

North Oakland Community Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

D.M. Kloker, Head of School

Principal, North Oakland Community Charter

About Our School

Thank you for your interest in North Oakland Community Charter School (NOCCS). As Head of School it is my honor to continue the work began in 2000 of educating thoughtful, informed, and inquisitive citizens through our core principles, chief among them a commitment to equity, high expectations and creativity.

Yours in Education,
D.M. Kloker, NBCT, M.Ed
Head Of School
North Oakland Community Charter School (NOCCS)
kloker@noccs.org

Contact

North Oakland Community Charter
1000 42nd St.
Oakland, CA 94608-3621

Phone: 510-655-0540
E-mail: kloker@noccs.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
E-mail Address	kyla.johnson@ousd.org
Web Site	http://www.ousd.org

School Contact Information (School Year 2018—19)	
School Name	North Oakland Community Charter
Street	1000 42nd St.
City, State, Zip	Oakland, Ca, 94608-3621
Phone Number	510-655-0540
Principal	D.M. Kloker, Head of School
E-mail Address	kloker@noccs.org
Web Site	http://www.noccs.org
County-District-School (CDS) Code	01612596117972

Last updated: 2/18/2019

School Description and Mission Statement (School Year 2018—19)

Who we are: NOCCS is a neighborhood-driven, equity-focused, and arts-infused, progressive education school serving students from kindergarten through 8th grade.

Mission Statement: 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.

Location and Demographics: NOCCS is in the Longfellow Neighborhood of Oakland, right on the border with Emeryville. The economically (56% Free and Reduced Lunch) and racially diverse student body represents the populations of the North Oakland, West Oakland, and Temescal neighborhoods from which it draws.

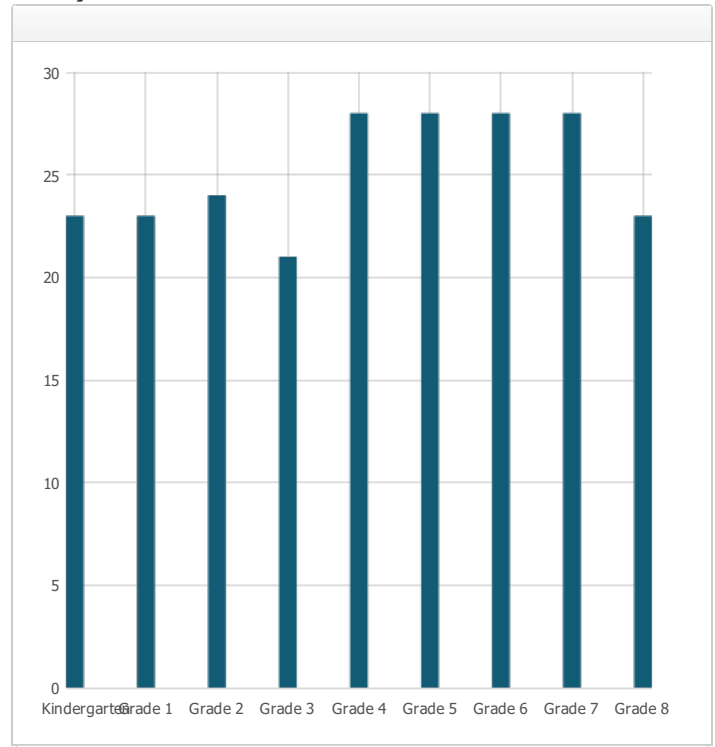
Core Principles: In 2000, a diverse group of parents and educators began meeting in North Oakland to share a dream of starting a new school. Those founders talked about how they could design a school that respected and nurtured young learners. They developed NOCCS' 10 Core Principles.

