Submitted to the Oakland Unified School District Board of Education

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December 16, 2009

David Montes de Oca
OUSD Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, CA 94606

Dear Mr. Montes de Oca,

As President of the Governing Board of Trustees of the North Oakland Community Charter School (NOCCS), I hereby authorize the submission of the enclosed 2010 Charter Renewal Application for the school charter term 2010 – 2015. Thank you.

Sincerely,

Susan Jones
susanhrjones@sbcglobal.net
NOCCS Governing Board President

Enc: charter renewal performance report narrative
master copy of petition
red-lined copy of petition
supporting appendices

North Oakland Community Charter School

2010 Charter Renewal

School Performance Report

North Oakland Community Charter School

1000 42nd Street

Oakland, CA 94608

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STUDENT ENROLLMENT & DEMOGRAPHIC INFORMATION

1. Provide data on the number of applications annually received per grade and the number of students per grade on the waiting list for school years 2005-2006 to 2008-2009.

TABLE I LOTTERY RESULTS 2005-2009

School	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
North Oakland Community Charter School	*March 18,2009*	K	121	11	110
		1	29	0	29
		2	16	0	16
		3	21	0	21
		4	12	4	8
		5	12	2	10
		6	22	1	21
		7	3	3	0
		TOTAL	236	21	215
		AVERAGE	30	3	27

School	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
North Oakland Community Charter School	*March 20,2008*	K	92	11	81
		1	11	1	10
		2	11	0	11
		3	6	0	6
		4	6	1	5
		5	7	0	7
		6	20	6	14
		TOTAL	153	19	134
		AVERAGE	22	3	19

School	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
North Oakland Community Charter School	*March, 2007*	K	70	14	56
		1	12	1	11
		2	4	0	3
		3	5	1	4
		4	2	2	0
		5	7	7	0
		TOTAL	100	25	74
		AVERAGE	16.6	4.16	12.3

School	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
North Oakland Community Charter School	*March 2006*	K	109*	13*	96
		1	38*	1*	37
		2	14*	1*	13
		3	10*	1*	9
		4	16*	2*	14
		5	7*	2*	5
		TOTAL	194	20	174
		AVERAGE	32.3	3.3	29

* = Estimate based on historical data

School	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
North Oakland Community Charter School	*March 2005*	K	80	9	71
		1	17	6	11
		2	11	6	5
		3	3	1	2
		4	na	na	na
		5	na	na	na
		TOTAL	111	22	89
		AVERAGE	27.75	5.5	22.25

2. Provide a breakdown of your student population. Include data on student demographics, home languages, students with disabilities, English Language Learners, and homeless students for your charter term (2006-2009).

TABLE II SCHOOL DEMOGRAPHIC PROFILE

	School Year		
Ethnicity/Race	2007	2008	2009
% White	60.6%	49.6%	48.4%
% Black	18.2%	13.2%	16.1%
% Hispanic	9.1%	4.7%	1.9%
% Asian / Pacific Islander	11.1%	2.3%	3.9%
% Mixed / No Response	0%	29.5%	28.7%
% Other	1%	.08%	1%
Home Languages			
% Non-English Speaking Households	0%	0%	0%
Special education			
% Students with Disabilities	8.6%	6.9%	8.3%
Other			
% English Language Learners	5.1%	5.4%	3%
% Homeless students	0%	0%	0%

3. Describe the admissions and lottery process. Please explain how you ensure that these processes are aligned with the requirements found in Education Code §47605.

- What procedures are in place for wait-listed students not included in the first round of lottery offers?
- What are the school's procedures for withdrawals and transfers?

Outreach and Application Process Each year the school establishes and implements an annual recruitment and admissions calendar. Included in this calendar are dates and deadlines related to (1) open house events, (2) school tours, (3) lottery application deadlines, and (4) the date of our public admissions lottery. These dates and deadlines are published in the school's master calendar, posted on the school website, and provided to interested families along with other application and outreach/recruitment materials.

