

North Oakland Community Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Stephen Ajani, Principal

Principal, North Oakland Community Charter

About Our School

As the Head of School of NOCCS, I am proud to introduce you to our school! Please check out our School Accountability Report Card as well as our website. This will give you a good picture of our student body, school programs, activities, services, and our school personnel. If you have any questions feel free to contact me directly.

Be well,

Stephen Ajani
Head of School
stephen.ajani@noccs.org

Contact

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

*Phone: 901-229-2221
E-mail: office@noccs.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	North Oakland Community Charter
Street	1000 42nd St.
City, State, Zip	Oakland, Ca, 94608-3621
Phone Number	901-229-2221
Principal	Stephen Ajani, Principal
E-mail Address	office@noccs.org
Web Site	http://www.noccs.org
County-District-School (CDS) Code	01612596117972

Last updated: 1/30/2018

School Description and Mission Statement (School Year 2017-18)

The North Oakland Community Charter School (NOCCS) is aligned to and driven by a powerful mission, vision, and set of guiding principles.

Mission: The North Oakland Community Charter School (NOCCS) is a public school dedicated to helping children to become thoughtful, informed, and inquisitive citizens. NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. Our school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child that we serve.

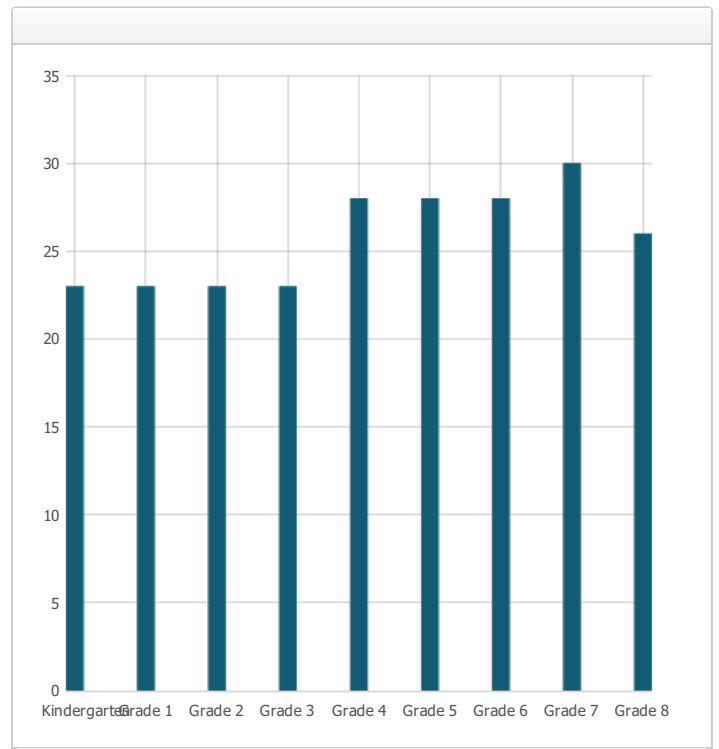
Guiding Principles: NOCCS is driven by ten core principles that anchor and guide our community and its work, and provide a vision to which we aspire as a learning community. These principles include: (1) respect for children and their learning; (2) high expectations; (3) a caring community of learners; (4) valuing diversity; (5) connections to the world; (6) a commitment to equity; (7) families' contributions; (8) respect for teachers and teaching; (9) creativity; and (10) teaching for understanding.

Vision: In our most recent charter term, we have added our Graduate Profile to our set of foundation documents. Our graduate profile sets forth our school's vision for what each student, throughout their career and upon their 8th grade graduation from NOCCS, shall know and be able to concretely evidence through various forms of assessment and student work in four domains – (1) critical and creative thinking, (2) powerful communication, (3) community engagement, and (4) scholarship.

