 weeks until he/she returns to work.

6. Intermittent Leave

CFRA/FMLA leave for the serious health condition of the employee or to care for an immediate family member may be taken intermittently or on a reduced schedule, if medically appropriate and certified by the physician. If a leave is due to the birth or placement for adoption or foster care of a child, the leave may be taken intermittently or on a reduced schedule, subject to school approval.

7. Requesting Family Care and Medical Leave

Notify your supervisor and the Head of School of your request for a family care or medical leave as soon as you are aware of the need for such leave. Such notification must be in writing and you must specify the reason for the medical leave, the individual to whom the medical issue is attributed, and any known information related to the duration of the leave. We understand that sometimes medical issues occur on an emergency basis and we will accommodate those situations.

If the need for leave is due to the active duty of a family member and is foreseeable, you should provide such notice that is reasonable and practicable. If the need for the leave is foreseeable, you must provide the school with at least 30 days' advance notice before the family and medical leave is to begin. If under the circumstances 30 days' notice is not practicable, notice of the need for the leave must be given as soon as is reasonable and possible. Failure to comply with these notice rules is grounds for, and may result in, deferral of the requested leave until you comply with the notice policy.

Any request for medical leave for an employee's own serious health condition, for family care leave to care for a child, spouse, domestic partner or parent with a serious health condition, or service member family leave must be supported by medical certification from a health care provider. For foreseeable leaves, you must provide the required medical certification before the leave begins. When this is not possible, you must provide the required certification within 15 calendar days after NOCCS' request for certification, unless it is not practicable under the circumstances to do so, despite your best good faith efforts.

Failure to provide the required medical certification may result in the denial of foreseeable leaves until such certification is provided. In the case of unforeseeable leaves, failure to provide the required medical certification within 15 days of being requested to do so may result in a denial of the leave. Any request for an extension of the leave must also be supported by an updated medical certification.

The medical certification for leave to care for a child, spouse, domestic partner or parent with a serious health condition, or service member family leave must include:

- The date on which the serious health condition commenced;
- The probable duration of the condition;
- The health care provider's estimate of the amount of time needed for family care;
- The health care provider's assurance that the health care condition warrants the participation of the employee to provide family care;
- In the case of intermittent or reduced schedule leave where medically necessary, the probable duration of such a schedule.

The medical certification for leave for the employee's own serious health condition must include:

- The date on which the serious health condition commenced;
- The probable duration of the condition;
- A statement that, due to the serious health condition, the employee is unable to perform the functions of his or her position;
- In the case of intermittent or reduced schedule leave where medically necessary, the probable duration of such a schedule.

In addition, the certification may, at the employee's option, identify the nature of the serious health condition involved.

If you request leave due to active duty of a family member you must provide certification to support the request.

8. Job Reinstatement

Leave requests must include the anticipated starting date and duration of the leave. It is the employee's responsibility to report to work at the end of the approved leave. An employee who fails to report to work on the day after the approved leave (or approved extension) expires will be considered to have resigned from employment. Employees requesting an extension must do so *prior* to the expiration of the current approved leave.

Employees granted leave are guaranteed reinstatement to the same or an equivalent job position at the end of the leave, unless the job ceases to exist for legitimate business reasons, subject to any other considerations allowed under the law. In the event that a reduction in force or other reorganization has taken place while the employee was on leave, and the employee's position has been eliminated and a comparable position for which the employee is qualified is unavailable, the employee will be terminated upon the end of the approved leave period.

9. Health Certification

NOCCS may require an employee on a CFRA/FMLA leave to periodically submit written certifications from a doctor and reports regarding his/her status and intent to return to work. An employee returning from an CFRA/FMLA leave due to his/her own serious illness must provide a medical certification verifying his/her ability to resume work upon return.

10. Exceptions

There are certain exceptions to eligibility for family care and medical leave and the obligations in providing such leave. When legally permitted to do so, the school may deny requests for leave.

11. Notice: U.S. Department of Labor

A notice regarding CFRA/FMLA Rights provided by the U.S. Department of Labor is posted on the bulletin board in the NOCCS staff room or other staff space as designated by the ED.

12. Summary of California's Wage Replacement Programs Available during CFRA/FMLA leave

The chart below summarizes the types of wage replacement benefits that may be available under various CFRA/FMLA circumstances. These wage replacement benefits are managed by the state of California. NOCCS does not determine eligibility or wage-replacement amount.

Paid Leave	Explanation of Paid Leave	Leave Eligibility
Paid Family Leave	<p>Paid Family Leave (PFL) is a California state benefit that provides eligible employees a portion of their lost wages when they are off work to care for a sick family member (including a CA-registered domestic partner), a newborn baby, or a newly adopted child. This benefit runs concurrently with the unpaid CFRA/FMLA leave.</p> <p>PFL is administered by the Employment Development Department (EDD), to which employees make direct application to benefits. The EDD is responsible for determining whether the absence qualifies for benefits and can require medical and other documentation in support of the claim</p>	<p>Leave to care for a newborn baby or a newly adopted child or foster child</p> <p>Leave to care for a family member with a serious health condition</p> <p>Service member leave</p>

State Disability	State Disability Insurance (SDI) is a California benefit that provides eligible employees a portion of their lost wages when they are off work to care for their own serious health condition. Unlike otherwise required by law, SDI must be taken concurrently with the family care and medical leave under this policy and does not entitle an employee to take any additional time off. SDI is administered by EDD, to which employees make direct application for benefits. The EDD is responsible for determining whether the absence qualifies for benefits and can require medical and other documentation in support of the claim.	Leave for an employee's own serious health condition
Pregnancy Disability	Pregnancy Disability Leave (PDL) is a unique program within California SDI. It is administered much like SDI. Please see Pregnancy Disability policy for more information in the handbook.	Leave to Care for a newborn baby

F. Pregnancy Disability Leave

NOCCS aims to provide a supportive work environment for parents and families. Below summarizes NOCCS' Maternity/Primary Caregiver/Paternity Leave Policy. Please do not hesitate to contact your supervisor or the Head of School if you have any questions or concerns.

1. Eligibility and Duration of Pregnancy Disability Leave

The total duration of job-protected leave for expectant and new mothers varies based on each woman's unique medical circumstance, her tenure with NOCCS, and her desire to take time off.

2. Pregnancy Disability Leave ("PDL")

Under California's PDL, NOCCS is required to give each female employee an unpaid leave of absence of up to four months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions, which may include such conditions as severe morning sickness, prenatal or postnatal care, bed rest, gestational diabetes, pregnancy-induced hypertension, preeclampsia, post-partum depression, childbirth, loss or end of pregnancy, etc.

The California Pregnancy Disability Leave Act (PDL) protects employees against discrimination or harassment because of an employee's pregnancy childbirth or any related medical condition. California law also prohibits employers from denying or interfering with an employee's pregnancy-related employment rights.

The pregnancy leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight-hour days per week, four months means 88 working and/or paid eight-hour days of leave entitlement, based on an average of 22 working days per month for four months.

Generally, NOCCS is required to treat an employee's pregnancy disability the same as it treats other disabilities or similarly situated employees. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued personal leave at the beginning of any otherwise unpaid leave period. The receipt of personal leave pay, sick leave pay, or state disability insurance benefits will not extend the length of a pregnancy disability leave.

3. Leave Following PDL

After Pregnancy Disability Leave ends, mothers may be eligible for up to additional 12 weeks of job-protected leave to bond with their baby under the CFRA/FMLA leave as outlined above and for the express purpose “baby bonding”.

It is important to note that PDL and Baby Bonding leave under CFRA run concurrently with federally mandated CFRA/FMLA. CFRA/FMLA does not provide additional leave.

4. Health Benefits

The provisions of NOCCS' various employee benefit plans govern continued eligibility during pregnancy disability leave, and these provisions may change from time to time. When a request for pregnancy disability leave is granted, NOCCS will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Employees will be required to reimburse NOCCS for health insurance premiums that are more than the amount than they are entitled to by NOCCS once unpaid leave begins. The Director of Operations will notify affected employees of this amount.

Employees who intend to add the baby to their health insurance must inform the Director of Operations prior to the commencement of leave.

5. Seniority

An employee on pregnancy disability leave remains an employee of NOCCS, and a leave of this type will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

6. Medical Certifications

- An employee requesting a pregnancy disability leave should provide medical certification from her healthcare provider within fifteen days of the leave request.
- Written re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.
- While on disability leave, NOCCS will provide up to 88 calendar days of insurance coverage. After the 88-day period, the employee is responsible for paying 100% of the premium coverage.

7. Requesting and Scheduling Pregnancy Disability Leave

- An employee should request pregnancy disability leave by submitting a request, in writing, to her supervisor and the Head of School. An employee asking for a Request for Leave form will be referred to NOCCS' then current pregnancy disability leave policy.
- Meet with the Head of School to answer questions about our policy.
- Work with your medical provider to coordinate wage replacement benefits with EDD based on medical need/duration. Instructions on how to apply: <http://www.edd.ca.gov/Disability/DI> How to File a Claim.htm or call CA Employment Development Department (EDD) at: 1-877-238-4373. For Primary Caregiver Leave, each out to EDD directly for wage replacement benefits.
- Employees should provide not less than 30 days or as much of notice as is practical, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt NOCCS' operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available

alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

- Confirm return date with supervisor and Head of School prior to return.

8. Return to Work

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position, unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, and filling that position with the returning employee would substantially undermine NOCCS' ability to operate the school safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities, and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
- When a request for pregnancy disability leave is granted to an employee, NOCCS will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
- Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work. If the employee can return to work with limitations, NOCCS will evaluate those limitations and, if possible, accommodate the employee as required by law.

9. Employment during Leave

An employee on pregnancy disability leave may not accept employment with any other employer without NOCCS' written permission. An employee who accepts such employment will be deemed to have resigned from employment with NOCCS. This will be treated as an employee initiated termination of employment.

G. Voting Time Off

If an employee does not have sufficient time outside working hours to vote in an official state sanctioned election, the employee may take off enough working time to vote (Elections Code 14001). Such time off shall be taken at the beginning or the end of the regular working shift, which ever allows for more free time and the time taken off shall be combined with the voting time available outside working hours to a maximum of two hours combined. Under these circumstances, an employee will be allowed a maximum of two hours of time off during an election day without loss of pay. The employee requesting time off to vote shall give the Head of School at least two days' notice.

H. Emergency Duty Leave

Volunteer firefighters, reserve peace officers, and other emergency rescue personnel are entitled to unpaid leave as required to perform emergency duties. You should notify your supervisor as soon as possible of your need to take this leave.

"Emergency rescue personnel" includes any officer, employee, or member of a fire department, fire protection or firefighting agency of the federal, California State, city, county, or other political subdivision of California, or of a sheriff's department, police department, or private fire department, whether volunteer or paid, while actually engaged in providing emergency services.

Emergency duty leave is unpaid. You may choose to use your accrued personal time if you wish to receive compensation for this time off, but you are not required to do so. If you feel you have been treated unfairly as a result of taking or requesting emergency duty leave, you should contact your supervisor or any other manager, as appropriate.

I. Military Leave

If you are a member of a military reserve unit or you enlist in military service for the United States, you will be granted leave without pay when you are required to be absent from work in order to fulfill your military commitments. You should submit a written request, which will be placed in your personnel file. Returning military leave personnel will be re-employed according to the guidelines of the federal Uniformed Services Employment and Re-Employment Rights Act (USERRA) and any other applicable state or federal law.

If you are a voluntary member of a military reserve unit, you should give written notice to your supervisor well in advance of your required attendance at a two-week summer reserve training camp.

J. Religious Observances

NOCCS supports all employees in observing their own religious beliefs and practices, so long as such observations or absences can be reasonably accommodated and not place an undue burden on the operation of the school. If an employee needs to take earned personal time or unpaid time off for a recognized religious observance which is not one of NOCCS' school holidays, please make sure you notify the Head of School and your direct supervisor in writing a minimum of one week in advance.

K. Jury Duty

As a school whose Mission is to help students to become active citizens, we wish to support the adults in our community in doing their civic duty. To this end, any NOCCS employee who is required to perform jury duty shall receive their regular/typical pay while on jury duty up to a maximum of five (5) work days in a twelve (12) month period. An employee who receives jury fees shall receive from the Employer only the difference between their regular/typical pay and such fees. Employees are expected to provide official documentation of their jury participation / attendance.

Operational and Business Office Policies

A. Expense Reimbursement Process

NOCCS will reimburse you for ordinary, necessary and reasonable expenses incurred when conducting authorized school business. Original receipts are required for reimbursement requests. If you are spending budgeted funds, please check with the Director of Operations to make sure that you have enough funds left to be reimbursed.

You may apply for reimbursement of expenditures by filling out a Reimbursement Request Form. These forms are available with the Director of Operations or on NOCCS' Google Drive. The Director of Operations can answer any questions you may have about the form. Reimbursements are generally processed only once per week or at the discretion of the Head of School. The form must be accompanied by original receipts.

B. Faculty Mailboxes

Each staff member will have an assigned mailbox in the main office, which should be checked daily, as timely information may be placed in the boxes. All outgoing business mail can be brought to the main office. **Students are not to check teacher mailboxes, because sensitive information may be in the mailboxes.**

C. E-Mail and Google Drive (Cloud) Storage

All employees are expected to become familiar with and regularly use NOCCS provided email, as it is the primary source of communication. It is expected that staff will check their NOCCS email accounts at least once during the day to keep updated on last minute announcements, changes, or messages for staff and students. It is also expected that staff will respond to emails within 24 hours of receipt. Emails that are confidential should not be shared with students, nor should they be left visible, on screen or hardcopy, where students may have access.

Each NOCCS staff will be provided with an @noccs.org email address. The format will be firstname.lastname@noccs.org. All staff must use this email account for all email communications related to the school, and for all communications between staff and students/alumni under age 18. Communications that violate this policy may be grounds for disciplinary action up to and including termination.

All NOCCS employees will also be issued a NOCCS google docs account. All NOCCS related work and work-product (lesson/unit plans, etc.) is to be housed and stored on the NOCCS google drive. When an employee plans to leave NOCCS, all work-related documents stored on the employee's personal computer must be transferred onto a designated space on the NOCCS google drive.

D. Supplies and Equipment

NOCCS attempts to provide all staff with the equipment and supplies needed to do their job. To equip staff comes at great expense to NOCCS and we expect that everyone will protect and care for all equipment and supplies issued to them. Staff is responsible for the cost of lost, stolen, or broken items issued to them including keys, textbooks and teacher guides, laptops, and any other equipment that may be assigned to them or their classroom. It should be noted that teachers are responsible for the protection of all desks and furniture in their classroom as well as the room's general appearance and upkeep. The appearance of our school, hallways, and classrooms, greatly influence opinions of every student, parent, and visitor and we believe, affects the behavior of students.

