

# North Oakland Community Charter School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	North Oakland Community Charter School
<b>Street</b>	1000 42nd Street
<b>City, State, Zip</b>	Oakland, Ca, 94608
<b>Phone Number</b>	510-655-0540
<b>Principal</b>	Jimmie Brown
<b>Email Address</b>	Jimmie.brown@noccs.org
<b>School Website</b>	NOCCS.org
<b>County-District-School (CDS) Code</b>	01 61259 6117972

## 2023-24 District Contact Information

<b>District Name</b>	North Oakland Community Charter School
<b>Phone Number</b>	510-655-0540
<b>Superintendent</b>	Jimmie Brown
<b>Email Address</b>	Jimmie.brown@noccs.org
<b>District Website</b>	NOCCS.org

## 2023-24 School Description and Mission Statement

The North Oakland Community Charter School (NOCCS) is a public school committed to fostering thoughtful, informed, and inquisitive citizens. Grounded in a vibrant and diverse learning community, we honor each child's unique intelligence and history, striving to deepen their intellectual and social capacities.

Guided by ten core principles, NOCCS is dedicated to:

Respect for children and their learning.

High expectations for academic excellence.

Cultivating a caring community of learners.

Valuing and embracing diversity.

Establishing meaningful connections to the world.

Upholding a commitment to equity.

Recognizing the vital contributions of families.

Respecting the significance of teachers and teaching.

Nurturing creativity.

Facilitating teaching for understanding.

These principles form the foundation of our educational approach, shaping NOCCS into a place where every child can flourish intellectually and socially.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	16
Grade 1	25
Grade 2	23
Grade 3	15
Grade 4	17
Grade 5	23
Total Enrollment	119

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9%
Male	47.1%
Non-Binary	0
Asian	0.8%
Black or African American	26.9%
Filipino	0.8%
Hispanic or Latino	16%
Two or More Races	1.7%
White	12.6%
English Learners	10.1%
Socioeconomically Disadvantaged	59.7%
Students with Disabilities	10.1%

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.00	50.00	1471.70	56.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	95.60	3.68	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.00	50.00	725.40	27.92	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	64.80	2.50	12115.80	4.41
<b>Unknown</b>	0.00	0.00	240.60	9.26	18854.30	6.86
<b>Total Teaching Positions</b>	8.00	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.00	66.67	1583.50	61.54	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	11.11	148.90	5.79	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	22.22	719.90	27.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	75.30	2.93	11953.10	4.28
<b>Unknown</b>	0.00	0.00	45.40	1.77	15831.90	5.67
<b>Total Teaching Positions</b>	9.00	100.00	2573.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.00	2.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.00</b>	<b>2.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	57.1	28.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	44.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	As a charter school, NOCCS has the flexibility to design and implement an English Language Arts (ELA) program aligned with our charter's educational objectives ( Wit and Wisdom). At NOCCS, we embrace a balanced approach to literacy,	No	0

	incorporating a reader's and writer's workshop program. This approach utilizes a diverse range of texts to cater to each student's literacy development. Our resources encompass leveled books, novel sets, and curriculum developed in-house, fostering a comprehensive and tailored learning experience in the realm of literacy.		
<b>Mathematics</b>	Read Math (TK-5) Other supplemental mathematic materials.	No	0
<b>Science</b>	As a charter, NOCCS is free to implement a science curriculum ( Amplify Science) that is in keeping with the educational program outlined in our charter. NOCCS uses a variety of instructional materials Within the Amplify Science Curriculum to support our science units, all of which are developed using the teaching for understanding framework.	No	0
<b>History-Social Science</b>	As a charter, NOCCS is free to implement a social studies curriculum that is in keeping with the educational program outlined in our charter. NOCCS uses a variety of instructional materials, including primary and secondary source documents, to support our social studies units, all of which are developed using the teaching for understanding framework.	No	0
<b>Foreign Language</b>	N/A	No	0
<b>Health</b>	N/A	No	0
<b>Visual and Performing Arts</b>	N/A	No	0

## School Facility Conditions and Planned Improvements

In the Fall of 2023, Alameda, CA conducted a facility inspection at NOCCS, and we are pleased to share that NOCCS successfully passed each aspect of the inspection. The ongoing maintenance of our facility, both mechanically and aesthetically, ensures that it remains in good condition. Your dedication to maintaining a high-quality environment is truly appreciated.