Last updated: 1/30/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	23
Grade 1	23
Grade 2	23
Grade 3	23
Grade 4	28
Grade 5	28
Grade 6	28
Grade 7	30
Grade 8	26
Total Enrollment	232



Last updated: 1/30/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	21.2 %
American Indian or Alaska Native	0.0 %
Asian	11.6 %
Filipino	0.9 %
Hispanic or Latino	16.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	23.4 %
Two or More Races	0.2 %
Other	26.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.5 %
English Learners	7.2 %
Students with Disabilities	2.3 %
Foster Youth	0.0 %

Last updated: 1/30/2018

A. Conditions of Learning

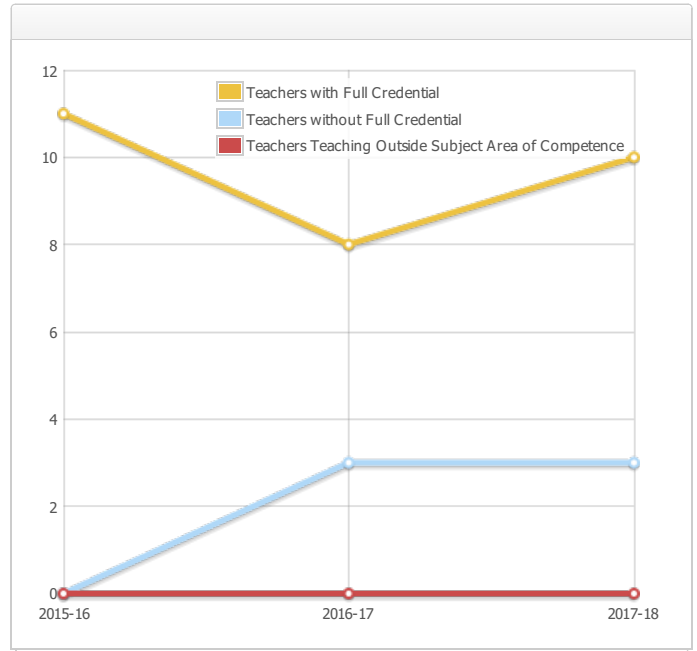
State Priority: Basic

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

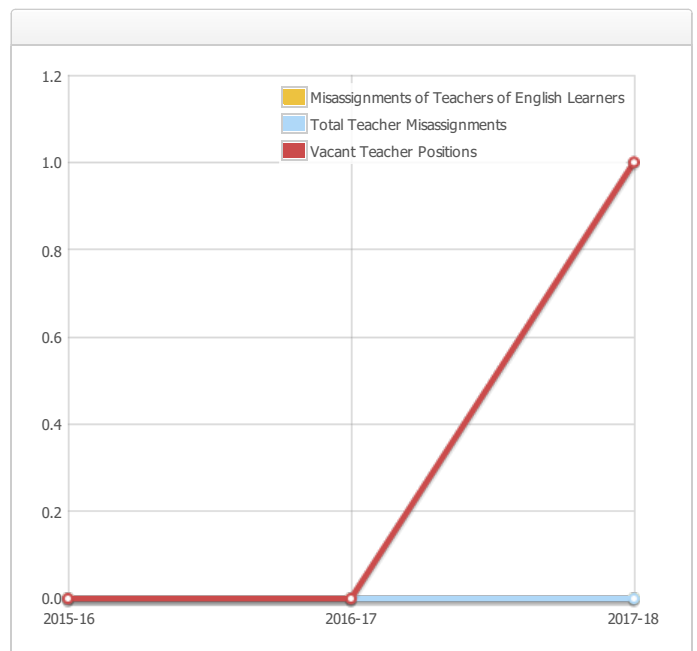
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	8	10	
Without Full Credential	0	3	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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: 1/30/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

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 upgraded our instructional materials to include additional non-fiction texts.	Yes	0.0 %
Mathematics	As we have transitioned to the Common Core State Standards, we have adopted Eureka Math Story of Units for K-5. In our 6-8th mathematics program, we utilize a variety of mathematics curriculum and materials including, Curriculum Associates Ready, TenMarks, MathAction, as well as Eureka Math.	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 through 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 through 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	As a charter school, NOCCS is free to implement a foreign language 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 foreign language units, all of which are developed using the Teaching for Understanding framework.	Yes	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 %

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

Last updated: 1/30/2018

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: 1/30/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
----------------	------

Last updated: 1/30/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	67%	54%	33%	35%	48%	48%
Mathematics (grades 3-8 and 11)	47%	38%	27%	28%	36%	37%