- A commitment to equity
- Families' contributions
- Respect for teachers and teaching
- Creativity
- Teaching for understanding
- Respect for children and their learning
- High expectations
- A caring community of learners
- Valuing diversity
- Connections to the world

Last updated: 2/18/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	23
Grade 1	23
Grade 2	24
Grade 3	21
Grade 4	28
Grade 5	28
Grade 6	28
Grade 7	28
Grade 8	23
Total Enrollment	226



Last updated: 2/18/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	27.9 %
American Indian or Alaska Native	%
Asian	9.7 %
Filipino	%
Hispanic or Latino	12.4 %
Native Hawaiian or Pacific Islander	%
White	28.8 %
Two or More Races	19.9 %
Other	1.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	44.2 %
English Learners	8.8 %
Students with Disabilities	11.5 %
Foster Youth	0.4 %

A. Conditions of Learning

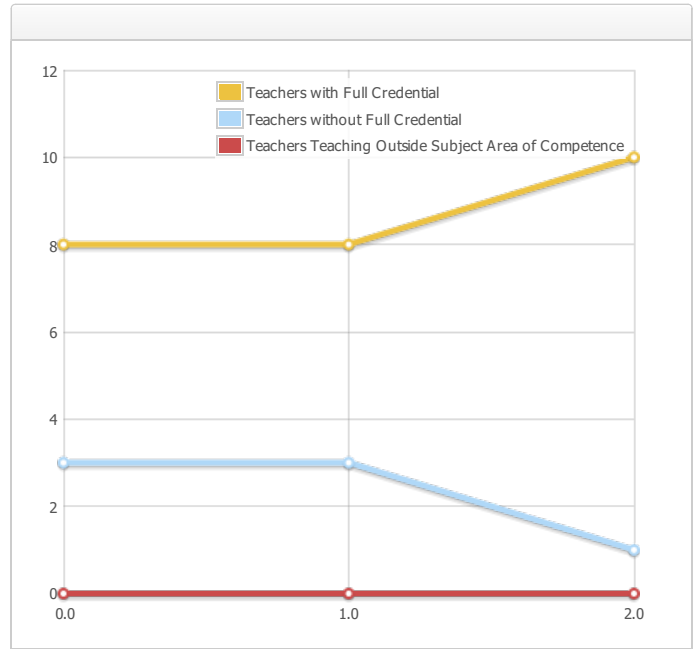
State Priority: Basic

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

Teacher Credentials

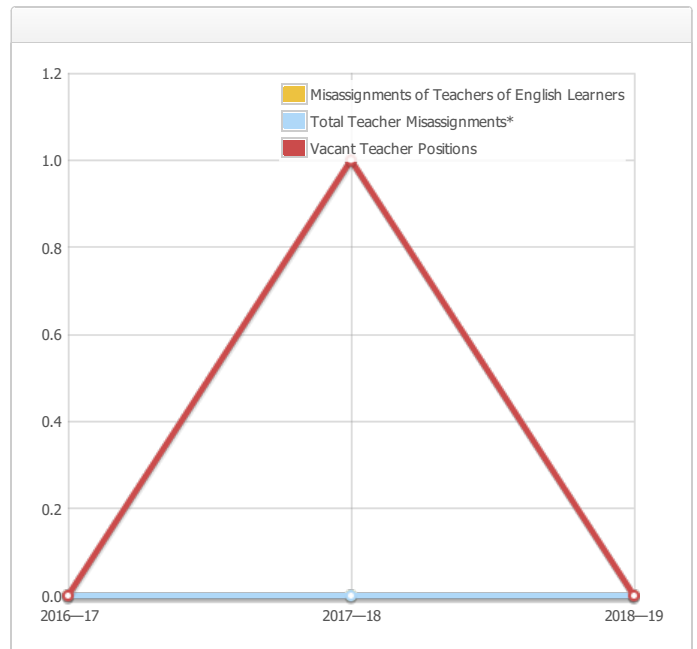
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	8	10	10
Without Full Credential	3	3	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	As a charter school, NOCCS is free to implement an ELA program that is in keeping with the educational program outlined in our charter. NOCCS uses a balanced approach to literacy, that is aligned to the Teacher's College Readers and Writers Project (TCRWP). Within our reading and writing program we utilize a variety of texts, leveled books, novel sets, and site-created curriculum. As we have transitioned to the Common Core State Standards, we have also adopted the Wit and Wisdom ELA curriculum with all of the associated trade books.	Yes	0.0 %
Mathematics	In 2017-2018, NOCCS adopted the Ready for Common Core curriculum from Curriculum and Associates. Every student has their own workbook and associated online resources.	Yes	0.0 %
Science	<p>NOCCS presents social studies content in four interconnected formats. These formats include: (1) incorporating social studies content within the NOCCS reading workshop program with an emphasis on expository reading texts and materials to build student concepts, vocabulary, and background knowledge, (2) incorporating social studies content within the NOCCS writer's workshop program with an emphasis on expository writing and research, (3) presenting standards-based social studies content through integrated/interdisciplinary, thematic units of instruction using the Harvard Project Zero Teaching for Understanding® (TFU) curriculum design framework, and (4) presenting disciplinary-focused units of instruction developed by content-area curriculum experts and/or developed within NOCCS, again using the Harvard Project Zero Teaching for Understanding® (TFU) curriculum design framework.</p> <p>Using the TFU framework, teachers create/revise and implement rich inter- and intra-disciplinary units that incorporate the California Social Studies and California Common Core ELA Standards for Literacy Science and Technical subjects.</p> <p>Often, our lower grade units integrate both science and social studies standards. Because of our K-5 multi-age format, our K-5 curriculum maps are arranged in two-year cycles and cover social studies standards from both of the included grade level spans. As students progress to our upper elementary and middle school grades, these units become increasingly disciplinary in order to accommodate more in-depth content and skills development. In our 6-8th grade program, students participate in a minimum of two interdisciplinary units per year. A minimum of one of these units focuses on a social studies-based topic or theme. Our TfU social studies units utilize and/or integrate science curricular materials such as units of study and materials from a range of resources including but not limited to TCI Curricular Resources, and Common Sense Media Digital Literacy and Citizen Curriculum.</p>	Yes	0.0 %
