

# School Accountability Report Card

## North Oakland Community Charter School

### Reported for School Year 2004-05

*Published During 2005-06*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	North Oakland Community Charter School	<b>District Name</b>	Oakland Unified School District
<b>Principal</b>	Julia Kassissieh	<b>Superintendent</b>	Randolph Ward
<b>Street</b>	410 Alcatraz Ave	<b>Street</b>	1025 Second Ave.
<b>City, State, Zip</b>	Oakland, CA 94609	<b>City, State, Zip</b>	Oakland, CA 94606-2212
<b>Phone Number</b>	510-655-0540	<b>Phone Number</b>	
<b>Fax Number</b>	510-655-1222	<b>Fax Number</b>	
<b>Web Site</b>	www.noccs.org	<b>Web Site</b>	http://ousd.k12.ca.us
<b>E-mail Address</b>	director@noccs.org	<b>E-mail Address</b>	
<b>CDS Code</b>	01-61259-6117972	<b>SARC Contact</b>	

### School Description and Mission Statement

Information about the school, its programs, and its goals.

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. NOCCS serves 64 students in grades K-5 in multi-age classrooms.

NOCCS culture fosters a community of teachers, students, administrators, and families all working toward the same goal to attain powerful teaching and high achievement in every domain for every student. The cornerstone of our school's educational program is an approach to teaching and learning that emphasizes teaching rigorous and purposeful learning units, assessing their effectiveness and the quality of student work, and revising and improving them. Learning units culminate in projects and performances that take students outside of school to gather information and data, bring the outside world into the classroom, and engage students in real-world investigations. Standards for learning units are reviewed and refined each year. Assessment is woven throughout each learning unit, pushing students to higher levels of performance in pursuit of academic excellence. Our school promotes a strong culture of best effort, high expectations, and high quality work. Community and collaboration is stressed throughout the curriculum.

### Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	Karen Keith	<b>Contact Person Phone Number</b>	510-655-0540
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Since its founding, NOCCS has relied on the enthusiastic involvement of parents and families. This includes a variety of activities such as volunteering in the classroom, designing gardening curriculum, serving on the board, and conducting outreach throughout Oakland. Every adult in our community is encouraged to tap their expertise and interests resulting in an array of activities that support teaching and learning.

In 2004-05, NOCCS families contributed 4,650 volunteer hours, averaging 11 hours per family per month. This far exceeds the four hours per month that is expected. Over 80% of NOCCS families participate in Family Meetings which take place six times a year. Most families attend school-wide events including our annual walk-a-thon which promotes fitness and raises funds for physical education programs, the winter concert which celebrates our community's cultural traditions, and our family appreciation breakfast during which students recognize their families' contributions to school life.

For the 2004-05 school year, families lead three high priority initiatives: 1) outreach to new families, 2) searching for a permanent site, and 3) increasing diversity and inclusivity.

## II. Demographic Information

### Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	9	Grade 9	--
Grade 1	11	Grade 10	--
Grade 2	10	Grade 11	--
Grade 3	10	Grade 12	--
Grade 4	15	Ungraded Secondary	--
Grade 5	9		
Grade 6	--		
Grade 7	--		
Grade 8	--		
Ungraded Elementary	--	<b>Total Enrollment</b>	64

### Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	7	10.93%	Hispanic or Latino	3	4.69%
American Indian or Alaska Native	0		Pacific Islander	0	
Asian	1	1.56%	White (Not Hispanic)	42	65.63%
Filipino	1	1.56%	Multiple or No Response	10	15.63%

### III. School Safety and Climate for Learning

#### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	April 2006	Date Last Discussed with Staff	April 2006
All staff, students, and families are familiar with NOCCS Emergency Operations and School Safety Plan. The plan is posted in the office and each classroom for easy access. Fire and Earthquake drills will happen at least twice a year.			

#### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

NOCCS' Core Principles include explicit expectations that children will "work to create stable, warm, supportive relationships" and that students will "draw on, value, and respect the richness of their own and each other's cultures and histories." As these principles illustrate, our community has developed an environment where students can be safe and learn to resolve conflicts peacefully and respectfully.
Every student learns Peacemaking, an approach to conflict resolution that relies on talking, listening, empathy and problem-solving. Each classroom has a designated "peace area" where students resolve disagreements, sometimes with adult support but often on their own. Our playground has a "peace bench," which serves the same purpose. Adults are also expected to resolve differences with respect and to model "the NOCCS way" for students.

#### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	0	0	0			
Rate of Suspensions	0	0	0			
Number of Expulsions	0	0	0			
Rate of Expulsions	0	0	0			

### IV. School Facilities

#### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

During the 2004-05 school year, NOCCS was located at 410 Alcatraz Avenue, an earthquake-retrofitted school building that it rented from a church. The site passed required inspections. Occasional facilities repairs were needed to toilets, water fountains, windows and phone lines. Repairs were ordered and completed as needed.