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: 1/30/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	149	94.90%	54.36%
Male	71	70	98.59%	55.71%
Female	86	79	91.86%	53.16%
Black or African American	33	31	93.94%	19.35%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	0	0		
Hispanic or Latino	26	24	92.31%	45.83%
Native Hawaiian or Pacific Islander	0	0		
White	40	37	92.50%	86.49%
Two or More Races	36	36	100.00%	69.44%
Socioeconomically Disadvantaged	47	47	100.00%	21.28%
English Learners	23	23	100.00%	17.39%
Students with Disabilities	20	19	95.00%	31.58%
Students Receiving Migrant Education Services	0	0		
Foster Youth	0	0		

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: 1/30/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	149	94.90%	38.26%
Male	71	70	98.59%	38.57%
Female	86	79	91.86%	37.97%
Black or African American	33	31	93.94%	9.68%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	0	0		
Hispanic or Latino	26	24	92.31%	33.33%
Native Hawaiian or Pacific Islander	0	0		
White	40	37	92.50%	64.86%
Two or More Races	36	36	100.00%	50.00%
Socioeconomically Disadvantaged	47	47	100.00%	17.02%
English Learners	23	23	100.00%	13.04%
Students with Disabilities	20	19	95.00%	21.05%
Students Receiving Migrant Education Services	0	0		
Foster Youth	0	0		

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: 1/30/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79.0%	75.0%	38.0%	39.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	60.0%	30.0%	10.0%
7	50.0%	40.0%	10.0%

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.

Last updated: 1/30/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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. 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 in, 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 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, helping to maintain and improve facilities, 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 picnics, 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. Multiple opportunities are provided to communicate with school leaders and gather feedback and input, including Bridge Day, Back to School Night, the Annual Family Survey and informal coffees held throughout the year. The Family Teacher Organization (FTO) is instrumental in supporting our engaged community of families.

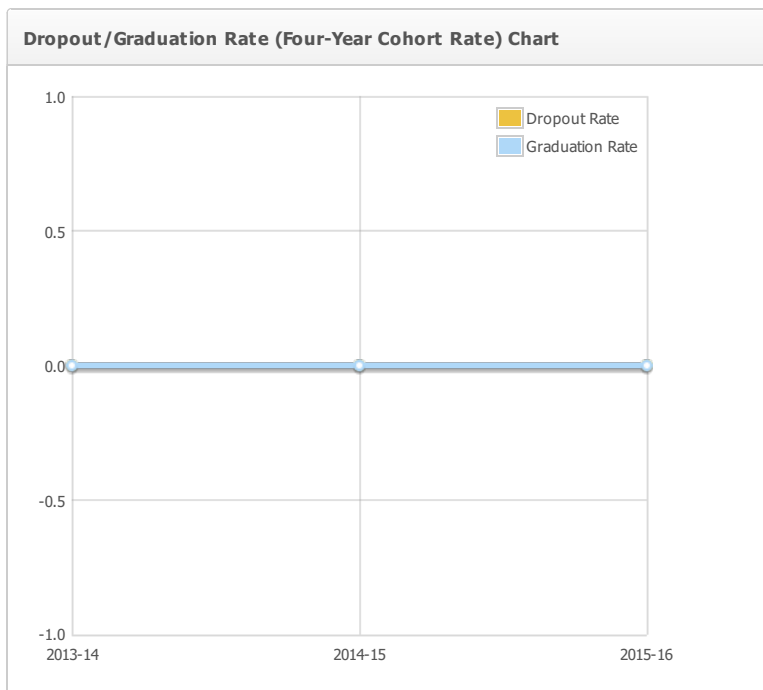
State Priority: Pupil Engagement

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	60.5%	63.4%	64.9%	81.0%	82.3%	83.8%