History-Social Science	<p>NOCCS presents social studies content in four interconnected formats. These formats include: (1) incorporating social studies content within the NOCCS reading workshop program with an emphasis on expository reading texts and materials to build student concepts, vocabulary, and background knowledge, (2) incorporating social studies content within the NOCCS writer's workshop program with an emphasis on expository writing and research, (3) presenting standards-based social studies content through integrated/interdisciplinary, thematic units of instruction using the Harvard Project Zero Teaching for Understanding® (TFU) curriculum design framework, and (4) presenting disciplinary-focused units of instruction developed by content-area curriculum experts and/or developed within NOCCS, again using the Harvard Project Zero Teaching for Understanding® (TFU) curriculum design framework.</p> <p>Using the TFU framework, teachers create/revise and implement rich inter- and intra-disciplinary units that incorporate the California Social Studies and California Common Core ELA Standards for Literacy Science and Technical subjects.</p> <p>Often, our lower grade units integrate both science and social studies standards. Because of our K-5 multi-age format, our K-5 curriculum maps are arranged in two-year cycles and cover social studies standards from both of the included grade level spans. As students progress to our upper elementary and middle school grades, these units become increasingly disciplinary in order to accommodate more in-depth content and skills development. In our 6-8th grade program, students participate in a minimum of two interdisciplinary units per year. A minimum of one of these units focuses on a social studies-based topic or theme. Our TfU social studies units utilize and/or integrate science curricular materials such as units of study and materials from a range of resources including but not limited to TCI Curricular Resources, and Common Sense Media Digital Literacy and Citizen Curriculum.</p>	Yes	0.0 %
Foreign Language	n/a		0.0 %
Health	n/a		0.0 %
Visual and Performing Arts	As a charter school, NOCCS is free to implement a Visual and Performing Arts 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 Visual and Performing Arts units, all of which are developed using the Teaching for Understanding framework.	Yes	0.0 %

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 2/18/2019

School Facility Conditions and Planned Improvements

The NOCCS facility continues to be in good condition and is maintained on a regular basis both mechanically and aesthetically. We recently made several roof repairs in anticipation of winter rains. With funding support from CA Prop39, we have replaced all classroom lighting with energy-efficient LED's, upgraded school lunch refrigeration and heating appliances, and are in the process of having an additional solar panel system installed.

Last updated: 2/18/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Three holes exist in walls of the school that are in the process of repair (boys' bathroom, outside room 9, and in Multipurpose Room)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	A leak in the roof above room 9 reemerged after a rainy week. We have hired a roof contractor to repair.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 2/18/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	41.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	31.0%	28.0%	29.0%	37.0%	38.0%

Note: 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.

Note: 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.

