

Novato Charter School – 2016/17 Local Control Accountability Plan

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Novato Charter School

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LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

Novato Charter School – 2016/17 Local Control Accountability Plan

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Novato Charter School – 2016/17 Local Control Accountability Plan

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Novato Charter School – 2016/17 Local Control Accountability Plan

| Involvement Process | Impact on LCAP |
|---|---|
| <ol style="list-style-type: none"> 1. All families were surveyed in January 2016. Response rate: 75% 2. All middle school (MS) students were surveyed in January 2016. Response rate: 100%. 3. Faculty conducted two strategic planning sessions after receiving the results of the Parent and MS Surveys. 4. Specialty Teachers held one strategic planning session in March 2016. 5. The parent-led Board of Directors held a strategic planning session on March 9, 2016 to review surveys and Faculty input. 6. Admin staff met with the Parent Advisory Committee in early April to review the draft 2016-17 LCAP. 7. Draft 2016-17 LCAP was emailed to every NCS family in April 2016. | <ul style="list-style-type: none"> • Bring back Alumni Night as a forum to gain insight on how well NCS is preparing students for high school and college. • More widespread communication about the public comment opportunities during Board meetings. • Encourage middle school students to talk to teachers, besides their classroom teachers about social issues at school. • Create Specialty-Subject Brochure. |
| <p>Annual Update:</p> <ol style="list-style-type: none"> 1. On October 2015, the school’s Parent Advisory Committee received a report outlining the progress made in the goals set forth in the school’s 2015-16 LCAP. | <p>Annual Update:</p> |

Novato Charter School – 2016/17 Local Control Accountability Plan

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Novato Charter School – 2016/17 Local Control Accountability Plan

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Novato Charter School – 2016/17 Local Control Accountability Plan

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Novato Charter School – 2016/17 Local Control Accountability Plan

| GOAL: | I. Strengthen Preparation of Middle School Students for High School | Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
|--|---|--|-----------------------|
| Identified Need : | Develop self-responsibility and self-direction in students | | |
| Goal Applies to: | Schools: | Applicable Pupil Subgroups: | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | Increase percentage of students who agree that they are kept well informed about the expectations of their academic work from the current 53% to 60% by the January 2017. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Periodic review with students and parents of the “Responsibility for Learning” grades on the new MS Report Card . | Middle School | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Continue requiring students to keep homework logs at specific intervals and analyze results both quantitatively and qualitatively. | | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Teach Executive Functioning to students through color-coded work planers, scaffolding and using timers for classwork. | | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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| GOAL: | II. Enhance Middle School Experience | Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | Increase the number of middle school students who say they feel safe, and socially-accepted and included at school | | |
| Goal Applies to: | Schools: _____ | Applicable Pupil Subgroups: _____ | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | By January 2017, 70% of middle school students say they feel safe, and socially-accepted and included at school. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Continue deepening the Social Inclusion Program | Middle School | <input checked="" type="checkbox"/> ALL | \$ 10,000 |
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Continue Middle School Ropes Course | Middle School | <input checked="" type="checkbox"/> ALL | \$ 7,000 |
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Expand Cyber Civics Program to 8 th Grade | Middle School | <input checked="" type="checkbox"/> ALL | |
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| Continue student-led Code of Compassion | All grades | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Expand mixed-grade Electives | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 5,000 |
| | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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| GOAL: | III. Expand resources to help parents support their child’s academic and social success | Related State and/or Local Priorities: 1__ 2__ 3__ 4x_ 5__ 6__ 7x_ 8x_ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | To better inform parents so that they can support their child’s academic and social-emotional development and success | | |
| Goal Applies to: | Schools: | | |
| | Applicable Pupil Subgroups: | | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | By January 2017 more than three quarters of parents will agree that the school offers adequate opportunities and resources to help the support their child’s success. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Survey parents at Back to School Night about the topics they’d like teachers to cover during Parent Evenings. | All grades | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Use Mailchimp to send teachers’ Monday letters and track readership. | | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Publish relevant extracts from teachers’ letters in the Thread | | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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| GOAL: | Expand resources to help parents support their child’s academic and social success | Related State and/or Local Priorities: 1__ 2__ 3__ 4x_ 5__ 6__ 7x_ 8x_ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | Parents need to be better informed so that a stronger partnership with the school can be forged in support of their children’s academic and social-emotional development and success | | |
| Goal Applies to: | Schools: _____ | | |
| | Applicable Pupil Subgroups: _____ | | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Create and disseminate Through-the-Grades Subject Grid | ALL | <input checked="" type="checkbox"/> ALL | \$ 2,000 |
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Better and more-regular information to parents about the school’s Restorative Discipline Process and the work of the Student Social Action Committee | ALL | <input checked="" type="checkbox"/> ALL | |
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| | | <input type="checkbox"/> ALL | |
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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|---|---|--|---|
| GOAL: | V. Continue improving the energy efficiency of the school's buildings | Related State and/or Local Priorities: 1x__ 2__ 3__ 4x_ 5x_ 6__ 7__ 8x_ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | Classrooms need better and controllable lighting | | |
| Goal Applies to: | Schools: | | |
| | Applicable Pupil Subgroups: | | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | By December 2016, all interior lighting will be replaced with LED T8 lamps with dimmable switches | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Replace all lamps and light switches | | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 52,000 covered by a grant under Prop39 |
| | | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| | | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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|--|---|--|------------------------------|
| GOAL: | VI. Enhance Student Safety | Related State and/or Local Priorities: 1x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | Install a new emergency alert system and eliminate classroom hazards | | |
| Goal Applies to: | Schools: _____ | | |
| | Applicable Pupil Subgroups: _____ | | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | New emergency alert alarm will be heard across all campus and inside buildings. All identified classroom hazards during an earthquake will be addressed. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Install alarm system by September 2016. | School wide | __ALL | \$ 12,000 |
| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Address classroom hazards by September 2016. | | __ALL | \$ 2,000 |
| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| | | __ALL | |
| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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|--|---------------------------------|---|------------------------------|
| GOAL: | VII. Enhance Specialty Programs | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9x__ 10__ Local : Specify: Specialty Programs | |
| Identified Need : | Various | | |
| Goal Applies to: | Schools: | | |
| | Applicable Pupil Subgroups: | | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Movement <ul style="list-style-type: none"> Develop and disseminate publication about the scope and goals of the Program. Explore possibility of better spacing of classes during the week. Run electricity to the Bus Stop. Build shelving for the Movement Shed. Install gate near Bus Stop to Main Gate Road. | | __x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$ 5,000 |
| Organic Garden <ul style="list-style-type: none"> Incent more regular parent-volunteer help for classes. Schedule Garden periods on the basis of yearly needs (Emphasis on 3rd and 5th grades in 2016-17). Generate more produce from the Garden and conduct regular stand sales. | | __x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