There are printers that are networked so that all teachers and staff have access to printing from them. Both the color printer and black and white printer, also serving as the copier, are located in the main office. Please limit printing to the color printer as needed.

NOCCS teachers also have access to overhead projectors and LCD projectors that they can use with their classroom instruction.

E. Copies

Copy machines are located in the main office and in room 10. The machines should be treated with care. Both machines have the capability of reduction, two sided copying, and sorting. The copier in the main office can also be used as a scanner.

Health and Safety at NOCCS

A. Administration of Medicine

NOCCS students should not be in possession of any medication, nor take any medications, during the regular school day or on school premises on their own. NOCCS administers appropriate medications to students only with written consent of the parent and note from medical professional. If students require prescribed medication, the school designee is the only person on campus that can administer medicine if: 1) There is a written request from the parent which includes the type of medication, dosage, and time of administration, and 2) The medicine is in its original packaging with the prescriptive label.

B. Child Abuse Reporting

All school personnel are mandated reporters of suspected abuse and/or neglect, and therefore must follow state policies on reporting abuse. Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger or being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.” In California, all school workers must report abuse or neglect if they “have knowledge of or observe” instances of child abuse or neglect, or if they “know or reasonably suspect” abuse or neglect have occurred. Once you become aware that a student may be the victim of abuse or neglect you must:

1. Notify the Head of School and/or your direct supervisor
2. Call the Abuse Hotline together with the Head of School and/or your direct supervisor
3. Complete a report.

No one in the workplace is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

When calling the hotline, you must provide the following information (or as much is known) the name, birth date, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; which type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm).

If the report is taken (the intake worker will inform you over this over the phone), case worker will inform you of the next steps you must take.

Physical abuse is defined as occurring when a parent or person responsible for the child’s welfare “inflicts or allows to be inflicted upon such child physical injury, by other than accidental means.” Common injuries include bruises, human bite marks, bone fractures, and burns, Physical abuse also occurs when the caregiver or parent “creates a substantial risk of physical injury” shaking, throwing, choking, smothering, or pushing the child into fixed objects. Acts of torture are defined as “deliberately or systematically inflicting cruel or unusual punishment which results in physical or mental suffering.” When reporting physical abuse, it is also important to document the presence of any injuries, as a report may not be taken unless evidence of harm exists.

Sexual abuse is defined as occurring when a person responsible for the child’s welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child’s disclosure of sexual abuse must be handled sensitively. When a student attempts to disclose sexual abuse, observe

the child closely and listen attentively while maintaining a calm demeanor. The mandated reporter must pay very careful attention to the disclosure of sexual abuse, but should not encourage the student to disclose information in addition to what is being given voluntarily. Take very careful notes, writing the student's words verbatim as much as possible. Refer the student immediately to the Head of School.

Neglect occurs when a person responsible for the child "deprives or fails to provide the child with adequate food, clothing, shelter or medical treatment," or when an adult "provides inadequate supervision or a child (particularly small children)."

Please see the Head of School if you have any questions or concerns.

C. Professional Conduct and Boundaries

NOCCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible. As such each employee is responsible for reviewing, understanding, and acting at all times in accordance with the NOCCS Professional Boundaries: Staff/Student Interaction Policy, outlined below:

North Oakland Community Charter School ("NOCCS") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

This policy is intended to guide all NOCCS faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of NOCCS employees and to specify the boundaries between students and staff. Trespassing the boundaries of a student/NOCCS employee relationship is deemed an abuse of power and a betrayal of public trust. All staff must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable employee behavior. (See Examples section below.)

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff members must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to the school administrator. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to the Head of School. All reports shall be as confidential as possible under the circumstances. It is the duty of the Head of School to investigate and thoroughly report the situation.

EXAMPLES OF UNACCEPTABLE BEHAVIORS (VIOLATIONS OF THIS POLICY)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Being alone in a room with a student at school with the door closed.
- (l) Allowing students in your home.

EXAMPLES OF CAUTIONARY BEHAVIORS

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

EXAMPLES OF ACCEPTABLE AND RECOMMENDED BEHAVIORS

- (a) Getting school and parental written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing your principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present when you must be alone with a student.
- (o) Giving students praise and recognition without touching them.
- (p) Pats on the back, high fives and handshakes are acceptable.
- (q) Keeping your professional conduct a high priority.
- (r) Asking yourself if your actions are worth your job and career.

D. Non-Smoking Policy

Smoking shall not be permitted anywhere on the NOCCS campus. This policy applies to all NOCCS employees, contractors, volunteers, visitors, and community members.

E. Substance Free Workplace

NOCCS is committed to providing a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs, which includes not having the scent of alcohol, tobacco, or other drugs on breath or clothes.

While at NOCCS, conducting or performing activities on behalf of NOCCS (regardless of location), or responsible for the safety of others in connection with, or while performing, NOCCS-related business, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. An illegal drug is any substance not legally obtainable, is legally obtainable but has not been legally obtained, or has been legally obtained but is being sold or distributed unlawfully. Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program.

Under the Drug-Free Workplace Act, an employee must notify the Head of School in writing of any criminal conviction for drug-related activity occurring in the workplace or during any NOCCS-related activity or event. The report must be made within 5 days of the conviction. NOCCS will notify any agency it is required to notify by law of any employee who has been convicted under a criminal drug statute for a violation occurring in the work workplace. Within 30 days after NOCCS receives notice of such a conviction, the convicted individual may be disciplined up to and including immediate discharge.

NOCCS recognizes that there are times when the consumption of alcohol may be acceptable, for example at a NOCCS or school holiday party. Only the moderate and limited use of alcohol is acceptable on such occasions. Employees are expected to remain responsible, professional, and sober at all times, and permission from the Head of School must be received before any alcohol comes on NOCCS premise at any time during the day or year. Consumption of alcohol on a NOCCS field trip or at any time when students are present/and or under NOCCS' care is prohibited.

F. Violence in the Workplace

NOCCS is committed to providing safe, a violence-free workplace and school and strictly prohibits employees, contractors, students, parents, visitors, or anyone else on NOCCS-premises or engaging in a NOCCS-related activity from behaving in a violent or threatening manner.

NOCCS seeks to prevent workplace violence before it begins, and reserves the right to deal with employee behavior that suggests a propensity towards violence. NOCCS believes that prevention of workplace violence begins with

recognition and awareness of potential early warning signs, and has established procedures for responding to any situation that presents the possibility of violence.

1. Workplace Violence Defined

Workplace violence includes the threat of any kind; threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of NOCCS property; defacing NOCCS property or causing physical damage to the school building; and, bringing weapons or firearms of any kind on NOCCS school grounds or while conducting NOCCS business.

2. **Complaint Procedure and Investigation**

If you observe or become aware of any of the above-listed actions or behavior by an employee, contractor, student, parent, visitor, or anyone else on NOCCS-premises, you must immediately notify the Head of School. You should also notify the Head of School if any restraining order is in effect, or if a potentially violent non-work related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, NOCCS will inform the reporting individual of the results of the investigation. To the extent feasible, NOCCS will maintain the confidentiality of the reporting employee. However, NOCCS may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). NOCCS will not tolerate retaliation against any employee who reports workplace violence.

If NOCCS determines that workplace violence has occurred, NOCCS will take appropriate corrective action and may impose discipline on offending employees, up to and including termination.

G. Building Security

NOCCS has developed guidelines to maintain a secure school site. To ensure proper security procedures, we ask all employees to abide by the following policies.

- **Ensure all Doors Are Locked**—At night, if you are the last employee to leave (please be sure no one else is in the building), you must lock all the exterior building doors. Also, check to see that all the lights are off and doors to corridors are closed and locked. The alarm for the administrative office must be armed first, and then the entire building alarm must be armed before you leave.
- **Visitors**—All parents and visitors must check in at the office before entering the building. Please direct visitors and parents to the office for a name badges. Please send them back to the office for a name badge if they do not have one. Parents may come into the building to drop their children off but their length of stay should be brief. Please remind parents if they are on campus for a conference or meeting they need to check in with the office. The office will contact the appropriate teacher, administrator, or staff member.
- **Challenging Any Unknown Person**—If you notice anyone on school property whom you are not familiar with, it is your responsibility to ensure that they are, indeed, supposed to be here. Better to be safe and challenge a prospective family or vendor than to ignore a potential threat. Our employees and families should respect the fact that we take security seriously.

However, **do not place yourself (or anyone else) in harm's way.** If you encounter belligerence or sense any danger, **please call the office or Head of School immediately.**

- **After-Hours Access**—The school office closes at 4:30 p.m. on most days. Visitors seeking access after this time should be directed to report to the school during business hours. In the case of an emergency, staff should contact the ED or a NOCCS Administrator to report the emergency incident and receive further directions. Members of the community and/or public may be granted after hours access to the building via rental agreement or other permission granted by the Head of School and/or other members of the administrative team.
- **Securing Classrooms** - Each employee is responsible for securing his/her classroom or office at the end of each day. This includes locking doors, closing windows, and securing any other item within the realm of the classroom, and putting away NOCCS' equipment, clothing, or other items that may be left on the play

yard or in the hallways at the time of one's departure. When called away from the classroom for an extended length of time, do not leave valuable or personal articles unattended.

The security of our facility is directly related to the health and safety of our students and colleagues.

Employees should immediately notify the Director of Operations and/or Head of School when keys are missing, or if security access or codes have been breached.

H. Emergency Plans

Appropriate fire exit and earthquake preparedness drills will be administered at least two times per year. In the case of an actual emergency, teachers are responsible for staying at the school site (or evacuation staging area) until the Head of School or a Board Member releases them. During an emergency, teachers must always have a roster of students under their direct supervision. Over the course of the year, one staff meeting will be devoted to emergency plan implementation. NOCCS' Disaster/Emergency Action Plan is attached in the Appendix.

I. Accident/Incident Reporting

It is the duty of every employee to immediately report any accident or injury occurring during school activities or on the NOCCS premises. Arrangements will be made for medical or first aid treatment, and for investigation and follow-up purposes based on reports.

J. Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff or the Head of School. In addition, all employees should know the local emergency numbers such as 911, police, fire station, and local hospital numbers. This information can be found in the Appendix.

K. Guests and Visitors

All guests and visitors must report to the main office to sign in and receive a guest pass to enter the NOCCS campus.

L. Injury and Illness Prevention Program

NOCCS is committed to the health and safety of all employees and this commitment will govern actions when planning work, maintaining the school site, training employees, or conducting other activities that would have an impact on the health and safety of the NOCCS workforce.

1. Responsibility

Safe procedures, safe working conditions, and the enforcement of safe working habits are the responsibility of the Head of School. The Head of School has been given this authority and responsibility to ensure that an effective Injury and Illness Prevention Program is implemented and maintained. Assigned duties include the following:

- Communicate health and safety issues and concerns to all employees (via staff meetings and Board meetings);
- Conduct and/or coordinate inspections;
- Investigate employee reports of unsafe work conditions;
- Conduct and/or coordinate employee safety training

Ensuring the health and safety of all employees is a goal which the NOCCS Head of School cannot accomplish alone. All employees must actively participate in achieving a safe and healthful environment. It is only through communication and cooperation that this objective can be achieved.

NOCCS staff will:

- Adhere to all safety rules and regulations;
- Wear appropriate safety equipment, as required;
- Maintain equipment in good condition;
- Report all injuries immediately, regardless of severity;
- Encourage co-workers to work safely;
- Report unsafe acts and conditions as the situation arises.

2. Hazard Assessment

To identify and evaluate workplace hazards, periodic inspections will be performed by the Head of School and/or the Facilities & Safety Committee.

Periodic inspections are performed according to the following schedule:

- When NOCCS recognizes a new and previously unidentified hazard;
- When occupational injuries and illness occurs;
- When new substances, procedures, or processes that present a potential occupational and health hazard are introduced into the workplace;
- Whenever workplace conditions warrant an inspection.

Specific schedules for conducting periodic inspections at NOCCS include the following: Annual Facilities & Safety committee site assessment, monthly inspection of portable fire extinguishers and smoke alarms. Ongoing identification and evaluation of workplace hazards will also occur as a result of communications from employees, investigations of workplace injuries and illness, and information gathered from other sources.

3. Hazard Identification

Identification of hazardous conditions in and around NOCCS is an absolute priority. These hazardous conditions may include:

- Slipping and falling: games, pencils, toys, small chairs, debris. Good housekeeping ensures a hazard free work space.
- Back strain: Lifting correctly by using the large muscles of the legs instead of the smaller muscles of the back will help reduce this hazard.
- In addition to the above-mentioned issues, there are other potential hazards which cannot be anticipated. To identify these potential hazards, periodic inspections will be conducted.

4. Hazard Correction

The procedures for correcting hazards found during an inspection, or those which are reported by a member of the NOCCS community, is as follows:

- The Head of School and/or the Facilities & Safety Committee will assess the hazard and interim control measures will be used if permanent control measures cannot be instituted in a timely manner.
- All conditions considered being beyond the ability of the Head of School and/or the Safety Committee will be referred to an outside professional/contractor.

5. Exits

A means of egress is a continuous and unobstructed way of exit travel from any point in the building to a public way and consists of the following: the way of exit access, the exit, and the way of exit discharge. All

exits and exit paths need to be unobstructed and clearly identifiable and all doors should preferably swing with exit travel.

6. **Office and Classroom Safety**

The following standards have been established for safety in office and administrative areas:

- Desks and reference tables are to be arranged so that electrical and/or telephone outlets and cables do not present tripping hazards;
- Floors are kept clean of objects (pencils, papers, etc.) and aisles are kept free of all tripping hazards (garbage cans, storage, etc.);
 - Electrical cords on machines and desk lamps must be kept in good repair. Ensure that cords are replaced when outer insulation is broken, and never remove (break off) the ground terminal of a 3-prong plug;
 - Ensure that objects hanging on walls, cabinets, etc. are properly secured;
 - Remove any defective office equipment from service immediately;
 - Maintain all storage rooms and closets in a neat and orderly condition.

7. **Sanitary Conditions**

Good sanitary conditions must be maintained at NOCCS. Each employee shares in the responsibility for maintaining these standards. All lavatory facilities shall be maintained in a sanitary condition and provide running water, hand soap or other cleansing agent, with individual hand towels and receptacles for used towels.