Last updated: 2/18/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	149	130	87.25%	41.09%
Male	77	72	93.51%	34.72%
Female	72	58	80.56%	49.12%
Black or African American	47	42	89.36%	14.29%
American Indian or Alaska Native				
Asian	12	--	83.33%	30.00%
Filipino				
Hispanic or Latino	22	21	95.45%	47.62%
Native Hawaiian or Pacific Islander				
White	34	29	85.29%	75.86%
Two or More Races	31	26	83.87%	48.00%
Socioeconomically Disadvantaged	56	46	82.14%	24.44%
English Learners	17	16	94.12%	13.33%
Students with Disabilities	21	16	76.19%	25.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: 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.

Note: 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.

Last updated: 2/18/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	149	125	83.89%	31.20%
Male	77	71	92.21%	28.17%
Female	72	54	75.00%	35.19%
Black or African American	47	40	85.11%	--
American Indian or Alaska Native				
Asian	12	12	100.00%	16.67%
Filipino				
Hispanic or Latino	22	19	86.36%	26.32%
Native Hawaiian or Pacific Islander				
White	34	27	79.41%	74.07%
Two or More Races	31	24	77.42%	33.33%
Socioeconomically Disadvantaged	56	48	85.71%	14.58%
English Learners	17	16	94.12%	
Students with Disabilities	21	17	80.95%	23.53%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: 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.

Note: 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.

Last updated: 2/18/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/18/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

n/a

Last updated: 2/18/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	--

Last updated: 2/18/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.8%	45.8%	25.0%
7	48.1%	22.2%	3.7%

Note: 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.

Last updated: 2/18/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

NOCCS has three main avenues for parental/family involvement in school. The first is the Parent Teacher Organization, a group which meets monthly to learn about the goings on at the school, plan evening/weekend events, and connect with NOCCS staff. The second avenue are the Family Advisory Councils (FAC), which are identify affinity groups for various historically underrepresented groups in education. The African American FAC meets monthly and is an ongoing support of including and moving into leadership African American students and their families. The LGBTQ FAC has worked on addressing gender and identity-perceived derogatory language within the school community. The final avenue for parental/family involvement is the NOCCS board of directors, which has numerous parents of students as the governing board of the school. At the monthly board meetings, all members of the community are given an open forum to share their concerns with the Head of School and the governing board of directors.

State Priority: Pupil Engagement

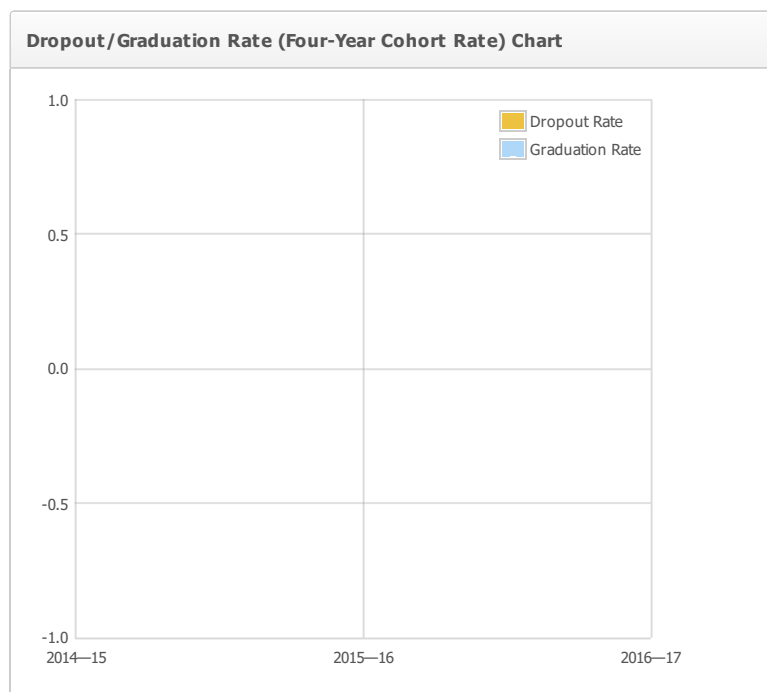
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	24.1%	20.3%	10.7%	9.7%
Graduation Rate	--	--	63.4%	64.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	13.5%	9.1%
Graduation Rate	--	73.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/18/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