## School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	60	77	38	20	21		35	36	
Mathematics	50	73	36	21	22		35	34	
Science				11	11		27	25	
History-Social Science				11	12		28	29	

### CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	*	*	*	*	81
Mathematics	*	*	*	*	*	*	81
Science	*	*	*	*	*	*	N/A
History-Social Science	*	*	*	*	*	*	N/A

### CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	58	39	0	17	33	N/A
Mathematics	58	33	0	17	0	N/A
Science						
History-Social Science						

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT – All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	60	90	60	26	27		43	43	
Mathematics	55	70	30	33	36		50	51	

### NRT – Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*	*	*	*	*	*	90
Mathematics	*	*	*	*	*	*	67

### NRT – Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading			0	22	11	
Mathematics			0	27	29	

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7									
9									

## Academic Performance Index

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.



API Base Score				API Growth Score			
Growth Target				Actual Growth			

## State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	N/A	Yes			

## AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.



## Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003			2004			2005					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20				20				20	3		
Mathematics	20	2			20	3			20	3		
Science	20	2			20	3			20	3		
Social Science	20	2			20	3			20	3		

## Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100%
All Schools in District	--
High-Poverty Schools in District	--
Low-Poverty Schools in District	--

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	3	3	5
Teachers with Full Credential	3	2	5
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internships)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	1	0

<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	--	--	--
<b>Total Teacher Misassignments</b>	--	--	--

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	--
<b>Master's Degree plus 30 or more semester hours</b>	0.0	--
<b>Master's Degree</b>	66.66	--
<b>Bachelor's Degree plus 30 or more semester hours</b>	33.33	--
<b>Bachelor's Degree</b>	--	--
<b>Less than Bachelor's Degree</b>	--	--

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	--	--	--

### Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Performance Standards for all teachers have been devised using the California Standards for the Teaching Profession, NOCCS teacher expectations/responsibilities and NOCCS Core Principles. The Director, using both formal and informal observations, will observe all employees on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation conference. Formal observations include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. During the school year, each teacher will be observed at least three (3) times including at least two (2) formal observations.

Teachers at NOCCS are at will employees.

### Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

NOCCS maintains its own pool of qualified substitute teachers. The first preference is to have the teaching assistants on staff substitute when needed for a classroom teacher to provide continuity of education for NOCCS students.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0.0
Library Media Teacher (Librarian)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.3
Other	0.2

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	--

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The North Oakland Community Charter School uses Teaching for Understanding, a teaching framework developed by teachers and researchers at the Harvard Graduate School of Education. In Teaching for Understanding classrooms, teachers carefully 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 interests, students ask probing questions, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding on their own. While not a prescribed curriculum, Teaching for Understanding guides teachers in developing academically rigorous learning units that require students to engage in higher order thinking about important content matter in various disciplines. Teaching for Understanding is not curriculum or standards, rather it supports our teachers in organizing California's Content Standards into coherent lessons and units of study.

### Professional Development

Information about the program for training the school's teachers and other professional staff.

NOCCS students have an early release day each Wednesday which provides professional development opportunities for its teaching staff. NOCCS also encourages its teachers to participate in professional development opportunities that support our Core Principles and Individual Professional Development Plans outside of the school day such as the TfU Summer Institute, TERC Workshops, BAWP, and West Coast Literacy Conference. Full-time teachers may take paid days during the school year for professional development purposes.

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Good

<b>Mathematics</b>	Good
<b>Science</b>	Good
<b>History-Social Science</b>	Good

### Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Good
<b>Mathematics</b>	Good
<b>Science</b>	Good
<b>History-Social Science</b>	Good
<b>Foreign Language</b>	Good
<b>Health</b>	Good
<b>Science Laboratory Equipment (grades 9-12)</b>	--

### Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>K</b>	36,270	36,000
<b>1</b>	61,710	50,400
<b>2</b>	61,710	50,400
<b>3</b>	61,710	50,400
<b>4</b>	61,710	54,000
<b>5</b>	--	54,000
<b>6</b>	--	54,000
<b>7</b>	--	54,000
<b>8</b>	--	54,000
<b>9</b>	--	64,800
<b>10</b>	--	64,800
<b>11</b>	--	64,800
<b>12</b>	--	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Days With At Least 180 Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>9</b>		180 days
<b>10</b>		180 days
<b>11</b>		180 days
<b>12</b>		180 days

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.



Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

### College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

*No data available for this section*

### Workforce Preparation Programs

Information about the school's career technical education programs and classes.

*No data available for this section*

### Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	Site Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,853	
Mid-Range Teacher Salary	\$49,350	
Highest Teacher Salary	\$54,675	
Average Principal Salary (Elementary)	\$2000	
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	42.4%	
Percent of Budget for Administrative Salaries	8.7%	

### District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

Site	Site	State Average For Districts In Same Category	State Average All Districts
<b>Total Dollars Expended</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>
<b>\$490,201</b>	<b>\$9641</b>		

### **Types of Services Funded**

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to the educational program, NOCCS provided students the following specialist services through OUSD in 2004-05: Resource Specialist, Occupational Therapist, Speech and Language Pathologist. Also, once a year, Kindergarten, 2<sup>nd</sup> grade and 5<sup>th</sup> grade students have hearing and vision tests.