Progressive Discipline Policy

A. Discipline Policy

The Head of School or designee may terminate the employment of any employee that is determined to have failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, NOCCS' Expectations for the employee's position, or if other good cause exists.

In general, any employee conduct that violates NOCCS rules or that, in the opinion of the supervisor and/or Head of School, interferes with or adversely affects the NOCCS Mission and its environment is sufficient grounds for disciplinary action.

Disciplinary action can range from coaching to immediate discharge. NOCCS' general policy is to take disciplinary steps in the following order:

- Coaching – giving feedback through a one-on-one discussion and a course of action for correction determined.
- First Warning – after feedback has been given and an employee's action(s) have not been corrected. Memorialized through an email to employee with a copy sent to the Head of School.
- Second Warning – formalized written warning completed and signed by both employee and supervisor.
- Termination – when the action(s) has not been corrected. All terminations must be approved by the Head of School.

However, NOCCS reserves the right to alter the order described above or to skip disciplinary steps, or to terminate any employee at any time based on the severity of the actions.

The following list, while not complete, gives examples of behavior that can result in termination of employment. Specification of these causes will not negate the at-will agreement:

- Breaching confidentiality;
- Theft;
- Fighting, roughhousing, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents;
- Disregarding established safety procedures;
- Advertently placing students and/or in a dangerous situation;
- Falsifying or altering school records;
- Possessing weapons or firearms on school property or during school activity;
- Violating the school's equal opportunity or harassment policies;
- Unauthorized use of school property;
- Breaching the Professional Boundaries: Staff/Student Interaction Policy with regard to students or parents/guardians.

Nothing in this policy changes the at-will nature of the employment relationship. This means that NOCCS and employee may terminate its relationship with each other at-will, at any time, with or without cause.

Ending Employment

A. Resignation

In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to his/her supervisor as soon as possible, but preferably, at least 14 calendar days prior to leaving employment.

Lead teachers who notify their intent not to return for a future school year and complete the school year they are currently in, may continue their health benefits until the day before staff report back for the following school year.

B. Exit Interviews

All employees who leave employment at NOCCS are invited to take part in an exit interview with the Head of School or a requested designee to reflect upon their challenges and growth while being employed at NOCCS. Information shared during an exit interview will be treated as confidential and acted upon in a timely and appropriate manner.

Conclusion

Again, Welcome to NOCCS! We are so pleased to have you here and we will endeavor to do our best to ensure a successful and enjoyable employment experience. If at any time you have any questions about the policies, benefits, and terms of this handbook, please do not hesitate to see the Head of School to discuss your questions.

Appendixes

- A. Acknowledgement of Handbook and At-Will Employment
- B. Organizational Chart
- C. NOCCS Disaster/Emergency Action Plan
- D. Lead Teacher Evaluation
- E. Other Staff Evaluation Tool

A. Acknowledgment of Handbook and At-Will Employment

I understand and agree that I have read and will comply with the NOCCS Faculty and Staff Handbook. I understand that it replaces and supersedes any prior version of the handbook. I understand that this handbook contains important information on the personnel and benefits policies applicable to me and about my privileges and obligations as an employee. I will familiarize myself with the material in the Employee Handbook, and I understand and acknowledge that I am responsible for knowing and abiding by its contents.

Since the information, policies, and benefits described here are subject to change, I acknowledge that revisions to the handbook may occur without prior notice. While NOCCS strives to communicate such changes in a timely manner, I understand that revised information may supersede, modify, or eliminate existing policies before such notices are officially published.

I understand and agree to my at-will employment as described in the Employee Handbook summarized as follows:

- This handbook does not in any way reflect a contract of employment, either express or implied.
- NOCCS is an at-will employer. Just as I am free to terminate the employment relationship with NOCCS at any time, NOCCS, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time.
- Nothing in this handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for any employee.
- Other than the NOCCS Board of Trustees, no other entity or person has the authority to modify this handbook.

I further acknowledge and understand the Discrimination, Harassment, and Sexual Harassment policies and reporting requirements as discussed fully above and will at any time necessary follow the reporting requirements stated in this handbook.

I understand that I should consult with the Head of School regarding any questions not answered in the handbook.

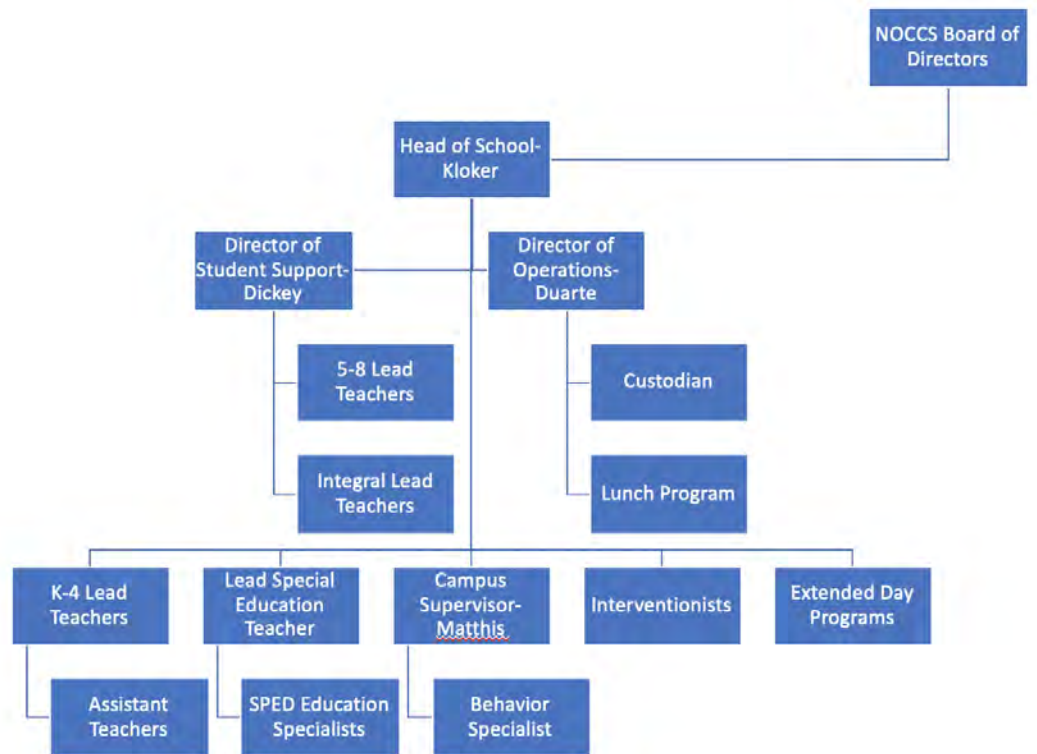
This form must be signed and dated and returned to the NOCCS Director of Operations promptly upon receipt of the handbook and review of this form.

Employee's Signature

Date

Employee's Printed Name

B. Organizational Chart



C. NOCCS Disaster/Emergency Action Plan

PURPOSE

This Emergency Action Plan has been developed to protect lives, reduce injuries, and minimize property damage during emergencies and/or natural disasters at NOCCS. Examples of such situations are fires, earthquakes, explosions, natural gas leaks, bomb threats, or other unanticipated emergency situations.

Emergency events, and issues that arise during an emergency, can never be fully anticipated, and emergencies can never be completely planned for, since each situation is unique. The procedures provided will address the most anticipated events. However, all emergencies, anticipated or unanticipated, will require good judgment and prudent response by the staff at NOCCS, who are ultimately responsible for emergency decisions.

PRE-EMERGENCY PLANNING AND PREPAREDNESS

Site Specific Emergency Phone Numbers

Emergency - (Medical, Police and Fire) 911

Local Police - 510-622-2916

Local Fire - 510-238-4000

Ambulance - 911 or 510-695-6600

Poison Control - 1-800-523-2222

Utilities (PG&E) - 1-800-743-5000

Nearest Hospitals:

Alta-Bates Medical
2450 Ashby Avenue
Berkeley, CA 94705
510-204-4444

Children's Hospital
747 52nd Street
Oakland, CA 94609
510-428-3240

Summit Medical
350 Hawthorne Avenue
Oakland, CA 94609
510-655-4000

Emergency Broadcast Stations:

KCBS (740 am) KNBR (680 am) KGO (810 am)

In the event of an emergency that requires that complete evacuation of the site (major earthquake or fire damage, toxic gas, etc.), NOCCS will relocate as a group to:

Home Depot Parking Lot
3838 Hollis Avenue
Emeryville, CA 94608.

MEDICAL EMERGENCY PROCEDURES

First Aid is everyone's responsibility. Being ready to give emergency care can make the difference in saving a life, relieving pain, or preventing further injury or infection.

Students injured while at NOCCS are cared for in the following ways:

An injury may be inspected by the teacher, who may keep the student under observation in the classroom. For a more serious injury, the child is sent to the office for First Aid. Parents or caregivers are routinely notified of a student receiving a blow to the head, whether it appears serious or not. In an emergency situation, 911 emergency services will be called. First Aid kits are regularly stocked and located in each classroom, and in the office.

FIRE PREVENTION PLAN

The purpose of this plan is to outline procedures, training, and good housekeeping practices that are to be used in the prevention of fires.

General Housekeeping

Attention must be given to providing and maintaining a high standard and general cleanliness in an effort to reduce facility fire hazards. Teachers should ensure that areas are checked on a daily basis to avoid accumulation of combustible materials such as cardboard, papers, plastics, etc., that combustible materials awaiting disposal and/or recycling are kept in proper containers, and that combustible materials are not stored so they are touching hot surfaces such as light fixtures, hot water pipes, etc.

Potential Fire Hazards and Ignition Sources

The Facilities & Safety Committee will conduct an annual survey to determine the proximity of flammable and chemically reactive materials, high voltage power lines and gas lines. The Facilities & Safety Committee shall ensure that flammable liquids are stored in designated areas that are well ventilated and away from possible ignition sources, and that corrosive chemicals are stored in separate designated areas. Storage areas will be located away from main emergency evacuation exits and routes to exits. Smoking is prohibited throughout the building.

Fire Prevention and Protection Systems

The Facilities & Safety Committee shall be responsible for the proper maintenance of existing fire prevention and protection equipment. There are fire extinguishers throughout the building: Two in the hallways, one at the buildings entrance, one in the cafeteria, one in the kitchen, and two in the gym. Evacuation routes are posted in visible locations in each classroom.

Drills

NOCCS' fire evacuation drill procedure is as follows: Upon hearing the alarm, teachers lead their students through a predetermined emergency route into the school's play yard to a predetermined spot next to the Colby Street Driveway, proceeding in an orderly manner. If the first escape route is blocked, the teacher uses an alternate route. Post-evacuation, teachers promptly account for their students.

EARTHQUAKE PROCEDURES

The main concern during an earthquake is taking cover from falling objects. If inside the school building, **STAY INDOORS**. Drop to the floor, get under a desk or table, and cover your head. If a desk or table is not available, stand in a doorway or corner facing away from windows. Remain calm and quiet. Listen for instructions from the teacher. If outside the school building **STAY OUTSIDE**. Move away from building, trees, fallen wires, or telephone poles. If in school yard, stay in yard and do not re-enter the building until instructed to do so by the Head of School.

Evacuation

Teachers lead students through a predetermined route to the designated area (School play yard). If route is blocked, the teacher will use an alternate route.

FOLLOW-UP IMMEDIATELY AFTER AN EVACUATION

Upon arriving, teachers:

- Report injured or trapped people to the Head of School;
- Provide First Aid, if needed. Seriously injured students are not moved from designated area;
- Take class roll from list in emergency bag;
- Check for fires and gas leaks;
- Locate and respond to injured or trapped people;
- Turn off main electrical circuits and check for electrical hazards;
- Check for pipe breaks and turn off valves, as needed;
- Replace phone receivers on hooks

Supervision of Students

Students will remain in the School play yard. Staff must remain on site at all times while there are children present. Students are to be kept calm and focused. If on a field trip, the teacher will call NOCCS to determine whether the class should come back to school or remain at the current location.

GAS LEAK/EXPLOSION PROCEDURES

Leaking gas, hazardous material spills, or other chemical contamination could be the cause of life endangering explosions in or near the School. If there is a threat of an explosion, the Head of School will activate the emergency evacuation plan or other appropriate measures to ensure student/staff safety.

If the odor associated with natural gas is detected, act fast. The odor will be strongest closest to the origin. Since there is an immediate danger of fire, explosion, or in an enclosed area, asphyxiation, do not try to discover the source of the gas. Staff should notify the Head of School if odor of gas is detected.

The gas company should be notified immediately. Do not touch electrical items (Don't turn on/off). If possible, open windows. Extinguish all ignition sources. Turn off gas at the main. In the event of a strong gas odor, or if a gas main breaks in your area, evacuate the area utilizing the Fire Evacuation Drill Procedures and notify the Fire Department.

BOMB THREAT PROCEDURES

This plan for bomb threat procedures shall include training for key personnel most likely to receive a threat at the school (i.e., staff). The following should be observed in the event a bomb threat is phoned in:

- Remain calm;
- Take phone off the hook. Do not use it to make any calls. The police may be able to trace the call;

The following procedures should then be followed:

- If the threat is perceived as serious and immediate, evacuate the building utilizing the Fire Evacuation Drill Procedures;
- Contact local law enforcement;
- Proceed in accordance with local law enforcement instructions;
- If an evacuation is ordered, evacuate the building using the predetermined exit route and proceed to the designated assembly area. Await further instructions from local law enforcement.

CRISIS PROTOCOL/LOCKDOWN

Crisis Preparedness

It is NOCCS' goal to ensure that students are given the opportunity to attend school in a safe and secure learning environment. During NOCCS' annual Facilities & Safety committee meeting, site security and safety will be evaluated. Assessment will include the following areas: crisis preparedness, security operational policies and procedures, and physical security measures (access control, intrusion detection/warning systems, inventory and key control, perimeter security and physical design).

Safety Strategies

The most common School security measure used to prevent violence or other disrupting acts requires School staff to monitor both student movement and visitor movement in and around the school.

Lockdown

In order to further secure staff and student safety, Lockdown may be utilized. Telephones, located in every classroom and the office, function as the warning alarm. Upon hearing the alarm:

- Staff will access 9-1-1- emergency services;

- All staff members will immediately lock their doors and cover windows/close their blinds;
- Students will be instructed to get under their tables and cover their heads;
- Remain calm and quiet;
- Listen for instructions;
- If on the school yard: assemble in corner of the yard; drop, cover, and hold for instructions.