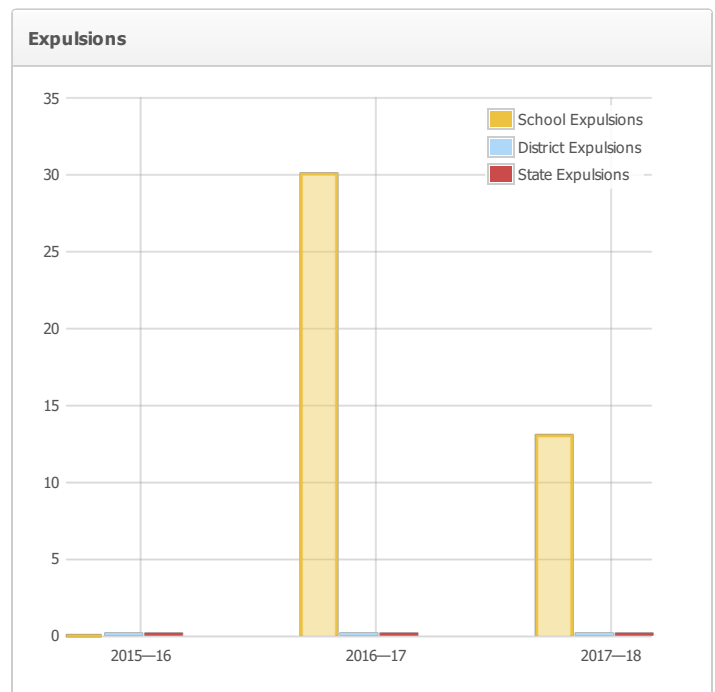
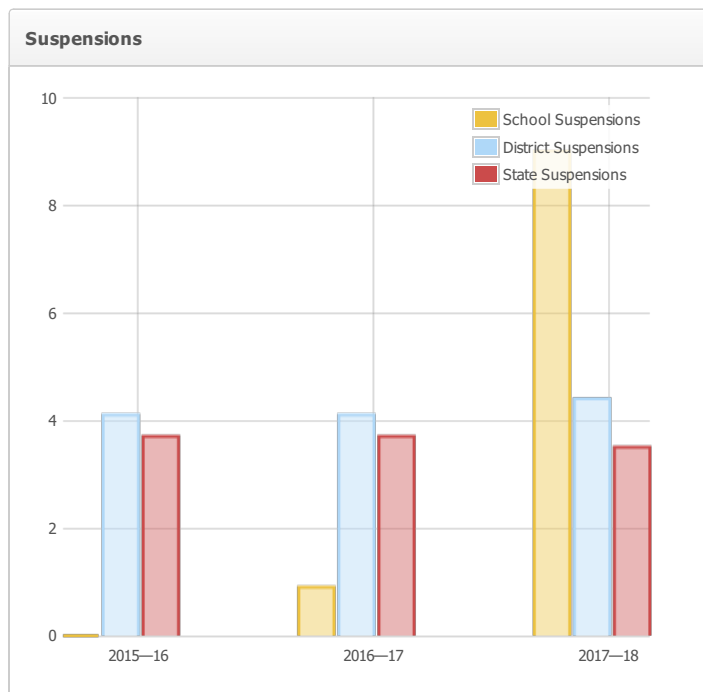
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	0.9%	9.0%	4.1%	4.1%	4.4%	3.7%	3.7%	3.5%
Expulsions	--	30.0%	13.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/18/2019

School Safety Plan (School Year 2018—19)

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. It was reviewed, updated and discussed during staff orientation in August of 2018. Fire, Earthquake, Shelter in Place and Lockdown drills are conducted on a regular basis and emergency supplies are stored in an outside container for all staff and students.

Last updated: 2/18/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1				
2				
3	23.0		2	
4				
5	27.0		2	
6	26.0		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1				
2				
3	23.0		2	
4				
5	27.0		2	
6	26.0		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		2	
1				
2	12.0	1		
3	17.0	1	1	
4				
5	28.0		2	
6	28.0		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 2/18/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0		2	
Mathematics				
Science	25.0		2	
Social Science	25.0		2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0		2	
Mathematics				
Science	27.0		2	
Social Science	27.0		2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0		2	
Mathematics	26.0		2	
Science	26.0		2	
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/18/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.8	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*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.