| GOAL: | Enhance Specialty Programs | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
|--|----------------------------|--|-----------------------|
| Identified Need : _____ | | | |
| Goal Applies to: | | | |
| Schools: | _____ | | |
| Applicable Pupil Subgroups: | _____ | | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | _____ | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Spanish <ul style="list-style-type: none"> Re-write Spanish Assembly by February 2017. Acquire more Spanish-language books Develop a clearer through-line for the curriculum from Grades 1-8. Develop student assessment methods. | | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 1,000 |
| Music <ul style="list-style-type: none"> Add instrument storage capability. Improve music library organizational system. Recruit volunteer to coordinate donation of old school instruments. | | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 1,000 |
| Handwork <ul style="list-style-type: none"> Explore possibility of sending student helpers to lower-grades' classes. | | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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|---|---|--|------------------------------|
| GOAL: | VIII. Reduce possibility of error in enrollment lottery system | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10x_ Local : Operational | |
| Identified Need : | Current enrollment application and lottery system needs automation | | |
| Goal Applies to: | Schools: | | |
| | Applicable Pupil Subgroups: | | |
| LCAP Year: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | By the beginning of the school's 2017-18 open enrollment period (Sept 2016), the school will count with an automated, cloud-based application and lottery system. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Contract and develop lottery system. | | __ALL | \$ 11,000 |
| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| | | __ALL | |
| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| | | __ALL | |
| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

Novato Charter School – 2016/17 Local Control Accountability Plan

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Novato Charter School – 2016/17 Local Control Accountability Plan

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

| | | | |
|---|--|---|---|
| Original GOAL from prior year LCAP: | Increase number of Middle School students that strongly - or somewhat - agree that the school is preparing them well for high school and that teachers keep them informed about academic expectations. | Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6_x 7_x 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: _____ Applicable Pupil Subgroups: _____ | | |
| Expected Annual Measurable Outcomes: | Increase from 73% to 80% from 2015 to 2016. | Actual Annual Measurable Outcomes: 53% | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Add 'Work Habit' grade in math class to help middle school students focus on developing solid classroom work skills and prevent them from spending more time on homework than the established limits. | | Same | |
| Continue requiring students to keep daily homework log and analyze quarterly, both quantitatively and qualitatively. | | Same | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | <ol style="list-style-type: none"> 1. See 2016-17 Goal I Above. 2. Refine Middle School Survey and track results by cohort class. | | |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Novato Charter School – 2016/17 Local Control Accountability Plan