Each year the Board of Directors also establishes and implements an annual outreach plan in order to attract a diverse student body and parent/family community with a focus on encouraging underrepresented students and families to join the NOCCS community. Outreach efforts include but are not limited to (1) creating/revising print materials to attract a diverse student body, (2) outreach to and distribution of materials to area pre-schools and child development centers, (3) outreach to and distribution of materials to area K-5 elementary schools in order to attract 6-8th grade students, (4) neighborhood and local community specific outreach efforts, and (5) specialized programming during our open house and school tour

events targeted to specific groups such as, but not limited to, families of color, language minority families, LGBT families, and families of student with special needs.

Each year, the school also establishes a deadline by when families eligible for preferences, as identified in the NOCCS Admissions Policy, must notify the Admissions Committee concerning their wish to enroll their child. As outlined in the NOCCS Admissions Policy, the Selection Process includes: 1) a preference for already enrolled students; 2) a preference for siblings of enrolled students and admitted students; and 3) a preference for children of NOCCS staff.

Lottery Process Prior to the public lottery, the school establishes the number of openings in each grade and class at the school. The Admissions Team then places students who have received admissions preferences into any open slots. Next, the Admissions Team determines the number of remaining spots to be filled through the public admissions lottery.

All applications received on or before the establish lottery application deadline are entered into the admissions lottery. The lottery, which is open to the public, occurs on the date published by the school in its annual school calendar. An announcement of the time, date and location of the drawing is posted outside the school facility at least 72 hours ahead of time. The drawing is attended by at least two board members and one member of the Admissions Team. Minutes are taken documenting the order in which applicants are drawn. Drawings occur for all grade levels for which there are applicants, regardless of available space.

To support the core principle of equity, the NOCCS Admissions Policy allows for a fourth preference for educationally disadvantaged students. If fewer than 50% of Kindergarten applicants (not including students already admitted via the aforementioned preferences) are educationally disadvantaged, the relative chance of being drawn will be enhanced for their applications. Kindergarten applicants' residential addresses at the time of application are used to determine if they are eligible for this preference. An underperforming school is defined as any school with an Academic Performance Index (API) Statewide Rank of 4 or lower.

If fewer than 50% of the Oakland Kindergarten applicants (not including students already admitted via the aforementioned preferences) are zoned for underperforming OUSD schools, those Kindergarten applicants will be divided into two distinct pools: (1) Low API: Applicants whose residential address would lead them to be assigned to an underperforming school , and (2) High API: All other OUSD territory applicants. The students then designated as Low API area students will then receive an additional (2:1 ratio of Low API and High API tags, respectively) chance to entered into the lottery pull pool. The specifics of the lottery tag weighting are published at least 72 hours ahead of the drawing.

During the drawing, Oakland resident families are drawn first, in descending grade order. Siblings of accepted children receive preference over other children in their grade levels, but not over siblings of enrolled children. All applicants are drawn, even past the point of available spots, to create a wait list order. Families who are not Oakland residents are drawn similarly to Oakland residents in a separate pool (except the underperforming school preference does not apply). Their waitlist order number continues the sequence left off by the Oakland residents.

The waitlist from the public lottery remains in effect throughout the following academic year. However, families are informed that position on the waitlist does not supersede higher order preferences. In addition, any applications received after the deadline will be added to the end of the waitlist in order of receipt date.

Admissions Process Students drawn for an open slot at the public lottery are notified, within 48 hours, by mail, email, and/or voicemail. Additionally, a public list of the lottery results (including both admitted and waitlisted students) is posted within and outside of the school, as well as on the school's website, within 5 working days of the drawing. In the notification of acceptance announcement, families are given a deadline by which they must accept or decline the offer of admission. This deadline is generally 72 hours after the notifications are made.

For mid-year openings, families must accept or decline admission within 72 hours of sent notification. Acceptance must be made in writing and received by NOCCS with the 72 hours period. If a family declines, the next family on this waitlist is offered admission.