D. Lead Teacher Evaluation

NOCCS Lead Teacher Evaluation
adopted 2018-2019

Great teaching is the fundamental quality of any excellent school. Teachers, especially in multiple subject classrooms, need to have a very wide array of skills finely honed in order to be successful. Teacher success leads to positive student outcomes, both academically and socio-emotionally. Of the many skills great teachers need to be successful, the three most important are instruction, family engagement, and colleague collaboration. As such, the evaluation process for Lead Teachers will involve a measure of their instruction, their family engagement, and the extent to which they are an active part of our professional learning community. Each aspect will represent $\frac{1}{3}$ of the Lead Teacher's overall evaluation. Overall evaluation rating will be based on an average of the three elements. All Lead Teachers will be evaluated by the Head of School in 2018-2019.

Instruction:

Lead Teachers will be observed and rated using the [TNTP Core Rubric](#). Teachers are expected to demonstrate success in instruction in four domains. The domains are a ladder of effective instruction; it is very difficult to achieve success in the later domains without first demonstrating a mastery of the first. The domains are:

1. **Culture of Learning**: Are all students engaged in the work of the lesson from start to finish?
2. **Essential Content**: Are all students working with content aligned to the appropriate standards for their subject and grade?
3. **Academic Ownership**: Are all students responsible for doing the thinking in this classroom?
4. **Demonstration of Learning**: Do all students demonstrate that they are learning?

Each domain yields a score on a one through five scale:

1. Ineffective
2. Minimally Effective
3. Developing
4. Proficient
5. Skillful

Lead Teachers will be observed and rated once prior to winter break as a way of establishing familiarity with the system and establishing clear goals for improvement. The first round of rated observations will not be reflected in the final evaluation. Lead Teachers

will again be evaluated in after winter break. The second rated observation will count for a third of each Lead Teacher's overall evaluation.

Family Engagement:

Lead Teachers will be rated by families as to how well they think their child's teacher is helping their child become a "thoughtful, informed, and inquisitive citizen." Lead Teachers are expected to partners with families in furthering each child's education. Every year, NOCCS families are asked to take the NOCCS Parent/Family Survey. Teachers will be rated on the following questions as part of their overall evaluation.

- 1.** My child feels physically safe at school.
- 2.** I feel comfortable talking with my child's teachers.
- 3.** Teachers have built strong relationships with my child.
- 4.** Teachers successfully create a sense of community in their classes.
- 5.** NOCCS is helping my child to become a thoughtful, informed, and inquisitive citizen.
- 6.** My child is engaged in what he/she is learning.
- 7.** My child is encouraged to think critically.
- 8.** My child feels supported by the learning environment in his/her class.
- 9.** I am well informed about how my child is doing in school.
- 10.** My child feels challenged by the work in class.

These ten statements represent half of the NOCCS Parent/Family Survey, and are the statements most reflective of meaningful family engagement by a specific Lead Teacher. Parents use the following rating scale:

- 1 = Strongly Disagree = Minimally Effective**
- 2 = Somewhat Disagree = Developing**
- 3 = Somewhat Agree = Proficient**
- 4 = Strongly Agree = Skillful**

In 2018-2019, Lead Teachers in grades 4-8 will also pilot a student survey for possible inclusion in future evaluations.

colleague collaboration:

In order to create a successful school, teacher not only must be effective in their classroom, they must also contribute to a collaborative culture of professionals. Each Lead Teacher is expected to contribute to this culture by meaningfully participating in and contributing to the professional learning community. Lead Teachers will be measured by the California

Standards for the Teaching Profession, Standard 6: Developing as a Professional Educator.
The elements of this standard are as follows:

6.1 Reflecting on teaching practice in support of student learning

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

6.4 Working with families to support student learning

6.5 Engaging local communities in support of the instructional program

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Lead Teachers will received a rating by the Head of School as to the extent they are meeting these standards. Use the same scale as for the rated observation:

- 1) Ineffective**
- 2) Minimally Effective**
- 3) Developing**
- 4) Proficient**
- 5) Skillful**

TNTP CORE TEACHING RUBRIC

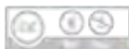
A TOOL FOR CONDUCTING COMMON CORE-ALIGNED CLASSROOM OBSERVATIONS

Thank you for your interest in the TNTP Core Teaching Rubric! TNTP Core describes excellent instruction aligned to the Common Core, and provides a common language to articulate what it looks like in practice. Even in schools and districts not adopting Common Core standards, this short but comprehensive tool can train focus on the essential components of instruction that can be identified in a classroom observation. By rating only four performance areas, TNTP Core allows observers and teachers to [focus on feedback and development](#). It is not a comprehensive evaluation system, but should be one of [multiple measures of performance](#). Schools are encouraged to pilot this rubric and customize the language to fit local context. Consider the following guidance:

- To maintain focus, we don't recommend adding more than one additional performance area.
- The current selection of teacher actions and skills was developed based on TNTP's experience training and developing teachers. Be flexible in adding and adjusting the Core Teacher Skills, and encourage observers and teachers to create their own additions in the field. After observers and teachers agree on a Core Teacher Skill to focus on, they should then discuss and agree on the specific and bite-sized action that the teacher will take within the next week.
- We reserve the Skillful rating for teachers demonstrating truly exceptional practice. A teacher rated Skillful is meeting all performance expectations. Skillful descriptors are based on teachers who have won our national Fishman Prize for Superlative Classroom Practice.

Even the best rubric will fail to help teachers develop if it is not implemented with care. Thoughtful introduction and deliberate training with ongoing practice will ensure that all stakeholders share an understanding of the rubric's meaning and use. Principals, coaches and teachers should also be well trained on the rubric and its use, and have opportunities to practice observing instruction together to ensure consistent, accurate ratings.

Take what you learn from a pilot to inform ongoing training and norming. And please tell us what you learn, at info@tntp.org.



The TNTP Core Teaching Rubric and all associated materials for download are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). Under the terms of this Creative Commons license, you are free to use and modify the TNTP Core Teaching Rubric and associated materials at no cost. Modified works must be attributed to TNTP; for example, "This rubric was adapted from the TNTP Core Teaching Rubric (CC BY-NC 4.0)."

The TNTP Core Teaching Rubric is used to describe and assess teacher performance across four performance areas:

- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students working with content aligned to the appropriate standards for their subject and grade?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?

Each performance area has three components:

1. **Essential Question:** The core question to answer about the particular performance area. In an effective teacher's classroom, the answer to each Essential Question is "yes."
2. **Descriptor Language:** Descriptions of the essence of each performance area, used to differentiate five levels of performance: Exemplary, Effective, Developing, Minimally Effective, and Ineffective. The TNTP Core Teaching Rubric uses descriptors that focus primarily on student actions and responses.
3. **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each performance area. After observing and rating a lesson, we recommend that you select or identify one or two Core Teacher Skills to prioritize for the next development cycle.

When observers use the TNTP Core Teaching Rubric, they select the rating where the combination of descriptors most closely describes the observed performance, using a preponderance of evidence for each performance area. Observers do not rate the teacher on Core Teacher Skills; those are included only for coaching and development purposes. The Core Teacher Skills can help an observer narrow in on development areas based on ratings in performance areas, and guide conversations about specific strategies teachers can use to develop and grow.

E. Other Staff Evaluation



North Oakland Community Charter School

North Oakland Community Charter School Evaluation Form

This form is designated to evaluate the performance of all **non-instructional, non-supervisory and supervisory** employees within the district. Please complete the shaded areas for supervisory staff.

NAME: _____

TITLE: _____

NAME OF EVALUATOR: _____ DATE OF EVALUATION: _____

SECTION I. WORK QUANTITY Consider the output of work and the time to complete assignments.

	OUTSTANDING	SATISFACTORY	NEEDS IMPROV.	UNSATISFACTORY
Volume of Work Produced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Meet Deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Use of Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION II. WORK QUALITY Consider the accuracy, thoroughness, and neatness of completed tasks.

Knowledge of Work and Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degree of Errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thoroughness of Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisory

Meet Work Demands Under Adversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Ability to Take Charge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Original Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes Initiative in New Approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercises Sound Judgment Even When Conditions are Uncertain and Unclear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION III. WORK HABITS Consider the ability to work with others, attendance habits, and responsiveness to organizational needs and concerns.

Attendance*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Follow Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Co-Workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisory

Attendance*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Follow Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Subordinates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently Flexible to Meet Unplanned Events and Revised Work Schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rating _____

*Please indicate the number of unexcused occasional absences and times tardy for the evaluation period below.

Total Number of Occasional Absences _____ Times Tardy _____



North Oakland Community Charter School

SECTION IV. INTERPERSONAL SKILLS Consider attitude and responsiveness to constructive criticism.

	OUTSTANDING	SATISFACTORY	NEEDS IMPROV.	UNSATISFACTORY
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisory				
Demonstrates Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a Cooperative Working Relationship with Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Ability to Motivate Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trains and Develops Subordinates to Perform More Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION V. COMMUNICATION Consider the degree to which employee handles matters of importance and responds to receiving oral and written communications.

Understanding of Oral Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of Written Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately Transmits and Receives Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Prioritize Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisory				
Understands Written and Oral Directives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with Groups (Committees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately Receives and Transmits Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability of Prioritize Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs Individuals Towards the Accomplishment of Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION VI. SELF MANAGEMENT Consider the degree to which employee plans and Organizes work, and takes responsibility for self-behavior in the workplace.

Supervisory				
Effectively Plans and Organizes Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates Good Conduct and Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Select Alternative Courses of Action to Resolve Problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstration of Technical Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs Individuals Towards the Ability to Act Under Pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



North Oakland Community Charter School

SECTION VII. OVERALL RATING:

OUTSTANDING ☐ SATISFACTORY ☐ NEEDS ☐ UNSATISFACTORY ☐
IMPROV.

If the employee is rated "Outstanding" or "Satisfactory," the evaluator may use the bottom of this form for any specific comments relative to the categories listed on the total evaluation. If rating is "Needs Improvement" or "Unsatisfactory," the evaluator must refer to the "plan for improvement" on their performance review form. In addition, the evaluator shall cite specific examples whereby the employee did not correct deficiencies listed on the review form.

RATING: _____

**EVALUATOR'S
COMMENTS:** _____

**EMPLOYEE'
COMMENTS:** _____

Evaluator's Signature _____ Title _____
Print Name

Employee's Signature _____
(Does not imply agreement with evaluation)

Date / /



Appendix 12 - Financial Documents

2018-19 Approved Audit

Projected Budget

Projected Cash Flow

Budget Narrative & Assumptions

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NORTH OAKLAND COMMUNITY CHARTER SCHOOL

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2018

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
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YEAR ENDED JUNE 30, 2018**

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INDEPENDENT AUDITORS' REPORT

Board of Directors
North Oakland Community Charter School
Oakland, California

Report on the Financial Statements

We have audited the accompanying financial statements of North Oakland Community Charter School (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

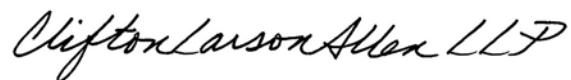
Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 12, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Glendora, California
December 12, 2018

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018**

ASSETS

CURRENT ASSETS

Cash and Cash Equivalents	\$ 245,048
Accounts Receivable	434,954
Prepaid Expenses and Other Assets	<u>15,764</u>
Total Current Assets	695,766

LONG-TERM ASSETS

Property, Plant, and Equipment, Net	<u>48,871</u>
Total Long-Term Assets	<u>48,871</u>
 Total Assets	 <u><u>\$ 744,637</u></u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts Payable and Accrued Liabilities	\$ 78,703
Total Current Liabilities	<u>78,703</u>

LONG-TERM LIABILITIES

Deferred Rent Liability	<u>176,830</u>
Total Long-Term Liabilities	176,830

NET ASSETS

Unrestricted	363,040
Temporarily Restricted	<u>126,064</u>
Total Net Assets	<u>489,104</u>
 Total Liabilities and Net Assets	 <u><u>\$ 744,637</u></u>

See accompanying Notes to Financial Statements.

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
REVENUES			
State Revenue:			
State Aid	\$ 1,184,956	\$ -	\$ 1,184,956
Other State Revenue	433,490	37,074	470,564
Federal Revenue:			
Grants and Entitlements	78,676	-	78,676
Local Revenue:			
In-Lieu Property Tax Revenue	496,996	-	496,996
Contributions	319,748	-	319,748
Other Revenue	137,135	-	137,135
Net Assets Released from Restrictions	5,385	(5,385)	-
Total Revenues	<u>2,656,386</u>	<u>31,689</u>	<u>2,688,075</u>
EXPENSES			
Program Services	2,262,356	-	2,262,356
Management and General	484,659	-	484,659
Total Expenses	<u>2,747,015</u>	<u>-</u>	<u>2,747,015</u>
CHANGE IN NET ASSETS	(90,629)	31,689	(58,940)
Net Assets - Beginning of Year	<u>453,669</u>	<u>94,375</u>	<u>548,044</u>
NET ASSETS - END OF YEAR	<u><u>\$ 363,040</u></u>	<u><u>\$ 126,064</u></u>	<u><u>\$ 489,104</u></u>

See accompanying Notes to Financial Statements.

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018**

CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets	\$ (58,940)
Adjustments to Reconcile Change in Net Assets to Net Cash Used by Operating Activities:	
Depreciation	24,435
Change in Operating Assets:	
Accounts Receivable	(129,765)
Prepaid Expenses and Other Assets	(8,789)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	(12,984)
Deferred Rent Liability	23,333
Net Cash Used by Operating Activities	<u>(162,710)</u>

NET CHANGE IN CASH AND CASH EQUIVALENTS

(162,710)

Cash and Cash Equivalents - Beginning of Year

407,758

CASH AND CASH EQUIVALENTS - END OF YEAR

\$ 245,048

SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION

Cash Paid for Interest

\$ 64

See accompanying Notes to Financial Statements.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2018

	Program Services	Management and General	Total Expenses
Salaries and Wages	\$ 1,263,162	\$ 66,482	\$ 1,329,644
Pension Expense	109,598	5,768	115,366
Other Employee Benefits	101,977	5,367	107,344
Payroll Taxes	56,970	2,998	59,968
Management Fees	-	22,359	22,359
Legal Expenses	6,449	10,088	16,537
Accounting Expenses	3,559	5,566	9,125
Instructional Materials	65,513	-	65,513
Other Fees for Services	110,338	172,579	282,917
Office Expenses	45,038	70,443	115,481
Information Technology Expenses	7,483	11,704	19,187
Occupancy Expenses	435,813	22,937	458,750
Travel Expenses	1,628	2,547	4,175
Conference and Meeting Expenses	4,438	6,942	11,380
Interest Expense	-	64	64
Depreciation Expense	9,530	14,905	24,435
Insurance Expense	11,416	17,857	29,273
Other Expenses	29,444	46,053	75,497
	<u>\$ 2,262,356</u>	<u>\$ 484,659</u>	<u>\$ 2,747,015</u>
Total	<u>\$ 2,262,356</u>	<u>\$ 484,659</u>	<u>\$ 2,747,015</u>

See accompanying Notes to Financial Statements.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

North Oakland Community Charter School (the School) is a California nonprofit public benefit corporation and is organized to manage and operate a public charter school. The School began serving students in July 2000 and is sponsored by the Oakland Unified School District (the District).