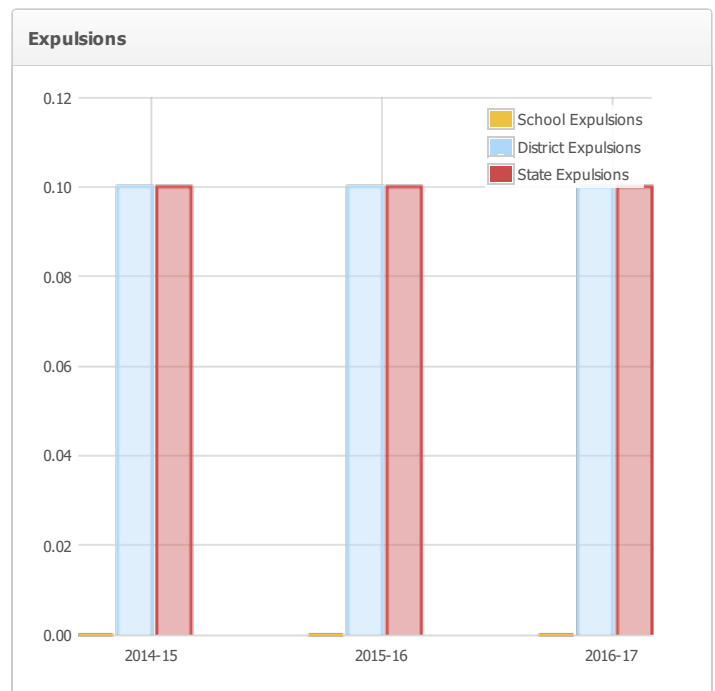
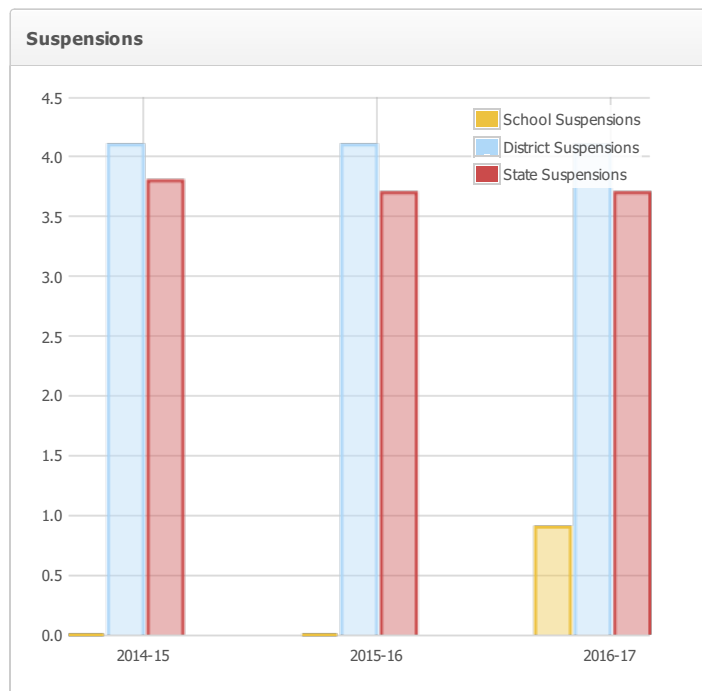
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.9%	4.1%	4.1%	4.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

School Safety Plan (School Year 2017-18)

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 2017. 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: 1/30/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	2	0	22.0	0	2	0	22.0	0	2	0
1	22.0	0	0	0	0.0	0	0	0	22.0	0	0	0
2	23.0	0	0	0	0.0	0	0	0	23.0	0	0	0
3	23.0	0	2	0	23.0	0	2	0	23.0	0	2	0
4	25.0	0	0	0	0.0	0	0	0	25.0	0	0	0
5	25.0	0	2	0	27.0	0	2	0	25.0	0	2	0
6	27.0	0	3	0	26.0	0	4	0	26.0	0	4	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	0	2	0	25.0	0	2	0	27.0	0	2	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	28.0	0	2	0	25.0	0	2	0	27.0	0	2	0
Social Science	28.0	0	2	0	25.0	0	2	0	27.0	0	2	0

* 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: 1/30/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	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: 1/30/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11656.0	\$1051.0	\$10605.0	\$53179.0
District	N/A	N/A	\$0.0	\$62935.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-16.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	46.9%	-39.4%