Withdrawals and Transfers Each year, prior to the application lottery current NOCCS families are given an Intent to Return Form, that includes a notification deadline. Families must indicate their intent to return to NOCCS on or before the notification deadline. Families that fail to return forfeit their child's spot at the school in the upcoming school year. Families who indicate their intent to not return are asked to provide the school with the name and location of the school where the student will be enrolled the following year so that NOCCS can work collaboratively with that school to provide necessary student records in a timely manner.

At the start of each school year, students are required to be present on the first day of school. Students who fail to return on the first day without the prior consent of the Director lose their spot in the school. In these instances, NOCCS notifies the Oakland Unified School District or the school district of the student's last known address within 30 days and shall, upon request, provide the school district with a copy of the student's cumulative record including the progress report and school health information.

If a family wishes to voluntarily withdraw or transfer their student in the middle of the year, families must fill out a withdrawal form. On this form families are asked to indicate the reason for withdrawal/transfer and to provide the school with the name and location of the school where the student will be enrolled the following year so that NOCCS can work collaboratively with that school to provide necessary student records in a timely manner. In these instances, NOCCS notifies the Oakland Unified School District or the school district of the student's last known address within 30 days and shall, upon request, provide the school district with a copy of the student's cumulative record including the progress report and school health information.

Finally, if a student is dropped from enrollment for failure to attend or via expulsion, NOCCS notifies the Oakland Unified School District or the school district of the student's last known address within 30 days and shall, upon request, provide the school district with a copy of the student's cumulative record including the progress report and school health information.

4. Describe the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners; students with disabilities or of homeless status)?

Each year the school establishes and implements an annual outreach plan in order to attract a diverse student body and parent/family community with a focus on encouraging underrepresented students and families to join the NOCCS community. Outreach efforts include but are not limited to (1) creating/revising print materials to attract a diverse student body, (2) outreach to and distribution of materials to area pre-schools and child development centers, (3) outreach to and distribution of materials to area K-5 elementary schools in order to attract 6-8th grade students, (4) neighborhood and local community specific outreach efforts, and (5) specialized programming during our open house and school tour events targeted to specific groups such as, but not limited to, families of color, language minority families, LGBT families, and families of student with special needs.

To support our core principle of equity, the NOCCS Admissions Policy allows, under certain conditions, a preference for educationally disadvantaged students. Specifically, if fewer than 50% of Kindergarten applicants (not including students already admitted via the aforementioned preferences) are educationally disadvantaged, the relative chance of being drawn will be enhanced for their applications. Kindergarten applicants' residential addresses at the time of application are used to determine if they are eligible for this preference. An underperforming school is defined as any school with an Academic Performance Index (API) Statewide Rank of 4 or lower. If fewer than 50% of the Oakland Kindergarten applicants (not including students already admitted via the aforementioned preferences) are zoned for underperforming OUSD schools, those Kindergarten applicants will be divided into two distinct pools: (1) Low API: Applicants whose residential address would lead them to be assigned to an underperforming school , and (2) High API: All other OUSD territory applicants. The students then designated as Low API area students will then receive an additional (2:1 ratio of Low API and High API tags, respectively) chance to entered into the lottery pull pool. The specifics of the lottery tag weighting are published at least 72 hours ahead of the drawing.

NOCCS also recognizes that our current families are best positioned to recruit a diverse population. As such we have also put in place a number of strategies to support new families, particularly those families who are underrepresented within our school community. These strategies include a buddy family system, Bridge Day, and our community meetings.

Through our buddy family system, each new family at NOCCS is paired with an existing family. These pairs are interviewed by the buddy family coordinator and carefully matched to a range of criteria such as share interests, background, neighborhood, and children at the same grade level. Veteran NOCCS families then provide outreach to our new families prior to the start of the school year and arrange outings to help to get to know one another. Throughout the school year, veteran NOCCS families are available to their buddy families to provide support and information.

Bridge Day takes place just prior to the start of the school year. Through our Bridge Day programming, NOCCS provides all new parents/guardians, as well as 4th – 8th grade students,

an opportunity to meet one another and learn more about the school's history, operations, curriculum, and family involvement activities through a half day of interactive, hands-on activities, orientation workshops and speakers. Bridge Day, again, provides an opportunity for new families to meet one another and the staff in order to provide a supportive, open community for all families.