Last updated: 2/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	\$52495.3
District	N/A	N/A	--	\$62742.0
Percent Difference – School Site and District	N/A	N/A	--	83.6%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	64.9%

Note: Cells with N/A values do not require data.

Last updated: 2/18/2019

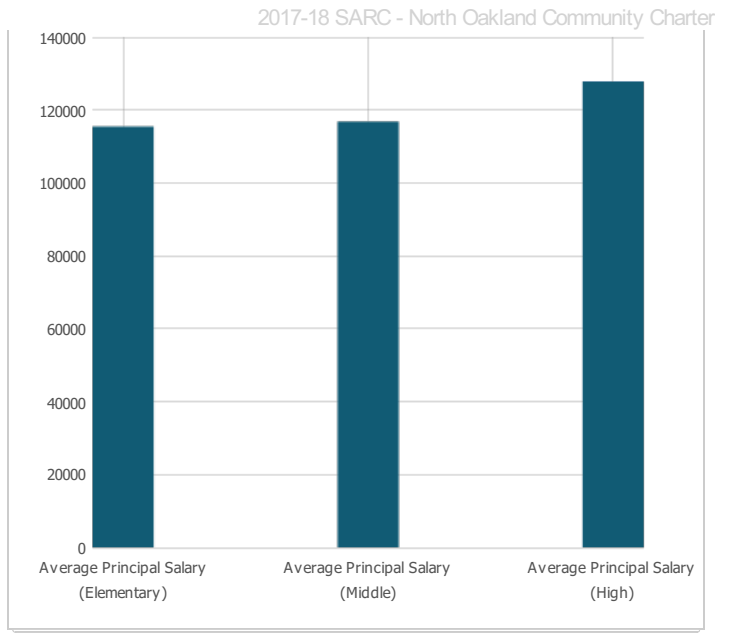
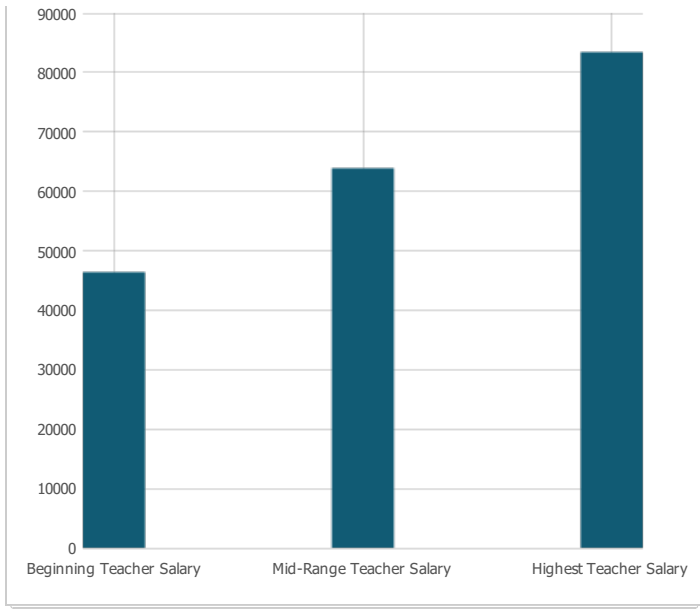
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,411	\$47,903
Mid-Range Teacher Salary	\$63,904	\$74,481
Highest Teacher Salary	\$83,437	\$98,269
Average Principal Salary (Elementary)	\$115,474	\$123,495
Average Principal Salary (Middle)	\$116,841	\$129,482
Average Principal Salary (High)	\$127,847	\$142,414
Superintendent Salary	\$297,052	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	10.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/18/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/18/2019

Professional Development

The three main professional development priorities for the 2018-2019 are: Community (How do we build/repair community?), Discourse (How do we make sure we are talking about the right things?), and Equity (How do we make sure everyone is welcomed and inspired?). The staff meets together every Wednesday afternoon, during minimum days for whole staff professional development. This year we have read *Academic Conversations* by Zwiers and Crawford and *Courageous Conversations about Race* by Singleton. In addition to these whole staff professional development sessions, the lead teachers each chose one of three committees (Community & Grounds, Instructional Leadership Team, or Response to Intervention). These committees meet biweekly to think about the needs of the school community, using data and research to guide us. Finally, teachers meet biweekly in grade level teams to do planning and data analysis for their specific content.

Last updated: 2/18/2019