The School is funded principally through state of California public education monies received through the California Department of Education.

The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

Unrestricted

All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.

Temporarily Restricted

These net assets are restricted by donors to be used for specific purposes. The School currently has \$126,064 of the Clean Energy Grant revenue in temporarily restricted net assets.

Permanently Restricted

These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation Subsequent Events

The School has evaluated subsequent events through December 12, 2018, the date these financial statements were available to be issued.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 2 CONCENTRATION OF CREDIT RISK

The School maintains an interest bearing cash account with a financial institution. The account at this institution is insured by the Federal Deposit Insurance Corporation (FDIC). At times, cash in this account exceeds the maximum insured amount. The School has not experienced any losses regarding this account and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying financial statements is presented net of accumulated depreciation. The School capitalizes all expenditures for land, buildings, and equipment in excess of \$5,000. Depreciation expense for the year ended June 30, 2018 was \$24,435.

The components of property, plant, and equipment as of June 30, 2018 are as follows:

Leasehold Improvements	\$ 73,306
Equipment, Furniture and Fixtures	91,954
Total	<u>165,260</u>
Less: Accumulated Amortization	(116,389)
Total Property, Plant, and Equipment	<u><u>\$ 48,871</u></u>

NOTE 4 EMPLOYEE RETIREMENT

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State Statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total STRS plan net assets are \$210 billion, the total actuarial present value of accumulated plan benefits is \$362 billion, contributions from all employers totaled \$4.2 billion, and the plan is 62.6% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers'

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 EMPLOYEE RETIREMENT(CONTINUED)

Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established and may be amended by State Statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ending June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2016	\$ 88,417	100%
2017	\$ 109,860	100%
2018	\$ 115,366	100%

NOTE 5 OPERATING LEASES

The School leases its facilities under several lease agreements where the last lease expires in June of 2024. Lease expense under these agreements for the year ended June 30, 2018 was \$364,668. The school subleases a portion of the facilities to Glitter and Razz and the Integrated Specialist Program of ACOE for an average of approximately \$1,500 per month.

Future minimum lease payments are as follows:

Operating Leases:

<u>Year Ending June 30,</u>	<u>Amount</u>
2019	\$ 375,600
2020	386,868
2021	398,484
2022	410,436
2023	422,748
Thereafter	435,432
Total	<u>\$ 2,429,568</u>

NOTE 6 RELATED PARTY TRANSACTION

The School has a related party nonprofit organization named Progressive Equity Charter, Inc. (PEC). PEC is contracted by the School for financial services and support as needed to the School. Contribution received from PEC is \$210,000 as of June 30, 2018.

NOTE 7 CONTINGENCIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2018**

North Oakland Community Charter School (the School) is a California nonprofit public benefit corporation and is organized to manage and operate a public charter school. The School began serving students in July 2000 and is funded principally through State of California public education monies received through the California Department of Education. The School is sponsored by the Oakland Unified School District (the District).

Charter School number authorized by the State: 302

The Board of Directors and the Administrators as of the year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (3 year term)
Devon King-Neece	Treasurer	August 2016 – August 2019
Luis Rodriguez	Member	August 2015 – August 2018
Brandie Albright	Member	August 2017 – August 2020
Dewayne Walton	Member	August 2017 – August 2020
Jeanna Penn	Member	August 2017 – August 2020
Amy Righter	Parent-elected	August 2017 – August 2020
Chien Wang	Parent-elected	August 2017 – August 2020
Imad Abuelgasim	Parent-elected	August 2017 – August 2020
Leslie Bell	Parent-elected	August 2015 – August 2018
Jessica Shimamoto	Staff Representative	Ongoing

ADMINISTRATORS

Dr. Lehi Dickey	Interim Co-Head of School
Annette de la Llana	Interim Co-Head of School

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2018**

	Instructional Minutes		Traditional Calendar	Status
	Requirement	Actual	Days	
Kindergarten	36,000	47,520	176	In compliance
Grade 1	50,400	53,580	176	In compliance
Grade 2	50,400	54,030	176	In compliance
Grade 3	50,400	54,030	176	In compliance
Grade 4	54,000	55,340	176	In compliance
Grade 5	54,000	55,340	176	In compliance
Grade 6	54,000	57,755	176	In compliance
Grade 7	54,000	57,755	176	In compliance
Grade 8	54,000	57,755	176	In compliance

See accompanying Auditors' Report and the Notes to Supplementary Information

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2018**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades K-3	86.73	86.73	84.93	84.93
Grades 4-6	78.22	78.22	75.32	75.32
Grades 7-8	50.47	50.47	50.34	50.34
ADA Totals	<u>215.42</u>	<u>215.42</u>	<u>210.59</u>	<u>210.59</u>

See accompanying Auditors' Report and the Notes to Supplementary Information

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018**

There were no differences between the Annual Financial Report and the Audited Financial Statements.

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2018**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
North Oakland Community Charter School
Oakland, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of North Oakland Community Charter School (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 12, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.


Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Glendora, California
December 12, 2018

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
North Oakland Community Charter School
Oakland, California

We have audited North Oakland Community Charter School's (the School) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2018. The School's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
Before/After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	No ¹
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Not applicable

¹ Nonclassroom ADA was under the threshold that required testing.

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, and which is described in the accompanying schedule of findings and questioned costs as item 2018-001. Our opinion on each state program is not modified with respect to this matter.

The School's Response to Findings

The School's response to the noncompliance finding is identified in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 12, 2018

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2018**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINANCIAL STATEMENT FINDINGS:

There were no findings and questioned costs related to the basic financial statements for June 30, 2018.

STATE COMPLIANCE FINDINGS:

2018 – 001 Unduplicated Local Control Funding Formula Pupil Counts

40000

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as “English Learners.”

Condition: During testing we found that the School was unable to obtain free and reduced meal applications for all of its students classified as free or reduced.

Effect: The School is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 Reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data -North Oakland Community Charter School for June 30, 2018

School Name	CDS Code	Original		Updated		Net Change		LCFF Entitlement		
		Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Original Entitlement	Revised Entitlement	Adjustment
North Oakland Community Charter School	0161259	226	102	226	98	---	-4	899,051	898,698	(353)

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2018**

2018 – 001 Unduplicated Local Control Funding Formula Pupil Counts

40000

Cause: The School was unable to obtain all of the free and reduced meal applications due to employee turnover.

Questioned Costs: 4 students were included in the CalPADS report as eligible for free or reduced meals for which supporting documentation indicated they were not eligible. The total impact on LCFF Entitlement is a decrease of \$386.

Recommendation: We recommend that the School employ additional monitoring processes to collect and review the Free and Reduced Price Meal (FRPM) eligibility data to ensure that reporting errors are minimized and corrections are made on a timely basis.

Corrective Action Plan Prepared by the School: Starting from 2018-19, the Director of Operations is involved in reviewing of FRPM applications after all applications collected by staff. She will also be reviewing the applications with the Office Coordinator before data is submitted to CALPADS by EdTec to ensure unduplicated pupil count data matches FRRM applications.

**NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2018**

There were no findings and questioned costs related to the basic financial statements or state awards in the prior year.

NOCCS
Multi-year Projection
As of Sep FY2020

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
SUMMARY					
Revenue					
LCFF Entitlement	1,806,681	1,939,922	1,994,389	2,097,717	2,178,201
Federal Revenue	111,245	117,065	120,527	124,257	129,832
Other State Revenues	417,197	432,319	441,814	464,116	482,838
Local Revenues	91,370	94,330	96,180	100,620	104,320
Fundraising and Grants	315,000	285,000	285,000	285,000	285,000
Total Revenue	2,741,494	2,868,636	2,937,911	3,071,710	3,180,191
Expenses					
Compensation and Benefits	1,678,197	1,796,357	1,843,751	1,987,181	2,121,327
Books and Supplies	99,477	105,367	106,783	119,224	123,617
Services and Other Operating Expenditures	850,807	869,783	877,628	893,337	896,703
Depreciation	30,229	25,213	25,213	25,213	23,112
Other Outflows	-	-	-	-	-
Total Expenses	2,658,711	2,796,721	2,853,374	3,024,955	3,164,759
Operating Income	82,783	71,915	84,537	46,755	15,432
Fund Balance					
Beginning Balance (Unaudited)	296,993	379,776	451,692	536,228	582,983
Audit Adjustment					
Beginning Balance (Audited)	296,993	379,776	451,692	536,228	582,983
Operating Income	82,783	71,915	84,537	46,755	15,432
Ending Fund Balance	379,776	451,692	536,228	582,983	598,415
Fund Balance as a % of Expenses	14%	16%	19%	19%	19%

NOCCS
Multi-year Projection
As of Sep FY2020

REVENUE

LCFF Entitlement

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
8011 Charter Schools General Purpose Entitlement - State Aid	1,036,203	1,138,778	1,174,079	1,231,408	1,273,560
8012 Education Protection Account Entitlement	282,993	294,256	301,295	318,191	332,270
8096 Charter Schools in Lieu of Property Taxes	487,486	506,888	519,015	548,118	572,371
SUBTOTAL - LCFF Entitlement	1,806,681	1,939,922	1,994,389	2,097,717	2,178,201

Federal Revenue

8181 Special Education - Entitlement	23,500	25,125	26,125	26,750	28,250
8220 Child Nutrition Programs	30,644	31,864	32,626	34,456	35,981
8290 CSI Grant	-	-	-	-	-
8291 Title I	41,225	44,200	45,900	47,175	49,725
8292 Title II	5,876	5,876	5,876	5,876	5,876
8294 Title IV	10,000	10,000	10,000	10,000	10,000
SUBTOTAL - Federal Revenue	111,245	117,065	120,527	124,257	129,832

Other State Revenue

8319 Other State Apportionments - Prior Years	-	-	-	-	-
8381 Special Education - Entitlement (State	103,686	107,813	110,392	116,582	121,741
8382 Special Education Reimbursement (State	42,000	42,000	42,000	42,000	42,000
8520 Child Nutrition - State	2,223	2,312	2,367	2,500	2,610
8545 School Facilities Apportionments	226,658	235,679	241,317	254,849	266,125
8550 Mandated Cost Reimbursements	3,104	3,416	3,655	3,743	3,953
8560 State Lottery Revenue	39,527	41,100	42,083	44,443	46,409
SUBTOTAL - Other State Revenue	417,197	432,319	441,814	464,116	482,838

Local Revenue

8634 Food Service Sales	4,020	4,180	4,280	4,520	4,720
8650 Leases and Rentals	17,000	17,000	17,000	17,000	17,000
8676 After School Program Revenue	70,350	73,150	74,900	79,100	82,600
SUBTOTAL - Local Revenue	91,370	94,330	96,180	100,620	104,320

Fundraising and Grants

8803 Fundraising	100,000	100,000	100,000	100,000	100,000
8804 Fundraising - Fund Development	190,000	160,000	160,000	160,000	160,000
8813 Other Grants	25,000	25,000	25,000	25,000	25,000

NOCCS**Multi-year Projection****As of Sep FY2020**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
SUBTOTAL - Fundraising and Grants	315,000	285,000	285,000	285,000	285,000
TOTAL REVENUE	2,741,494	2,868,636	2,937,911	3,071,710	3,180,191

NOCCS
Multi-year Projection
As of Sep FY2020

EXPENSES

Compensation & Benefits

Certificated Salaries

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
1100 Teachers Salaries	506,328	574,820	587,283	659,549	734,470
1101 Teacher - Stipends	-	-	-	-	-
1111 Teacher - Elective	53,040	54,101	55,183	56,286	57,412
1148 Teacher - Special Ed	63,000	64,260	65,545	66,856	68,193
1300 Certificated Supervisor & Administrator Salaries	120,686	123,100	125,562	128,073	130,635
SUBTOTAL - Certificated Salaries	743,054	816,281	833,573	910,765	990,710

Classified Salaries

2100 Classified Instructional Aide Salaries	160,384	163,592	166,864	170,201	173,605
2101 Classified - Electives	48,960	49,939	50,938	51,957	52,996
2103 Classified SPED Aide Salaries	66,912	68,250	69,615	71,008	72,428
2300 Classified Office, Student & Family Manager	56,100	57,222	58,366	59,534	60,724
2400 Classified Operations Outreach & Facilities	91,555	93,386	95,254	97,159	99,102
2900 Classified Other Salaries	61,200	62,424	63,672	64,946	66,245
2905 Other Classified - After School	99,217	101,202	103,226	105,290	107,396
2908 Other Classified - Custom 1	51,000	52,020	53,060	54,122	55,204
SUBTOTAL - Classified Salaries	635,329	648,035	660,996	674,216	687,700

Employee Benefits

3100 STRS	102,494	115,109	124,610	154,582	169,865
3300 OASDI-Medicare-Alternative	70,338	72,591	70,438	72,724	75,074
3400 Health & Welfare Benefits	102,181	118,238	127,697	147,107	168,805
3500 Unemployment Insurance	9,639	9,996	9,996	10,353	10,710
3600 Workers Comp Insurance	15,162	16,107	16,440	17,435	18,463
SUBTOTAL - Employee Benefits	299,814	332,041	349,181	402,200	442,916

Books & Supplies

4100 Approved Textbooks & Core Curricula Materials	4,590	4,682	4,775	4,871	4,968
4101 Approved Textbooks & Core Curricula Materials - Custom 1	3,978	2,497	1,592	3,897	3,312
4315 Custodial Supplies	4,328	4,415	4,503	4,593	4,685
4320 Educational Software	4,728	4,822	4,919	5,017	5,117