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

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

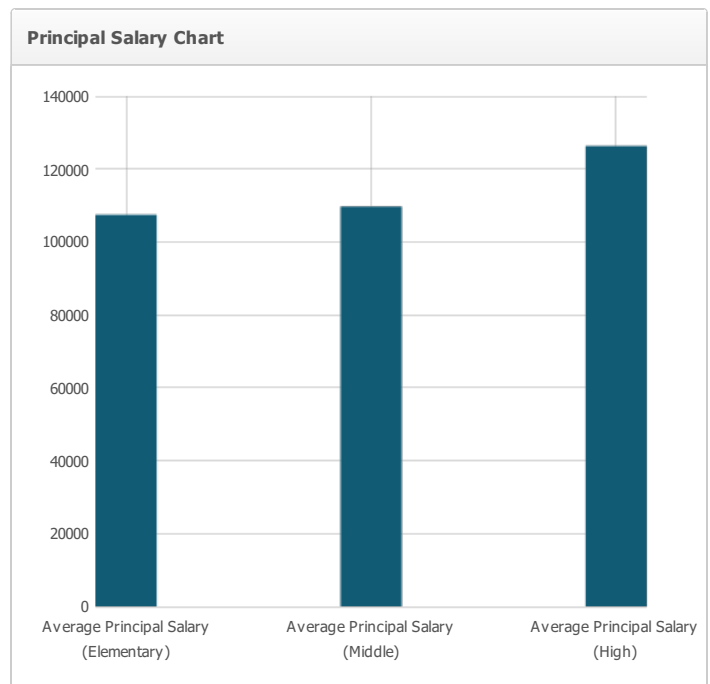
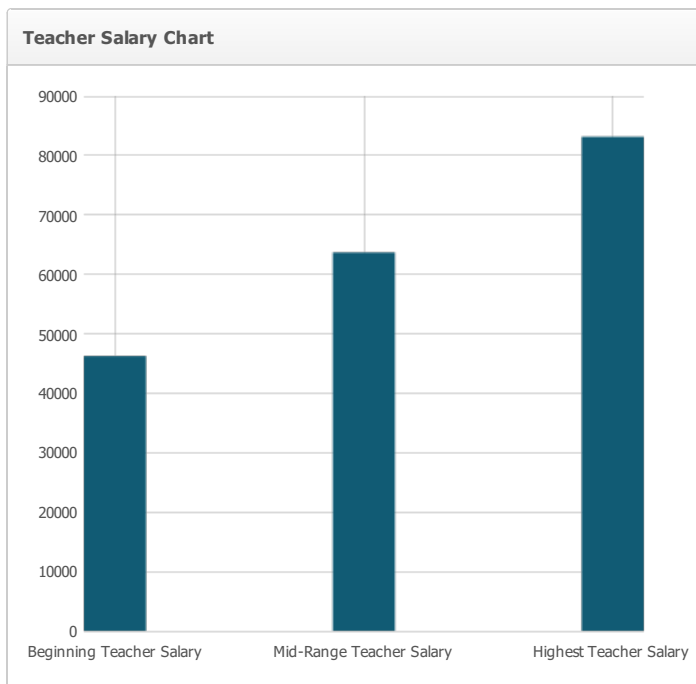
Our Dean of Instruction and K-8 Educational Specialist provide support to teachers—and in some cases—direct support to students—in order to support differentiation and remediation as needed, as part of our Response to Intervention program. The school also employs one Teacher Intern per grade level team. Intern Teachers are enrolled in a State-certified Teacher Credential program and are used to support instruction and differentiation in the classrooms. Our Extended Day Program also provides additional academic/homework support in reading and math, as needed.

Last updated: 1/30/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,258	\$47,808
Mid-Range Teacher Salary	\$63,694	\$73,555
Highest Teacher Salary	\$83,162	\$95,850
Average Principal Salary (Elementary)	\$107,457	\$120,448
Average Principal Salary (Middle)	\$109,728	\$125,592
Average Principal Salary (High)	\$126,332	\$138,175
Superintendent Salary	\$288,400	\$264,457
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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/2018

Professional Development

Once hired, our entire staff participates in extensive professional development throughout their tenure at NOCCS. We begin each school year with a full week of professional development. Throughout the school year, staff members participate in a minimum of 160 hours of site-based professional development. In addition, many staff members participate in additional professional development over the summer and throughout the academic year. Many of our teachers have participated in Harvard University's Project Zero Classroom Institute and Teacher's College Readers and Writers Institute.

