

Executive Summary School Accountability Report Card, 2006-07

North Oakland Community Charter School

Address: 1000 42nd Street, Oakland, CA 94608 **Phone:** (510) 655-0540
Principal: Carolyn Gramstorff **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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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 served 105 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.

<p>Student Enrollment</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>Number of students</td> <td>105</td> </tr> <tr> <td>African American</td> <td>18%</td> </tr> <tr> <td>American Indian or Alaska Native</td> <td>0%</td> </tr> <tr> <td>Asian</td> <td>11%</td> </tr> <tr> <td>Filipino</td> <td>1%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>9%</td> </tr> <tr> <td>Pacific Islander</td> <td>0%</td> </tr> <tr> <td>White (not Hispanic)</td> <td>60%</td> </tr> <tr> <td>Multiple or No Response</td> <td>1%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>10%</td> </tr> <tr> <td>English Learners</td> <td>5%</td> </tr> <tr> <td>Students with Disabilities</td> <td>8%</td> </tr> </tbody> </table>	Group	Enrollment	Number of students	105	African American	18%	American Indian or Alaska Native	0%	Asian	11%	Filipino	1%	Hispanic or Latino	9%	Pacific Islander	0%	White (not Hispanic)	60%	Multiple or No Response	1%	Socioeconomically Disadvantaged	10%	English Learners	5%	Students with Disabilities	8%		<p>Teachers</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>Teachers</th> </tr> </thead> <tbody> <tr> <td>Teachers with full credential</td> <td>5</td> </tr> <tr> <td>Teachers without full credential</td> <td>0</td> </tr> <tr> <td>Teachers Teaching Outside Subject Area of Competence</td> <td>0</td> </tr> <tr> <td>Misassignments of Teachers of English Learners</td> <td>0</td> </tr> <tr> <td>Total Teacher Misassignments</td> <td>0</td> </tr> </tbody> </table>	Indicator	Teachers	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
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School Facilities

Summary of Most Recent Site Inspection

April 6, 2007 David MacPherson of the Oakland Fire Dept. passed fire inspection of the facility. School site passed all required items on report.

Repairs Needed

School site was completely remodeled and newly occupied for fall 2006. No repairs needed at this time.

Corrective Actions Taken or Planned

We are planning to turn our storage space into a multi-purpose room, in the next 2 years.

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School Accountability Report Card
 Reported for School Year 2006-07
Published During 2007-08

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	
School Name	North Oakland Community Charter School (NOCCS)	District Name	
Street	1000 42 nd Street	Phone Number	
City, State, Zip	Oakland, CA 94608	Web Site	
Phone Number	(510) 655-0540	Superintendent	
Principal	Carolyn Gramstorff	E-mail Address	
E-mail Address	director@noccs.org		N/A

School Description and Mission Statement

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

The founders of the North Oakland Community Charter School developed the following ten principles that anchor and guide our community's work and provide a vision to which we aspire.

1. Respect for children and their learning

At the heart of our school is a profound appreciation, attentiveness, and respect for children's ideas. Our teachers learn by looking closely at children's understanding, and how their questions and curiosity lead them to explore their world. The insights they garner from these observations inform their practice in a powerful way

2. High expectations

We believe that attention to children's thinking goes hand in hand with the high expectations and rigorous academic standards we hold for children's work. Sharing, critiquing, and reflecting on student work help our students improve their work and performance. In this way, our school encourages children to reach beyond their limits.

3. A caring community of learners

Our school seeks to be a place where teachers, parents, and children create stable, warm, supportive relationships. We believe that the social climate is as important as the academic subjects taught in our classrooms. It is within the safe harbor of caring, compassionate relationships that children and adults are inspired to produce their best work.

4. Valuing diversity

We are committed to ensuring that the diversity of North Oakland is represented in our school -- its students, faculty, and governance. Our learning community seeks to be a dynamic exchange of the perspectives, talents, and ideas of all its members. Students, parents and faculty are encouraged to draw on, value, and respect the richness of their own and each other's cultures and histories, together with those of other communities.

5. Connections to the world

Our school seeks to bring the world into the classroom and the classroom into the world to create a vital exchange between the two. When children connect what they learn to the world they live in and the problems they face, they come to see their lives in a new way.

6. A commitment to equity

Our school believes that all children can learn at a high level and that any child's intellectual and social growth can be developed through practice and effort. Race, culture, income, and ethnicity will not be predictors of achievement. Instead, our school holds uncompromisingly high standards for all of its students, while providing active and flexible support to ensure their success.

7. Families' contributions

Families are their children's first and most important teachers. They create the bridge between the cultures that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles.

8. Respect for teachers and teaching

Our teachers bring a deep understanding of subject matter, children and their learning, and the craft of teaching. We respect their knowledge and support their growth and development as professionals and learners.

9. Creativity

Our school seeks to be a place where learning is graced with the creativity and inventiveness of children. Art in all its forms -- painting, dance, music, drama, poetry, and storytelling -- are routes for children to examine, interpret, and render the world. Art is a tool of the imagination. But it is also a vehicle of the intellect that allows children to demonstrate and construct their knowledge across the disciplines.

10. Teaching for understanding

In our school, teachers seek to design thought-provoking tasks that call on students to demonstrate a deep understanding of important subject matter. Using various forms of inquiry that engage their curiosity and wonder, students ask probing questions, conduct research, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding on their own.

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When they share their wealth of knowledge with teachers both are better able to support children's social, academic, and intellectual growth.

