

# Executive Summary School Accountability Report Card, 2005-2006

## *For: North Oakland Community Charter School*

**Address: 1000 42<sup>nd</sup> Street, Oakland, CA 94608**  
**Principal: Francisco Gutierrez**

**Phone: 510. 655. 0540**  
**Grade Span: K-5**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### **About This School**

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 104 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.

### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	104
African American	17.31%
American Indian or Alaska Native	--
Asian	8.65%
Filipino	1.92%
Hispanic or Latino	11.54%
Pacific Islander	--
White (not Hispanic)	60.58%
Multiple or No Response	--
Socioeconomically Disadvantaged	18.3%
English Learners	--
Students with Disabilities	12%

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	5
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

### **School Facilities**

#### **Summary of Most Recent Site Inspection**

During the 2005-06 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.

**Repairs Needed**

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At the 410 Alcatraz Avenue site, occasional facilities repairs were needed to toilets, water fountains, windows and phone lines.

**Corrective Actions Taken or Planned**

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Repairs were ordered and completed as needed.

## Curriculum and Instructional Materials

<b>Core Curriculum Areas</b>	<b>Pupils Who Lack Textbooks and Instructional Materials</b>
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

<b>Level</b>	<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>
School Site	\$8,510
District	--
State	--

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on California Standards Tests</b>
English-Language Arts	%
Mathematics	%
Science	%
History-Social Science	%

## Academic Progress

<b>Indicator</b>	<b>Result</b>
2006 API Growth Score (from 2005 API Growth Report)	832
Statewide Rank (from 2005 API Base Report)	8
2006-07 Program Improvement Status	N/A

## School Completion

<b>Indicator</b>	<b>Result</b>
Graduation Rate	100%

## Postsecondary Preparation

<b>Measures</b>	<b>Percent</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

# School Accountability Report Card

## Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	North Oakland Community Charter School	<b>District Name</b>	Oakland Unified School District
<b>Street</b>	1000 42 <sup>nd</sup> Street	<b>Phone Number</b>	
<b>City, State, Zip</b>	Oakland, CA 94608	<b>Web Site</b>	<a href="http://www.ousd.k12.ca.us">www.ousd.k12.ca.us</a>
<b>Phone Number</b>	510-655-0540	<b>Superintendent</b>	Randolph Ward
<b>Principal</b>	Francisco Gutierrez	<b>E-mail Address</b>	
<b>E-mail Address</b>	<a href="mailto:director@noccs.org">director@noccs.org</a>	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

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 104 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

This section provides information about opportunities for parents to become involved with school activities.



K-3												
3-4												
4-8												
Other												

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06					
	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												
Mathematics												
Science												
Social Science												

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

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 Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School	District
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	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	0	0	2			
<b>Expulsions</b>	0	0	0			

### III. School Facilities

#### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Currently NOCCS is housed in a temporary site at 410 Alcatraz Avenue. We have located a permanent location for the 2006-07 school year and thereafter, at 1000 42<sup>nd</sup> Street.

#### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other</b>			

### IV. Teachers

#### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	3	2	5	
<b>Without Full Credential</b>	0	1	0	
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

#### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

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

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used 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.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.20	---

Resource Specialist (non-teaching)	.30	---
Other	.20	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good	0
Mathematics	Good	0
Science	Good	0
History-Social Science	Good	0
Foreign Language	Good	0
Health	Good	0
Science Laboratory Equipment (grades 9-12)	--	--

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8510	\$1067	\$7443	\$52,386
District	---	---		
Percent Difference – School Site and District	---	---		
State	---	---		
Percent Difference – School Site and State	---	---		

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to the educational program, NOCCS provided students the following specialist services through OUSD in 2005-06: 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.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type

and size. 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/salaries0405.asp>.

Category	Site Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,331	
Mid-Range Teacher Salary	\$53,198	
Highest Teacher Salary	\$58,630	
Average Principal Salary (Elementary)	\$51,818	
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	44%	
Percent of Budget for Administrative Salaries	18.4%	

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts									
Mathematics									
Science									
History-Social Science									

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				

<b>English Learners</b>				
<b>Students with Disabilities</b>				
<b>Students Receiving Migrant Education Services</b>				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading									
Mathematics									

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

### Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K									
1									
2									
3									
4									
5									
6	<i>To be provided by LEA</i>			<i>To be provided by LEA</i>			<i>To be provided by LEA</i>		

7									
8									
9									
10									
11									
12									

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide			
Similar Schools			

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				

<b>Socioeconomically Disadvantaged</b>				
<b>English Learners</b>	---	---		
<b>Students with Disabilities</b>	---	---		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>		
<b>Participation Rate - English-Language Arts</b>		
<b>Participation Rate - Mathematics</b>		
<b>Percent Proficient - English-Language Arts</b>		
<b>Percent Proficient - Mathematics</b>		
<b>API</b>		
<b>Graduation Rate</b>		

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>		
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	
<b>Percent of Schools Currently in Program Improvement</b>	---	

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05



## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
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			

## Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

*No data available for this section*

## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	<i>No data available for this section</i>
Percent of pupils completing a CTE program and earning a high school diploma	<i>No data available for this section</i>
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	<i>No data available for this section</i>

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	--
Graduates Who Completed All Courses Required for UC/CSU Admission	--

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	--	---
English	--	---
Fine and Performing Arts	--	---
Foreign Language	--	---
Mathematics	--	---
Science	--	---
Social Science	--	---
All courses	--	--

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

*No data available for this section*

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	--	--	--
Average Verbal Score	--	--	--
Average Math Score	--	--	--
Average Writing Score	---	---	--

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's 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

This section provides 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.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	42,770	36,000
1	55,310	50,400
2	55,310	50,400
3	55,310	50,400
4	55,310	54,000
5	55,310	54,000
6	--	54,000
7	--	54,000
8	--	54,000
9	--	64,800
10	--	64,800
11	--	64,800
12	--	64,800

### Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	--	180 days
10	--	180 days
11	--	180 days
12	--	180 days

### Minimum Days in School Year

The section provides 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.

NOCCS had 45 early release days in the 2005-06 school year. On early release days, students attend school 8:30 – 1:30. Each Wednesday students were released early for teacher professional development, and eight early release days were provided for parent/teacher conferences.