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| Original GOAL from prior year LCAP: | A significant number of surveyed parents and middle school students deem the renovation of the Middle School Sports Court to be important in enhancing the overall school experience for middle school students | Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6_x 7_x 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: _____ Applicable Pupil Subgroups: _____ | | |
| Expected Annual Measurable Outcomes: | Complete MS Sports Court | Actual Annual Measurable Outcomes: 90% completed. Shade structure will be installed by year-end 2016 | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Move forward with the Middle School Sports Court Renovation Project as designed by parents, teachers, and students. Move forward with the Middle School Sports Court Renovation Project as designed by parents, teachers, and students. | \$ 100,000 | | \$ 97,684 |
| | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Shade structure is estimated at \$ 28,000 | | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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| Original GOAL from prior year LCAP: | Increase the number of middle school students who say they feel safe, and socially-accepted and included at school | Related State and/or Local Priorities: 1__x__ 2__ 3__ 4x__ 5__ 6x__ 7x__8x__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: _____ Applicable Pupil Subgroups: _____ | | |
| Expected Annual Measurable Outcomes: | By spring 2016, 80% of middle school students say they feel safe, and socially-accepted and included at school | Actual Annual Measurable Outcomes: 55% | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| Continue Phase III of the Social Inclusion Initiative | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue Phase III of the Social Inclusion Initiative | 10,600 | Phase III continued | \$ 7,398 |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | 1. See 2016-17 Goal II Above. 2. Refine Middle School Survey and track results by cohort class. | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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| Original GOAL from prior year LCAP: | Improve community's understanding of the school's Inquiry-Based Science Program | Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: _____ Applicable Pupil Subgroups: _____ | | |
| Expected Annual Measurable Outcomes: | Increase level of parent understanding of our Science Program to over 75% | Actual Annual Measurable Outcomes: 80% | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Form Faculty Team to continue the work of aligning Next Generation Science Standards with Waldorf-Methods. | \$ 4,500 | In progress as of 3.31.16 | \$ 1,000 |
| Make 'Science Across the Grades' the theme during Back to School Night, and increase the frequency of overviews of our science curriculum at parent evenings. | | Done | |
| Finish work of broadening the descriptions of the 6-8 th grade curriculums on our website. | | Done (Click here to review) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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| Original GOAL from prior year LCAP: | Continue developing students' peer-to-peer conflict-resolution and collaborative skills, and abilities to establish healthy social relationships | Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7__ 8x__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: _____ Applicable Pupil Subgroups: _____ | | |
| Expected Annual Measurable Outcomes: | Over 80% of parents agree strongly that the school encourages students to develop healthy relationships with adults at school, and guides them to navigate peer relationships and solve peer conflict. | Actual Annual Measurable Outcomes: 70% | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue Phase III of the Social Inclusion Initiative | \$ 10,600 | Phase III continued | \$ 7,398 |
| Continue Middle School Ropes Course event | \$ 7,000 | Continued | \$ 7,325 |
| Implement Phase II of Cyber Civics, a pioneering curriculum that addresses the developmental, social-cultural, and educational needs of 6-7-8th graders, incorporating ethics with knowledgeable use of technology. | \$ 1,000 | Implemented | \$ 449 (FY14) |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | See 2016-17 Goals II and III above | | |

Novato Charter School – 2016/17 Local Control Accountability Plan

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| Original GOAL from prior year LCAP: | Expand resources to help parents support their child’s academic and social success | Related State and/or Local Priorities: 1__ 2__ 3__ 4x_ 5x_ 6x_ 7x_ 8x_ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: _____ Applicable Pupil Subgroups: _____ | |
| Expected Annual Measurable Outcomes: | Increase percentage of parents who agree strongly that the school offers adequate opportunities and resources to help them support their child’s success from 64% to 75% | Actual Annual Measurable Outcomes: 60% |
| LCAP Year: 2015-16 | | |
| Planned Actions/Services | | Actual Actions/Services |
| | Budgeted Expenditures | Estimated Actual Annual Expenditures |
| Implement cloud-based Student Information System. | \$ 5,000 | Implemented. Each middle school class now has a parent and student-accessible website n/a |
| Continue through-lining across-the-grades curriculum presentations at parent evenings. | | Ongoing |
| Increase attendance to parent evenings. | | Ongoing |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | See 2016-17 Goal III above | |

Novato Charter School – 2016/17 Local Control Accountability Plan

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|---|----------------------------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$ <u>5,935 in 2015-16</u> |
| Funds are being invested in the after-school academic support programs: 'Homework Club' for grades 6-8 and 'Power Hour' for Grades 4-5, and to partially-cover the Instructional-Aide for Grades 1-3. | |

Novato Charter School – 2016/17 Local Control Accountability Plan

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| | |
|-----|---|
| 2.9 | % |
|-----|---|

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Novato Charter School – 2016/17 Local Control Accountability Plan

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

Novato Charter School – 2016/17 Local Control Accountability Plan

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).