**Year and month of the most recent FIT report**

08/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	32	41	35	34	47	46
<b>Mathematics</b> (grades 3-8 and 11)	25	12	25	26	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	51	37	72.55	27.45	40.54
<b>Female</b>	29	24	82.76	17.24	45.83
<b>Male</b>	22	13	59.09	40.91	30.77
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	15	13	86.67	13.33	38.46
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	11	8	72.73	27.27	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	12	57.14	42.86	50.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	20	64.52	35.48	45.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	51	50	98.04	1.96	12.00
<b>Female</b>	29	29	100.00	0.00	13.79
<b>Male</b>	22	21	95.45	4.55	9.52
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	15	15	100.00	0.00	13.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	11	10	90.91	9.09	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	21	100.00	0.00	14.29
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	31	100.00	0.00	9.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.58	25.00	19.36	20.14	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	20	95.24	4.76	25.00
Female	12	12	100.00	0.00	33.33
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	n/A	N/A	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

One of the most noticeable aspects people see when entering our school is a wall filled with group portraits of nearly every family at NOCCS. We do this for much more than the stunning aesthetic value that it brings to the building – we do this because we firmly believe and want to demonstrate our history of and continuing commitment to involving the entire family in the education of our students and the life of our school community.

NOCCS was founded by a group of parents and educators committed to the promise of public education. This commitment is evident throughout NOCCS' history, and continues to thrive as a guiding principle and practice of our school today.

NOCCS is also known throughout the area as a model of parent/family and community involvement. Our parents and families typically log over 7,000 volunteer hours per year. The volunteer services that our families provide are wide ranging, including teaching handwriting, organizing the gardening program, serving on our board of Trustees, teaching visual arts classes, directing fundraising efforts, and more. This level of involvement fosters a culture of shared responsibility and accountability for the school and the education of every child at NOCCS.

In addition to volunteerism, parents and families play a critical role in the life of the school and community. From recreational activities, such as family dances, to involvement in the educational program through bi-annual family conferences and participation in the portfolio and performance assessment systems at NOCCS, families are intricately woven into the fabric of the school.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	147	132	26	19.7
Female	77	70	12	17.1
Male	70	62	14	22.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	1	1	0	0.0
Black or African American	40	37	9	24.3
Filipino	1	1	0	0.0
Hispanic or Latino	26	23	6	26.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	15	15	3	20.0
English Learners	21	19	4	21.1
Foster Youth	3	3	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	91	81	18	22.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	16	15	2	13.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.31	2.72	0.03	3.92	3.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.08	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.72	0
Female	0	0
Male	5.71	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.5	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.3	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.5	0

## 2023-24 School Safety Plan

All staff, students, and families are well-acquainted with NOCCS Emergency Operations and School Safety Plan, detailed in the school handbook, posted in the office, and available in each classroom. Monthly drills for lockdowns, fires, and earthquakes are conducted, and emergency kits are collected for students at the beginning of each year.

Furthermore, NOCCS is actively implementing and refining our "Comprehensive Peacemaking Program." This program includes proactive/educational measures, as well as individual and group interventions, designed to create, maintain, and support a physically, socially, and emotionally safe school environment for all community members.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3		
1	15	1		
2	23		1	
3	25		1	
4	28		1	
5	13	1		
Other	23		1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
1	14	2		
2	25		1	
3	25		1	
4	26		1	
5	22		1	
Other	145			1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	0	0
1	25	0	1	0
2	23	0	1	0
3	15	1	0	0
4	17	1	0	0
5	23	0	1	0
6	0	0	0	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (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	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$20,096	\$5,617	\$14,479	\$62,054
<b>District</b>	N/A	N/A	0	\$70,572
<b>Percent Difference - School Site and District</b>	N/A	N/A	0	0
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	0	0

## Fiscal Year 2022-23 Types of Services Funded

N/A



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,905	\$55,550
<b>Mid-Range Teacher Salary</b>	\$71,469	\$80,703
<b>Highest Teacher Salary</b>	\$97,980	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$117,779	\$137,703
<b>Average Principal Salary (Middle)</b>	\$123,453	\$143,760
<b>Average Principal Salary (High)</b>	\$165,859	\$159,021
<b>Superintendent Salary</b>	\$307,299	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	27.3%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	8.37%	4.87%

## Professional Development

Upon joining NOCCS, our entire staff engages in comprehensive professional development throughout their tenure. We kick off each school year with a full week dedicated to professional development. Throughout the academic year, our staff members actively participate in a minimum of 160 hours of site-based professional development. Additionally, the entire staff engages in quarterly development sessions focused on Trauma-Informed practices and Diversity, Equity, and Inclusion (DEI) initiatives.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			25