NOCCS

Multi-year Projection As of Sep FY2020

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
4325 Instructional Materials & Supplies	4,135	4,385	4,580	4,934	5,255
4326 Art & Music Supplies	4,728	4,822	4,919	5,017	5,117
4330 Office Supplies	5,411	5,519	5,629	5,742	5,857
4335 PE Supplies	984	1,044	1,090	1,174	1,251
4340 Professional Development Supplies	3,075	3,262	3,406	3,669	3,908
4345 Non Instructional Student Materials & Supplies	2,639	2,799	2,924	3,149	3,354
4346 Teacher Supplies	2,245	2,381	2,486	2,678	2,853
4410 Classroom Furniture, Equipment & Supplies	1,326	1,600	1,020	2,497	2,122
4420 Computers (individual items less than \$5k	-	2,400	1,530	3,745	3,184
4423 Classroom Noncapitalized items 1	1,082	1,104	1,126	1,148	1,171
4710 Student Food Services	56,228	59,636	62,284	67,092	71,462
SUBTOTAL - Books and Supplies	99,477	105,367	106,783	119,224	123,617

Services & Other Operating Expenses

5200 Travel & Conferences	-	-	-	-	-
5305 Dues & Membership - Professional	2,250	2,250	2,250	2,250	2,250
5450 Insurance - Other	34,670	35,363	36,070	36,792	37,528
5520 Security	6,500	6,500	6,500	6,500	6,500
5530 Utilities - Water	7,354	7,501	7,651	7,804	7,960
5535 Utilities - All Utilities	33,619	34,292	34,977	35,677	36,391
5605 Equipment Leases	25,000	25,000	25,000	25,000	25,000
5610 Rent	388,001	388,001	388,001	388,001	388,001
5611 Prop 39 Related Costs	2,703	2,757	2,812	2,868	2,926
5615 Repairs and Maintenance - Building	10,200	10,404	10,612	10,824	11,041
5803 Accounting Fees	11,300	11,300	11,300	11,300	11,300
5804 Board Development	4,465	4,554	4,645	4,738	4,833
5805 Administrative Fees	10,579	10,791	11,007	11,227	11,452
5807 Family Teacher Organization	107	107	107	107	107
5809 Banking Fees	800	800	800	800	800
5812 Business Services	73,000	73,000	73,000	73,000	73,000
5815 Consultants - Instructional	-	-	-	-	-
5820 Consultants - Non Instructional - Office Mgmt	24,480	24,970	25,469	25,978	26,498
5824 District Oversight Fees	18,067	19,399	19,944	20,977	21,782
5830 Field Trips Expenses	9,455	20,000	20,400	20,808	21,224
5833 Fines and Penalties	500	500	500	500	500
5836 Fingerprinting	2,800	2,800	2,800	2,800	2,800
5839 Fundraising Expenses	480	480	480	480	480

NOCCS**Multi-year Projection****As of Sep FY2020**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
5848 Licenses and Other Fees	8,000	8,000	8,000	8,000	8,000
5857 Payroll Fees	3,300	3,300	3,300	3,300	3,300
5860 Printing and Reproduction	10,661	11,307	11,809	12,721	13,549
5861 Prior Yr Exp (not accrued)	-	-	-	-	-
5863 Professional Development	16,400	16,728	17,063	17,404	10,000
5869 Special Education Contract Instructors	95,167	97,726	100,152	109,458	114,394
5872 Admin Fee	3,570	3,641	3,714	3,789	3,864
5878 Student Assessment	12,750	13,005	13,265	13,530	13,801
5881 Student Information System	16,106	16,428	16,756	17,092	17,433
5884 Substitutes	2,070	2,111	2,153	2,196	2,240
5887 Technology Services	-	-	-	-	-
5893 Transportation - Student	200	200	200	200	200
5910 Communications - Internet / Website Fees	5,627	5,740	5,854	5,971	6,091
5915 Postage and Delivery	540	540	540	540	540
5920 Communications - Telephone & Fax	10,086	10,287	10,493	10,703	10,917
SUBTOTAL - Services & Other Operating Exp.	850,807	869,783	877,628	893,337	896,703
Depreciation Expense					
6900 Depreciation	30,229	25,213	25,213	25,213	23,112
SUBTOTAL - Depreciation Expense	30,229	25,213	25,213	25,213	23,112
Other Outflows					
SUBTOTAL - Other Outflows	-	-	-	-	-
TOTAL EXPENSES	2,658,711	2,796,721	2,853,374	3,024,955	3,164,759

NOCCS
Monthly Cash Forecast
As of Sep FY2020

	2020-21													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	101,724	190,889	136,830	36,322	79,332	30,299	24,331	169,481	141,621	130,819	209,239	235,448		
REVENUE														
LCFF Entitlement	-	75,817	103,174	189,876	123,703	123,703	189,876	123,703	174,974	217,702	137,802	137,802	1,806,681	208,550
Federal Revenue	-	-	-	-	17,340	3,064	3,064	17,340	3,064	14,814	17,340	3,064	111,245	32,154
Other State Revenue	3,500	8,349	8,534	12,413	12,413	15,518	125,742	21,656	13,755	13,755	79,662	13,755	417,197	88,146
Other Local Revenue	-	-	9,137	9,137	9,137	9,137	9,137	9,137	9,137	9,137	9,137	9,137	91,370	-
Fundraising & Grants	55,480	4,490	805	56,430	11,443	70,396	41,659	20,328	9,494	41,297	1,367	1,811	315,000	-
TOTAL REVENUE	58,980	88,656	121,650	267,856	174,036	221,818	369,478	192,164	210,424	296,705	245,307	165,569	2,741,494	328,850
EXPENSES														
Certificated Salaries	10,057	66,636	66,636	66,636	66,636	66,636	66,636	66,636	66,636	66,636	66,636	66,636	743,054	-
Classified Salaries	11,880	56,677	56,677	56,677	56,677	56,677	56,677	56,677	56,677	56,677	56,677	56,677	635,329	-
Employee Benefits	23,930	25,892	28,783	25,892	25,410	25,410	29,265	25,892	25,892	23,988	23,988	15,473	299,814	-
Books & Supplies	63	3,971	16,707	9,727	8,431	13,149	7,627	6,696	6,601	7,077	7,890	7,228	99,477	4,311
Services & Other Operating Expenses	67,014	68,312	69,611	68,745	68,745	68,745	68,745	68,745	70,043	68,529	68,529	68,529	850,807	26,515
Capital Outlay & Depreciation	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	30,229	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	115,464	224,008	240,933	230,197	228,418	233,136	231,470	227,165	228,368	225,426	226,239	217,063	2,658,711	30,825
Operating Cash Inflow (Outflow)	(56,483)	(135,352)	(119,283)	37,660	(54,382)	(11,318)	138,008	(35,001)	(17,944)	71,279	19,068	(51,494)	82,783	298,025
Revenues - Prior Year Accruals	205,946	77,083	13,425	-	-	-	1,792	1,792	1,792	1,792	1,792	1,792		
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519		
Expenses - Prior Year Accruals	(29,267)	(1,140)	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(33,550)	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831	2,831		
Ending Cash	190,889	136,830	36,322	79,332	30,299	24,331	169,481	141,621	130,819	209,239	235,448	191,096		

NOCCS
Monthly Cash Forecast
As of Sep FY2020

	2021-22													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	191,096	253,019	174,147	72,289	113,608	67,829	64,604	215,124	191,395	175,899	243,411	268,507		
REVENUE														
LCFF Entitlement	-	84,009	113,258	208,314	137,566	137,566	208,314	137,566	182,000	223,838	144,643	144,643	1,939,922	218,207
Federal Revenue	-	-	-	-	18,205	3,186	3,186	18,205	3,186	15,749	18,205	3,186	117,065	33,954
Other State Revenue	3,500	8,684	8,877	13,024	13,024	16,440	130,864	22,906	13,850	13,850	82,651	13,850	432,319	90,799
Other Local Revenue	-	-	9,433	9,433	9,433	9,433	9,433	9,433	9,433	9,433	9,433	9,433	94,330	-
Fundraising & Grants	46,796	4,490	805	47,746	11,443	70,396	35,343	20,328	9,494	34,981	1,367	1,811	285,000	-
TOTAL REVENUE	50,296	97,183	132,373	278,517	189,672	237,022	387,140	208,438	217,964	297,851	256,299	172,922	2,868,636	342,959
EXPENSES														
Certificated Salaries	10,258	73,275	73,275	73,275	73,275	73,275	73,275	73,275	73,275	73,275	73,275	73,275	816,281	-
Classified Salaries	12,117	57,811	57,811	57,811	57,811	57,811	57,811	57,811	57,811	57,811	57,811	57,811	648,035	-
Employee Benefits	26,941	28,680	31,679	28,680	28,181	28,181	32,179	28,680	28,680	26,671	26,671	16,817	332,041	-
Books & Supplies	64	4,028	17,385	9,998	8,750	13,545	7,880	6,925	6,835	7,336	8,201	7,493	105,367	6,928
Services & Other Operating Expenses	68,479	69,861	71,243	70,322	70,322	70,322	70,322	70,322	71,704	70,091	70,091	70,091	869,783	26,613
Capital Outlay & Depreciation	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	25,213	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	119,961	235,756	253,494	242,186	240,439	245,234	243,567	239,114	240,406	237,285	238,149	227,588	2,796,721	33,541
Operating Cash Inflow (Outflow)	(69,664)	(138,573)	(121,121)	36,331	(50,767)	(8,213)	143,573	(30,675)	(22,443)	60,566	18,149	(54,666)	71,915	309,418
Revenues - Prior Year Accruals	190,184	55,977	14,275	-	-	-	1,958	1,958	1,958	1,958	1,958	1,958		
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101		
Expenses - Prior Year Accruals	(29,561)	(1,265)	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(31,136)	2,887	2,887	2,887	2,887	2,887	2,887	2,887	2,887	2,887	2,887	2,887		
Ending Cash	253,019	174,147	72,289	113,608	67,829	64,604	215,124	191,395	175,899	243,411	268,507	220,788		

NOCCS
Monthly Cash Forecast
As of Sep FY2020

	2022-23													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	220,788	286,451	207,095	105,899	151,452	107,570	105,971	263,781	242,549	223,890	288,296	312,325		
REVENUE														
LCFF Entitlement	-	87,746	118,159	217,313	143,749	143,749	217,313	143,749	183,691	225,032	146,188	146,188	1,994,389	221,512
Federal Revenue	-	-	-	-	18,707	3,263	3,263	18,707	3,263	16,325	18,707	3,263	120,527	35,032
Other State Revenue	3,500	8,891	9,088	13,400	13,400	17,056	134,059	23,675	13,916	13,916	84,520	13,916	441,814	92,476
Other Local Revenue	-	-	9,618	9,618	9,618	9,618	9,618	9,618	9,618	9,618	9,618	9,618	96,180	-
Fundraising & Grants	46,796	4,490	805	47,746	11,443	70,396	35,343	20,328	9,494	34,981	1,367	1,811	285,000	-
TOTAL REVENUE	50,296	101,127	137,670	288,077	196,917	244,082	399,596	216,077	219,982	299,872	260,399	174,795	2,937,911	349,019
EXPENSES														
Certificated Salaries	10,464	74,828	74,828	74,828	74,828	74,828	74,828	74,828	74,828	74,828	74,828	74,828	833,573	-
Classified Salaries	12,360	58,967	58,967	58,967	58,967	58,967	58,967	58,967	58,967	58,967	58,967	58,967	660,996	-
Employee Benefits	28,696	30,159	33,158	30,159	29,659	29,659	33,658	30,159	30,159	28,118	28,118	17,477	349,181	-
Books & Supplies	65	3,789	17,648	10,232	9,007	13,888	8,088	7,110	7,024	7,545	8,449	7,705	106,783	6,232
Services & Other Operating Expenses	69,081	70,500	71,920	70,973	70,973	70,973	70,973	70,973	72,393	70,737	70,737	70,737	877,628	26,656
Capital Outlay & Depreciation	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	25,213	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	122,767	240,345	258,622	247,261	245,536	250,417	248,616	244,139	245,472	242,296	243,200	231,815	2,853,374	32,888
Operating Cash Inflow (Outflow)	(72,471)	(139,218)	(120,952)	40,816	(48,618)	(6,335)	150,980	(28,062)	(25,490)	57,576	17,199	(57,020)	84,537	316,131
Revenues - Prior Year Accruals	199,975	56,484	15,019	-	-	-	2,094	2,094	2,094	2,094	2,094	2,094		
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101		
Expenses - Prior Year Accruals	(32,183)	(1,358)	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(31,759)	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635		
Ending Cash	286,451	207,095	105,899	151,452	107,570	105,971	263,781	242,549	223,890	288,296	312,325	262,136		

North Oakland Community Charter School Budget Assumptions for Charter Renewal

The attached budget projection is based on conservative estimates of the actual revenues and expenses associated with The North Oakland Community Charter School's (NOCCS) program as described in the charter renewal for the period of FY21 – FY25. Information used to create the projections are based on the school's historical financial data, rates published by the state of California and federal government, and future estimates.

I. Revenues

Enrollment & Attendance Assumptions

Grade Level	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
K-3	132	152	169	167	158
4-6	52	49	45	59	78
7-8	17	8	0	0	0
Total	201	209	214	226	236

The average daily attendance is projected at 95.0% for all years. At full enrollment in FY25, the school is projected to have an ADA of 224.20.

Regarding the Unduplicated Pupil Count assumptions, for 2019-20, the school is estimated to have 102 unduplicated students, of which we estimate 97 qualify for free-or-reduced-price lunch and 28 are English Language Learners based on prior year actuals. NOCCS will continue to use 54% unduplicated in its revenue assumptions to provide conservative estimates of LCFF funding in the five out years.

	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Enrollment	201	209	214	226	236
Unduplicated Count	109	113	116	123	128
FRL Student Count	104	108	111	117	122
ELL Student Count	30	31	32	34	36

Local Control Funding Formula

NOCCS is using the Local Control Funding Formula to drive the general-purpose entitlements. The table below shows the schedule of NOCC's LCFF target funding from FY21 through FY25 and the total general-purpose entitlement generated each year. The rates in this table are based on assumptions from FCMAT's most recent LCFF calculator.

LCFF Assumptions	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
COLA (including one-time augmentation)	3.00%	2.80%	0.00%	0.00%	0.00%
Target LCFF for NOCCS per ADA	9,462	9,770	9,810	9,770	9,715
Total LCFF Entitlement	1,806,681	1,939,922	1,994,389	2,097,717	2,178,201

To estimate the amount of LCFF funding coming from local In Lieu of Property Taxes, NOCC's is using the rates provided by the OUSD Accounting Department per Minh Co's July 2019 communication regarding 19-20 Local In Lieu of Property Tax Schedule. The remaining money would come from the state through State Aid and Education Protection Account funds.