Community meetings take place approximately every other month. This is, again, an opportunity to build community and relationships that support a diverse community. Community meeting topics vary, ranging from community-building activities and potlucks to interactive workshops designed to help parents/families learn more about one another and the school. Many of our community meetings provide a forum for families to talk about issues of diversity and how to make a NOCCS an even more open and inclusive school for all students and families.

5. Provide data on the percentage of suspensions and expulsions for your charter term (2006-2009)?

TABLE III DISCIPLINE

Charter School	School Year			
	2006	2007	2008	2009
Enrollment	104	99	129	155
# Suspensions	0	1	1	4
# Expulsions	0	0	0	0
% Suspensions	0%	1%	1%	2.5%
% Expulsions	0%	0%	0%	0%

6. Not Applicable

7. Provide data on the number of teachers hired each year and teacher retention between school years 2006 to 2009.

North Oakland Community Charter School	School Year				
	05-06	06-07	07-08	08-09	09-10
Total Teaching Positions	5	5	6	8	11
# New Teachers Hired	3	2	4	3	4
% New Teachers Hired	60%	40%	67%	37.5%	36%
# New Credentialed Teaching Positions Created	0	0	1	2	3
% New Credentialed Teaching Positions Created	0%	0%	17%	25%	27%
# Teachers Leaving	2	3	1*	1	TBD
% Teachers Leaving	40%	60%	17%	12.5%	TBD
# Teachers Retained	3	2	5	7	TBD
% Teachers Retained	60%	40%	83.3%	87.5%	TBD

* 1 FTE – Job share

8. Describe the educational goals established by the charter. How is the school measuring progress towards achieving these goals?

The following chart summarizes how NOCCS is measuring progress towards achieving the measurable pupil outcomes set forth in our 2005 Charter Renewal:

Measurable Pupil Outcomes	Assessment Tools & Protocols
1. At least 50% of NOCCS students will show at least one grade level's progress each academic year, as evidenced by scores on STAR test and successful completion of required work including performances of understanding in each content area.	• Using matched student data from the California Standards Test (CST), the school tracks the progress of each student from year to year. Students who fail to demonstrate annual growth and/or who fail to achieve a score of proficient or advanced on the CST are identified within the first month of school and are targeted for a variety of intervention strategies including but not limited to differentiated instructional grouping, intervention programming, and SSTs. We define "at least one grade level's progress" as, from the previous year to the next: o Moving from Far Below Basic up to Below Basic or above o Moving from Below Basic to Basic or above o Moving from Basic to Proficient or above o Achieving a score of either Proficient or Advanced • Using matched pre, mid, and post data from our Developmental Progress Reports, the school, teacher, families, and students (grade 4th grade and above) track the progress of each student each trimester using school wide rubrics for assessing growth trimester and year annual growth in all core content subject areas. Progress reports are issues three times per year. Families meet with teachers a minimum of two times per year to review student data/progress and to set individual growth goals for each child. In grades 4 and above, students also participate in the conferences. Our developmental progress reports track both quantitative (developmental scale) and qualitative (narrative) student growth data in the following core subject areas: o Reading Content and Process o Writing Content and Process o Mathematical Number Sense o Mathematical Measurement and Geometry o Scientific Conceptual Understanding and Skills o Social Studies Conceptual Understanding and Skills
2. Standards and assessments for students with special needs or limited English proficiency will be adapted to their IEP or	• In addition to the assessment and monitoring tools and protocols described above in Measure Pupil Outcome #1, academic goals and assessment measures and tools are determined for students with special needs via the