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Opportunities for Parental Involvement

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

Since its founding, NOCCS has relied upon the continuous, enthusiastic involvement of parents and families. This includes a variety of activities such as volunteering in classrooms, designing gardening curriculum, grant writing, serving on the school board, and conducting outreach throughout Oakland. Every family is encouraged to share their expertise and interests in an array of activities that support teaching, learning, and community building. We ask that each family contribute a minimum of **four** hours of volunteer time per month. During the 2006-2007 school year, NOCCS families exceeded this monthly volunteer goal. Families also have the opportunity to maintain their school involvement by attending weekly All School Meetings and monthly Community Meetings.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	20	Grade 8	N/A
Grade 1	20	Ungraded Elementary	N/A
Grade 2	20	Grade 9	N/A
Grade 3	20	Grade 10	N/A
Grade 4	25	Grade 11	N/A
Grade 5	n/a	Grade 12	N/A
Grade 6	n/a	Ungraded Secondary	N/A
Grade 7	n/a	Total Enrollment	N/A

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	18%	White (not Hispanic)	60%
American Indian or Alaska Native	0%	Multiple or No Response	1%
Asian	11%	Socioeconomically Disadvantaged	10%
Filipino	1%	English Learners	5%
Hispanic or Latino	9%	Students with Disabilities	
Pacific Islander	0%	--	--

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2004-05						2005-06			2006-07		
	Avg. Class Size		Number of Classrooms		Avg. Class Size		Number of Classrooms		Avg. Class Size		Number of Classrooms	
	1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+	
K	9	1		20	1							
1	11	1		19	1							
2	10	1		23	1							
3	10	1		16	1							
4	15	1		10	1							
5	9	1		14	1							
6												
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	2004-05						2005-06			2006-07		
	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					
	2004-05		2005-06		2006-07	
K	<i>To be provided by LEA</i>					
1						
2						
3						

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 outlined in the school handbook, posted in the office, and is available in each classroom. Fire and/or earthquake drills are conducted on a monthly basis and emergency kits are collected for each student at the beginning of the 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, empathizing, and problem solving. Each classroom has a designated "peace area" where students resolve disagreements, sometimes with adult support but often on their own. Peer Mediators are further trained in conflict resolution techniques and help to work through disagreements at recess. Teachers serve as models of "the NOCCS way" and facilitate students in resolving their differences with respect.

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			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	2	1	<i>To be provided by LEA</i>		
Expulsions	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.

NOCCS is located in its permanent site at 1000 42nd St. It is the first year that NOCCS has owned and occupied this facility. By the start of the school year, the building was completely renovated in order to meet all current building and safety regulations. We passed all inspections and plan to continue making improvements as our student body grows. In the future we plan to install solar panels, convert the storage space into a multi-purpose room, and plant a student garden.

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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			
Roofs	x			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	2	5	5	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence	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	2005-06	2006-07	2007-08
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/Cq/>.

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.

Narrative to be provided by LEA

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Narrative to be provided by LEA

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	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	.20	n/a
Resource Specialist (non-teaching)	.40	n/a
Other	N/A	n/a

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	100%	0%
Mathematics	100%	0%
Science	100%	0%
History-Social Science	100%	0%
Foreign Language	0	0%
Health	0	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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	\$9,389			\$51,657
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a		

To be provided by LEA

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 academic program, NOCCS provided qualifying students with speech and language support and occupational therapy offered by the Oakland Unified school District.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,195	
Mid-Range Teacher Salary	\$51,342	
Highest Teacher Salary	\$62,630	
Average Principal Salary (Elementary)	\$85,000	
Average Principal Salary (Middle)	n/a	
Average Principal Salary (High)	n/a	
Superintendent Salary	\$85,000	
Percent of Budget for Teacher Salaries	25%	

9									
10									
11									
12									

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
English-Language Arts									
Mathematics									

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
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						

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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	n/a
7	n/a
9	n/a

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. These ranks are published when the Base API is released each March. 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	2004	2005	2006
Statewide	10	10	8
Similar Schools	n/a	n/a	n/a

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
	2004-05	2005-06	2006-07	2007
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	n/a	n/a		
Students with Disabilities	n/a	n/a		

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
Overall	No	
Participation Rate - English-Language Arts	Yes	
Participation Rate - Mathematics	No	
Percent Proficient - English-Language Arts	Yes	
Percent Proficient - Mathematics	Yes	
API	Yes	
Graduation Rate	N/A	

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
Program Improvement Status	N/A	
First Year of Program Improvement	N/A	
Year in Program Improvement	N/A	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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 which data is available. 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2003-04	2004-05	2005-06
Dropout Rate (1-year)								
Graduation Rate								

Completion of High School Graduation Requirements

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 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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. 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 2007			
	School	District	State	
All Students	N/A			
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.

Narrative to be provided by LEA

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	<i>To be provided by LEA</i>
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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	N/A	n/a
English	N/A	n/a
Fine and Performing Arts	N/A	n/a
Foreign Language	N/A	n/a
Mathematics	N/A	n/a
Science	N/A	n/a
Social Science	N/A	n/a
All courses	N/A	n/a

College Admission Test Preparation Course Program

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

Narrative to be provided by LEA

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: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test			
Average Verbal Score			
Average Math Score			
Average Writing Score	n/a	n/a	

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.

Narrative to be provided by LEA

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Narrative to be provided by LEA

Instructional Minutes

To be provided by LEA

Grade Level	Offered	Instructional Minutes
K	<i>To be provided by LEA</i>	State Requirement 36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		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	Offered	Instructional Days With At Least 180 Instructional Minutes
9	N/A	State Requirement 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.

Narrative to be provided by LEA