Special Education Revenue

NOCCS operates as an independent Local Education Agency (LEA) member in the El Dorado County Charter SELPA. The school provides its students with special education services directly and receives both state and federal special education funding. Funding is budgeted at a rate of \$543 per ADA and \$125 per ADA respectively (rates projected by the El Dorado Charter SELPA). NOCCS has \$42K budgeted for ERMHS reimbursement in all years (based on eligible reimbursements in FY19), but this funding will depend on the services being provided (and associated expenses), as these grants are made on a reimbursement basis in our SELPA. Future budgets and forecasts will be adjusted accordingly.

To account for costs associated with being an independent LEA for special education, NOCCS is also projecting a 4% administrative fee on these revenues (based on the fee structure of the El Dorado County Charter SELPA).

Other Federal Revenue

Other federal funding revenues include Title Funding. NOCCS has projected the receipt of Title I and Title II funds in FY21-FY25 in the amounts of \$425 per prior-year Free and Reduced Lunch count (FRL) for Title I and a flat rate of \$5,876 for Title II. NOCCS is also projecting Title IV to continue at its current flat grant rate of \$10,000 per year.

Other State Revenue

State Lottery revenues for FY21 are set at a rate of \$207 per ADA based on School Services of California projections. This rate remains consistent for the subsequent four years of the budget projection with no COLA growth included.

Finally, Mandated Cost Reimbursements are projected at \$17 per prior year K-8 ADA for FY20-21 and \$18 over following four years. The projections also come from the most recent School Services of California projections. There are no one-time funds projected in any of the five years of the renewal budget.

Other Local Revenue

The school offers a fee-based After-School Program for which it collects local revenues. These revenues are set at \$70K for Subscription-Service programming in FY21. These amounts are based on historical revenues and increase in line with increases to current enrollment. The school also has Lease and Rentals Revenue and Food Service Sales which accounts for \$17K and \$3.7K in FY21. Food Service Sales increases as enrollment increases.

Lastly, NOCCS has budgeted \$315K in total for FY21 for its annual fund, family association, fundraising, events PEC Fund Development for the school's facility. This includes a guaranteed yearly grant that the PEC has provided every year of \$160K.

II. Expenses

At a high level, expense assumptions are based on NOCC's programmatic structure and historical data, and they have been increased for inflation with at 2% COLA from year to year.

Salaries and Benefits

NOCCS offers health benefits for all full-time staff members. The maximum expected cost of health benefits per employee is conservatively estimated at \$7,299 per employee in 2020-21 and grows at 8% each year. The school participates in CalSTRS and as such has budgeted the following annual contribution percentages for certificated employees.

STRS	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Employer Contribution	18.10%	18.10%	17.60%	19.75%	19.75%

A summary of the school's staffing is included in the table below:

Category	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
1100 – Certificated Teachers	11.0	12.0	12.0	13.0	14.0
1300 – Certificated Administrators	1.0	1.0	1.0	1.0	1.0
2100 – Classified Aides	8.0	8.0	8.0	8.0	8.0
2300 – Classified Office, Student & Family Manager	1.00	1.00	1.00	1.00	1.00
2400 – Classified Operations Outreach & Facilities	1.00	1.00	1.00	1.00	1.00
2900 – Social Worker	1.00	1.00	1.00	1.00	1.00
2905 – Other Classified - After School	2.25	2.25	2.25	2.25	2.25
2908 – Janitor	1.00	1.00	1.00	1.00	1.00

Books & Supplies

NOCCS is budgeting \$99K for Books and Supplies in 2020-21, or about \$495 per student. Books & Supplies largely increase at 2% year over year. A summary of the major expenses is as follows:

- \$43 per student for Approved Textbooks & Core Curricula Materials
- \$300 per new student for Approved Textbooks & Core Curricula Materials
- \$66 per student for Instructional Materials & Supplies
- \$44 per student for Art & Music Supplies, an integral part of the school's unique program
- \$52 per student for Teacher and Admin Supplies
- \$100 per new student in Classroom furniture, equipment and supplies
- \$280 per student for Student Food Services

Services and Operating Expenses

NOCCS has budgeted its rent and utilities based upon assumptions provided through its lease with PEC as well as on prior year costs for electricity, water and other utilities.

General Liability Insurance is projected at \$107 per student in FY21 based on current agreements with their insurance provider. Rates increase with enrollment growth and COLA. Workers' Compensation Insurance is budgeted at 2.18% of payroll.

NOCCS will pay 1% of general-purpose revenues for oversight to the State Board of Education, its authorizer.

NOCCS plans to continue to use its back-office service provider, EdTec, to support financial and operational needs of the school. Services include accounts payable, accounts receivable, accounting, budgeting and finance, payroll, and student data management. The cost for these services is forecasted at a Base Rate of \$73K.

Other significant service and operating expenses categories include:

- Special Education Contract Instructors, which includes instructional support contractors and specialty service providers, currently projected to increase with COLA.
- Professional Development, which includes development opportunities relating to curriculum, research and design strategies, and other miscellaneous trainings, currently projected to increase with enrollment as well as COLA.

Contingencies and Reserves

From FY21 through FY25, NOCCS will add to its reserve, ending with a fund balance that is equivalent to 19% of expenses. All years will maintain a reserve above the State-required 5% of expenses.

Additionally, NOCCS would like to continue to build its program and add additional opportunities that support its mission and students. If the state revenues increase above current projections, or if prospective grant money materializes, additional spending will be considered.

Cash Flow

The cash flow forecast assumes all State revenue is received the month after it is distributed. In Lieu of Property Tax revenue, disbursed via the District, is projected to be received according to Ed Code 47635. Timing of all other revenue and expenses have been projected according to past receipt or expenditure trends.

A small number of expenses are projected to accrue based on historic trends in invoicing. Public revenue will be accrued based on amounts owed according to CDE certified exhibits, and philanthropy and grants will be accrued based on written commitments. Accrued revenue will be reflected in the cash forecast in the year it is expected, according to reasonable and historic assumptions regarding disbursement/collection.

NOCCS
Multi-year Projection
As of Sep FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
SUMMARY					
Revenue					
LCFF Entitlement	1,806,681	1,939,922	1,994,389	2,097,717	2,178,201
Federal Revenue	111,245	117,065	120,527	124,257	129,832
Other State Revenues	417,197	432,319	441,814	464,116	482,838
Local Revenues	91,370	94,330	96,180	100,620	104,320
Fundraising and Grants	285,000	285,000	285,000	285,000	285,000
Total Revenue	2,711,494	2,868,636	2,937,911	3,071,710	3,180,191
Expenses					
Compensation and Benefits	1,678,197	1,796,357	1,843,751	1,987,181	2,121,327
Books and Supplies	99,477	105,367	106,783	119,224	123,617
Services and Other Operating Expenditures	850,807	869,783	877,628	893,337	896,703
Depreciation	30,229	25,213	25,213	25,213	23,112
Other Outflows	-	-	-	-	-
Total Expenses	2,658,711	2,796,721	2,853,374	3,024,955	3,164,759
Operating Income	52,783	71,915	84,537	46,755	15,432
Fund Balance					
Beginning Balance (Unaudited)	353,993	406,776	478,691	563,228	609,983
Audit Adjustment					
Beginning Balance (Audited)	353,993	406,776	478,691	563,228	609,983
Operating Income	52,783	71,915	84,537	46,755	15,432
Ending Fund Balance	406,776	478,691	563,228	609,983	625,415
Total Revenue Per ADA	14,200	14,448	14,451	14,307	14,185
Total Expenses Per ADA	13,924	14,086	14,035	14,089	14,116
Operating Income Per ADA	276	362	416	218	69
Fund Balance as a % of Expenses	15%	17%	20%	20%	20%

NOCCS
Multi-year Projection
As of Sep FY2020

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Key Assumptions					
Enrollment Summary					
K-3	132	152	169	167	158
4-6	52	49	45	59	78
7-8	17	8	-	-	-
9-12	-	-	-	-	-
Total Enrolled	201	209	214	226	236
ADA %					
K-3	95.0%	95.0%	95.0%	95.0%	95.0%
4-6	95.0%	95.0%	95.0%	95.0%	95.0%
7-8	95.0%	95.0%			
Average ADA %	95.0%	95.0%	95.0%	95.0%	95.0%
ADA					
K-3	125	144	161	159	150
4-6	49	47	43	56	74
7-8	16	8	-	-	-
Total ADA	191	199	203	215	224
Demographic Information					
CALPADS Enrollment (for unduplicated % calc)	201	209	214	226	236
# Unduplicated (CALPADS)	109	113	116	123	128
# Free & Reduced Lunch (CALPADS)	104	108	111	117	122
# ELL (CALPADS)	30	31	32	34	36
New Students	13	8	5	12	10
School Information					
FTE's	26.3	27.3	27.3	28.3	29.3
Teachers	11	12	12	13	14
Certificated Pay Increases	2%	2%	2%	2%	2%
Classified Pay Increases	2%	2%	2%	2%	2%
# of school days	-	-	-	-	-
Default Expense Inflation Rate	2%	2%	2%	2%	2%

NOCCS

**Multi-year Projection
As of Sep FY2020**

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

NOCCS
Multi-year Projection
As of Sep FY2020

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
REVENUE					
LCFF Entitlement					
8011 Charter Schools General Purpose Entitlement - State Aid	1,036,203	1,138,778	1,174,079	1,231,408	1,273,560
8012 Education Protection Account Entitlement	282,993	294,256	301,295	318,191	332,270
8096 Charter Schools in Lieu of Property Taxes	487,486	506,888	519,015	548,118	572,371
SUBTOTAL - LCFF Entitlement	1,806,681	1,939,922	1,994,389	2,097,717	2,178,201
Federal Revenue					
8181 Special Education - Entitlement	23,500	25,125	26,125	26,750	28,250
8220 Child Nutrition Programs	30,644	31,864	32,626	34,456	35,981
8290 CSI Grant	-	-	-	-	-
8291 Title I	41,225	44,200	45,900	47,175	49,725
8292 Title II	5,876	5,876	5,876	5,876	5,876
8294 Title IV	10,000	10,000	10,000	10,000	10,000
SUBTOTAL - Federal Revenue	111,245	117,065	120,527	124,257	129,832
Other State Revenue					
8319 Other State Apportionments - Prior Years	-	-	-	-	-
8381 Special Education - Entitlement (State	103,686	107,813	110,392	116,582	121,741
8382 Special Education Reimbursement (State	42,000	42,000	42,000	42,000	42,000
8520 Child Nutrition - State	2,223	2,312	2,367	2,500	2,610
8545 School Facilities Apportionments	226,658	235,679	241,317	254,849	266,125
8550 Mandated Cost Reimbursements	3,104	3,416	3,655	3,743	3,953
8560 State Lottery Revenue	39,527	41,100	42,083	44,443	46,409
SUBTOTAL - Other State Revenue	417,197	432,319	441,814	464,116	482,838
Local Revenue					
8634 Food Service Sales	4,020	4,180	4,280	4,520	4,720
8650 Leases and Rentals	17,000	17,000	17,000	17,000	17,000
8676 After School Program Revenue	70,350	73,150	74,900	79,100	82,600
SUBTOTAL - Local Revenue	91,370	94,330	96,180	100,620	104,320
Fundraising and Grants					
8803 Fundraising	100,000	100,000	100,000	100,000	100,000
8804 Fundraising - Fund Development	160,000	160,000	160,000	160,000	160,000

NOCCS

Multi-year Projection

As of Sep FY2020

8813 Other Grants

SUBTOTAL - Fundraising and Grants

TOTAL REVENUE

Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
25,000	25,000	25,000	25,000	25,000
285,000	285,000	285,000	285,000	285,000
2,711,494	2,868,636	2,937,911	3,071,710	3,180,191

NOCCS
Multi-year Projection
As of Sep FY2020

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100 Teachers Salaries	506,328	574,820	587,283	659,549	734,470
1101 Teacher - Stipends	-	-	-	-	-
1111 Teacher - Elective	53,040	54,101	55,183	56,286	57,412
1148 Teacher - Special Ed	63,000	64,260	65,545	66,856	68,193
1300 Certificated Supervisor & Administrator Salaries	120,686	123,100	125,562	128,073	130,635
SUBTOTAL - Certificated Salaries	743,054	816,281	833,573	910,765	990,710
Classified Salaries					
2100 Classified Instructional Aide Salaries	160,384	163,592	166,864	170,201	173,605
2101 Classified - Electives	48,960	49,939	50,938	51,957	52,996
2103 Classified SPED Aide Salaries	66,912	68,250	69,615	71,008	72,428
2300 Classified Office, Student & Family Manager	56,100	57,222	58,366	59,534	60,724
2400 Classified Operations Outreach & Facilities	91,555	93,386	95,254	97,159	99,102
2900 Classified Other Salaries	61,200	62,424	63,672	64,946	66,245
2905 Other Classified - After School	99,217	101,202	103,226	105,290	107,396
2908 Other Classified - Custom 1	51,000	52,020	53,060	54,122	55,204
SUBTOTAL - Classified Salaries	635,329	648,035	660,996	674,216	687,700
Employee Benefits					
3100 STRS	102,494	115,109	124,610	154,582	169,865
3300 OASDI-Medicare-Alternative	70,338	72,591	70,438	72,724	75,074
3400 Health & Welfare Benefits	102,181	118,238	127,697	147,107	168,805
3500 Unemployment Insurance	9,639	9,996	9,996	10,353	10,710
3600 Workers Comp Insurance	15,162	16,107	16,440	17,435	18,463
SUBTOTAL - Employee Benefits	299,814	332,041	349,181	402,200	442,916
Books & Supplies					
4100 Approved Textbooks & Core Curricula Materials	4,590	4,682	4,775	4,871	4,968
4101 Approved Textbooks & Core Curricula Materials - Custom 1	3,978	2,497	1,592	3,897	3,312
4315 Custodial Supplies	4,328	4,415	4,503	4,593	4,685

NOCCS

Multi-year Projection

As of Sep FY2020

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
4320 Educational Software	4,728	4,822	4,919	5,017	5,117
4325 Instructional Materials & Supplies	4,135	4,385	4,580	4,934	5,255
4326 Art & Music Supplies	4,728	4,822	4,919	5,017	5,117
4330 Office Supplies	5,411	5,519	5,629	5,742	5,857
4335 PE Supplies	984	1,044	1,090	1,174	1,251
4340 Professional Development Supplies	3,075	3,262	3,406	3,669	3,908
4345 Non Instructional Student Materials & Supplies	2,639	2,799	2,924	3,149	3,354
4346 Teacher Supplies	2,245	2,381	2,486	2,678	2,853
4410 Classroom Furniture, Equipment & Supplies	1,326	1,600	1,020	2,497	2,122
4420 Computers (individual items less than \$5k	-	2,400	1,530	3,745	3,184
4423 Classroom Noncapitalized items 1	1,082	1,104	1,126	1,148	1,171
4710 Student Food Services	56,228	59,636	62,284	67,092	71,462
SUBTOTAL - Books and Supplies	99,477	105,367	106,783	119,224	123,617

Services & Other Operating Expenses

5200 Travel & Conferences	-	-	-	-	-
5305 Dues & Membership - Professional	2,250	2,250	2,250	2,250	2,250
5450 Insurance - Other	34,670	35,363	36,070	36,792	37,528
5520 Security	6,500	6,500	6,500	6,500	6,500
5530 Utilities - Water	7,354	7,501	7,651	7,804	7,960
5535 Utilities - All Utilities	33,619	34,292	34,977	35,677	36,391
5605 Equipment Leases	25,000	25,000	25,000	25,000	25,000
5610 Rent	388,001	388,001	388,001	388,001	388,001
5611 Prop 39 Related Costs	2,703	2,757	2,812	2,868	2,926
5615 Repairs and Maintenance - Building	10,200	10,404	10,612	10,824	11,041
5803 Accounting Fees	11,300	11,300	11,300	11,300	11,300
5804 Board Development	4,465	4,554	4,645	4,738	4,833
5805 Administrative Fees	10,579	10,791	11,007	11,227	11,452
5807 Family Teacher Organization	107	107	107	107	107
5809 Banking Fees	800	800	800	800	800
5812 Business Services	73,000	73,000	73,000	73,000	73,000
5815 Consultants - Instructional	-	-	-	-	-
5820 Consultants - Non Instructional - Office Mgmt	24,480	24,970	25,469	25,978	26,498
5824 District Oversight Fees	18,067	19,399	19,944	20,977	21,782
5830 Field Trips Expenses	9,455	20,000	20,400	20,808	21,224
5833 Fines and Penalties	500	500	500	500	500

NOCCS**Multi-year Projection****As of Sep FY2020**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
5836 Fingerprinting	2,800	2,800	2,800	2,800	2,800
5839 Fundraising Expenses	480	480	480	480	480
5848 Licenses and Other Fees	8,000	8,000	8,000	8,000	8,000
5857 Payroll Fees	3,300	3,300	3,300	3,300	3,300
5860 Printing and Reproduction	10,661	11,307	11,809	12,721	13,549
5861 Prior Yr Exp (not accrued	-	-	-	-	-
5863 Professional Development	16,400	16,728	17,063	17,404	10,000
5869 Special Education Contract Instructors	95,167	97,726	100,152	109,458	114,394
5872 Admin Fee	3,570	3,641	3,714	3,789	3,864
5878 Student Assessment	12,750	13,005	13,265	13,530	13,801
5881 Student Information System	16,106	16,428	16,756	17,092	17,433
5884 Substitutes	2,070	2,111	2,153	2,196	2,240
5887 Technology Services	-	-	-	-	-
5893 Transportation - Student	200	200	200	200	200
5910 Communications - Internet / Website Fees	5,627	5,740	5,854	5,971	6,091
5915 Postage and Delivery	540	540	540	540	540
5920 Communications - Telephone & Fax	10,086	10,287	10,493	10,703	10,917
SUBTOTAL - Services & Other Operating Exp.	850,807	869,783	877,628	893,337	896,703
Depreciation Expense					
6900 Depreciation	30,229	25,213	25,213	25,213	23,112
SUBTOTAL - Depreciation Expense	30,229	25,213	25,213	25,213	23,112
Other Outflows					
SUBTOTAL - Other Outflows	-	-	-	-	-
TOTAL EXPENSES	2,658,711	2,796,721	2,853,374	3,024,955	3,164,759

NOCCS

Monthly Cash Forecast

As of Sep FY2020

	2020-21								
	Actuals & Forecast								
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast
Beginning Cash	169,121	233,328	180,230	82,945	110,564	63,691	59,883	207,192	181,492
REVENUE									
LCFF Entitlement	-	75,817	103,174	189,876	123,703	123,703	189,876	123,703	174,974
Federal Revenue	-	-	-	-	17,340	3,064	3,064	17,340	3,064
Other State Revenue	3,500	8,349	8,534	12,413	12,413	15,518	125,742	21,656	13,755
Other Local Revenue	-	-	9,137	9,137	9,137	9,137	9,137	9,137	9,137
Fundraising & Grants	29,974	4,490	518	42,629	12,642	71,595	42,858	21,527	10,694
TOTAL REVENUE	33,474	88,656	121,363	254,055	175,236	223,017	370,677	193,363	211,623
EXPENSES									
Certificated Salaries	10,057	61,072	61,072	61,072	61,072	61,072	61,072	61,072	61,072
Classified Salaries	11,880	61,314	61,314	61,314	61,314	61,314	61,314	61,314	61,314
Employee Benefits	23,965	25,804	28,696	25,804	25,322	25,322	29,178	25,804	25,804
Books & Supplies	63	3,971	14,157	12,277	8,431	13,149	7,627	6,696	6,601
Services & Other Operating Expenses	67,014	68,312	69,611	68,745	68,745	68,745	68,745	68,745	70,043
Capital Outlay & Depreciation	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519
Other Outflows	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	115,498	222,993	237,369	231,732	227,404	232,121	230,455	226,150	227,354
Operating Cash Inflow (Outflow)	(82,025)	(134,337)	(116,006)	22,323	(52,168)	(9,104)	140,222	(32,787)	(15,730)
Revenues - Prior Year Accruals	205,946	77,083	13,425	-	-	-	1,792	1,792	1,792
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-
Fixed Assets	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519
Expenses - Prior Year Accruals	(29,267)	(1,140)	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(32,967)	2,776	2,776	2,776	2,776	2,776	2,776	2,776	2,776
Ending Cash	233,328	180,230	82,945	110,564	63,691	59,883	207,192	181,492	172,850

NOCCS

Monthly Cash Forecast

As of Sep FY2020

	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast
Beginning Cash	172,850	253,419	281,778			239,574	285,237	207,345	108,779
REVENUE									
LCFF Entitlement	217,702	137,802	137,802	1,806,681	208,550	-	84,009	113,258	208,314
Federal Revenue	14,814	17,340	3,064	111,245	32,154	-	-	-	-
Other State Revenue	13,755	79,662	13,755	417,197	88,146	3,500	8,684	8,877	13,024
Other Local Revenue	9,137	9,137	9,137	91,370	-	-	-	9,433	9,433
Fundraising & Grants	42,496	2,566	3,010	285,000	-	29,974	4,490	518	42,629
TOTAL REVENUE	297,904	246,506	166,768	2,711,494	328,850	33,474	97,183	132,085	273,401
EXPENSES									
Certificated Salaries	61,072	61,072	61,072	743,054	61,200	10,258	67,600	67,600	67,600
Classified Salaries	61,314	61,314	61,314	635,329	(51,000)	12,117	62,540	62,540	62,540
Employee Benefits	23,912	23,912	15,396	299,814	892	26,973	28,592	31,591	28,592
Books & Supplies	7,077	7,890	7,228	99,477	4,311	64	4,028	14,784	12,599
Services & Other Operating Expenses	68,529	68,529	68,529	850,807	26,515	68,479	69,861	71,243	70,322
Capital Outlay & Depreciation	2,519	2,519	2,519	30,229	-	2,101	2,101	2,101	2,101
Other Outflows	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	224,422	225,235	216,059	2,658,711	41,918	119,993	234,721	249,859	243,753
Operating Cash Inflow (Outflow)	73,482	21,271	(49,291)	52,783	286,932	(86,519)	(137,538)	(117,774)	29,648
Revenues - Prior Year Accruals	1,792	1,792	1,792			190,184	55,977	14,275	-
Accounts Receivable - Current Year	-	-	-			-	-	-	-
Other Assets	-	-	-			-	-	-	-
Fixed Assets	2,519	2,519	2,519			2,101	2,101	2,101	2,101
Expenses - Prior Year Accruals	-	-	-			(29,561)	(1,265)	-	-
Accounts Payable - Current Year	-	-	-			-	-	-	-
Summerholdback for Teachers	2,776	2,776	2,776			(30,541)	2,832	2,832	2,832
Ending Cash	253,419	281,778	239,574			285,237	207,345	108,779	143,360

NOCCS

Monthly Cash Forecast

As of Sep FY2020

	2021-22								
	Actuals & Forecast								
	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast
Beginning Cash	143,360	99,760	98,714	257,728	236,178	222,860	298,857	326,121	
REVENUE									
LCFF Entitlement	137,566	137,566	208,314	137,566	182,000	223,838	144,643	144,643	1,939,922
Federal Revenue	18,205	3,186	3,186	18,205	3,186	15,749	18,205	3,186	117,065
Other State Revenue	13,024	16,440	130,864	22,906	13,850	13,850	82,651	13,850	432,319
Other Local Revenue	9,433	9,433	9,433	9,433	9,433	9,433	9,433	9,433	94,330
Fundraising & Grants	12,642	71,595	42,858	21,527	10,694	42,496	2,566	3,010	285,000
TOTAL REVENUE	190,871	238,221	394,655	209,638	219,163	305,366	257,498	174,122	2,868,636
EXPENSES									
Certificated Salaries	67,600	67,600	67,600	67,600	67,600	67,600	67,600	67,600	816,281
Classified Salaries	62,540	62,540	62,540	62,540	62,540	62,540	62,540	62,540	648,035
Employee Benefits	28,092	28,092	32,090	28,592	28,592	26,593	26,593	16,739	332,041
Books & Supplies	8,750	13,545	7,880	6,925	6,835	7,336	8,201	7,493	105,367
Services & Other Operating Expenses	70,322	70,322	70,322	70,322	71,704	70,091	70,091	70,091	869,783
Capital Outlay & Depreciation	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	25,213
Other Outflows	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	239,404	244,200	242,533	238,079	239,372	236,261	237,126	226,564	2,796,721
Operating Cash Inflow (Outflow)	(48,533)	(5,979)	152,122	(28,442)	(20,209)	69,105	20,372	(52,443)	71,915
Revenues - Prior Year Accruals	-	-	1,958	1,958	1,958	1,958	1,958	1,958	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	
Fixed Assets	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	2,832	2,832	2,832	2,832	2,832	2,832	2,832	2,832	
Ending Cash	99,760	98,714	257,728	236,178	222,860	298,857	326,121	280,569	

NOCCS

Monthly Cash Forecast

As of Sep FY2020

	Remaining Balance	2022-23 Actuals & Forecast							
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
		Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash		280,569	329,980	251,622	153,791	192,574	150,890	151,490	317,815
REVENUE									
LCFF Entitlement	218,207	-	87,746	118,159	217,313	143,749	143,749	217,313	143,749
Federal Revenue	33,954	-	-	-	-	18,707	3,263	3,263	18,707
Other State Revenue	90,799	3,500	8,891	9,088	13,400	13,400	17,056	134,059	23,675
Other Local Revenue	-	-	-	9,618	9,618	9,618	9,618	9,618	9,618
Fundraising & Grants	-	29,974	4,490	518	42,629	12,642	71,595	42,858	21,527
TOTAL REVENUE	342,959	33,474	101,127	137,382	282,961	198,117	245,281	407,111	217,277
EXPENSES									
Certificated Salaries	62,424	10,464	69,040	69,040	69,040	69,040	69,040	69,040	69,040
Classified Salaries	(52,020)	12,360	63,791	63,791	63,791	63,791	63,791	63,791	63,791
Employee Benefits	910	28,733	30,068	33,067	30,068	29,569	29,569	33,567	30,068
Books & Supplies	6,928	65	3,789	14,995	12,885	9,007	13,888	8,088	7,110
Services & Other Operating Expenses	26,613	69,081	70,500	71,920	70,973	70,973	70,973	70,973	70,973
Capital Outlay & Depreciation	-	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101
Other Outflows	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	44,855	122,804	239,290	254,913	248,859	244,480	249,361	247,560	243,084
Operating Cash Inflow (Outflow)	298,104	(89,330)	(138,163)	(117,531)	34,103	(46,363)	(4,081)	159,551	(25,807)
Revenues - Prior Year Accruals		199,975	56,484	15,019	-	-	-	2,094	2,094
Accounts Receivable - Current Year		-	-	-	-	-	-	-	-
Other Assets		-	-	-	-	-	-	-	-
Fixed Assets		2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101
Expenses - Prior Year Accruals		(32,183)	(1,358)	-	-	-	-	-	-
Accounts Payable - Current Year		-	-	-	-	-	-	-	-
Summerholdback for Teachers		(31,152)	2,579	2,579	2,579	2,579	2,579	2,579	2,579
Ending Cash		329,980	251,622	153,791	192,574	150,890	151,490	317,815	298,782

NOCCS**Monthly Cash Forecast****As of Sep FY2020**

	Mar	Apr	May	Jun	Forecast	Remaining
	Forecast	Forecast	Forecast	Forecast		Balance
Beginning Cash	298,782	282,320	355,230	381,447		
REVENUE						
LCFF Entitlement	183,691	225,032	146,188	146,188	1,994,389	221,512
Federal Revenue	3,263	16,325	18,707	3,263	120,527	35,032
Other State Revenue	13,916	13,916	84,520	13,916	441,814	92,476
Other Local Revenue	9,618	9,618	9,618	9,618	96,180	-
Fundraising & Grants	10,694	42,496	2,566	3,010	285,000	-
TOTAL REVENUE	221,182	307,387	261,599	175,995	2,937,911	349,019
EXPENSES						
Certificated Salaries	69,040	69,040	69,040	69,040	833,573	63,672
Classified Salaries	63,791	63,791	63,791	63,791	660,996	(53,060)
Employee Benefits	30,068	28,038	28,038	17,397	349,181	929
Books & Supplies	7,024	7,545	8,449	7,705	106,783	6,232
Services & Other Operating Expenses	72,393	70,737	70,737	70,737	877,628	26,656
Capital Outlay & Depreciation	2,101	2,101	2,101	2,101	25,213	-
Other Outflows	-	-	-	-	-	-
TOTAL EXPENSES	244,417	241,252	242,156	230,770	2,853,374	44,429
Operating Cash Inflow (Outflow)	(23,235)	66,136	19,443	(54,776)	84,537	304,590
Revenues - Prior Year Accruals	2,094	2,094	2,094	2,094		
Accounts Receivable - Current Year	-	-	-	-		
Other Assets	-	-	-	-		
Fixed Assets	2,101	2,101	2,101	2,101		
Expenses - Prior Year Accruals	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-		
Summerholdback for Teachers	2,579	2,579	2,579	2,579		
Ending Cash	282,320	355,230	381,447	333,446		