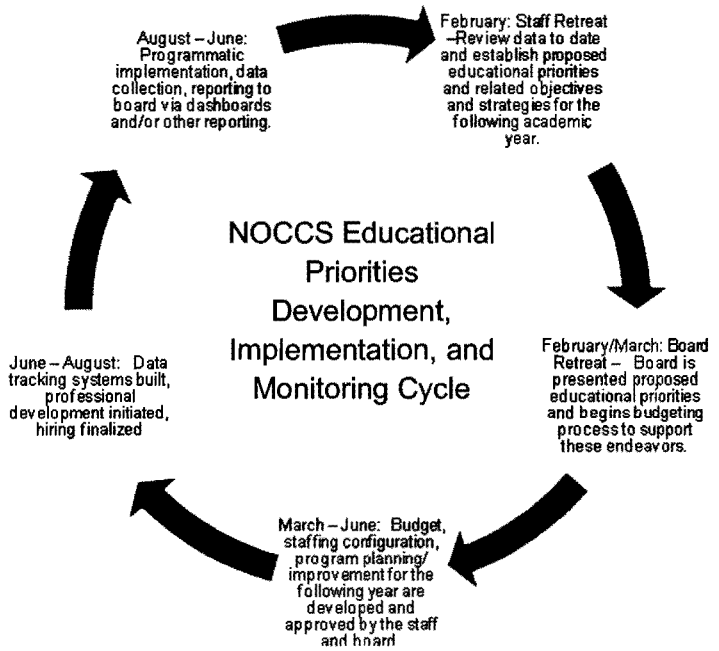
CEDLT level.	IEP, 504 Plan, and/or Student Success Team Process. Teachers and specialists meet with the students' parents, at a minimum, on an annual basis to construct, review, and revise individualized academic, social, emotional, and/or physical goals and assessment tools for all students with special needs. • In addition to the assessment and monitoring tools and protocols described above in Measure Pupil Outcome #1, academic goals and assessment measures/tools are determined for English Language Learners, by teachers and the students' families, as a part of the progress report process. Annual CELDT levels are assessed and used as a part of this process.
3. The percentage of NOCCS' students scoring proficient or better on California Standards Tests will meet or exceed the annual measurable objectives required by NCLB.	• Annual Yearly Progress is reviewed each year.
4. In keeping with the emphasis on Teaching for Understanding, the school will augment the STAR system tests with a diverse array of performance assessments that include psychometrically appropriate, valid, and reliable measures. Students will demonstrate proficiency in each of the core content areas as measured by the Developmental Progress Reports.	• Using matched pre, mid, and post data from our Developmental Progress Reports, the school, teacher, families, and students (grade 4th grade and above) track the progress of each student each trimester using school wide rubrics for assessing growth trimester and year annual growth in all core content subject areas. Progress reports are issues three times per year. Families meet with teachers a minimum of two times per year to review student data/progress and to set individual growth goals for each child. In grades 4 and above, students also participate in the conferences. Our developmental progress reports track both quantitative (developmental scale) and qualitative (narrative) student growth data in the following core subject areas: o Reading Content and Process o Writing Content and Process o Mathematical Number Sense o Mathematical Measurement and Geometry o Scientific Conceptual Understanding and Skills o Social Studies Conceptual Understanding and Skills • A minimum of two times per year, teachers administer the Developmental Reading Assessment (DRA) to all students under an independent reading level of 80 (grade level equivalent 8th Grade, Guided Reading Level Equivalent Level Z). Students' DRA levels are assessed using both narrative and expository texts. o Because the DRA is a developmental assessment given to help teachers understand where a child is on a continuum as a reader, we

	first track the developmental level that each child is assessed: ▪ If a child is assesses at a level above his/her grade level designation, s/he is designated as advanced. ▪ If a child is assessed at a level that is aligned with his/her grade level expectations, s/he is designated as proficient. ▪ If a child is assessed at a level one grade below his/her grade level expectations, s/he is designated as basic. ▪ If a child is assessed at two levels below his/her grade level expectations, s/he is designated as below basic. ▪ If a child is assessed at three levels below his/her grade level expectations, s/he is designated as far below basic. o DRAs are also used to assess both oral reading fluency and reading comprehension levels on a five part developmental scale ranging from Intervention through Advanced. Teachers use DRA data to determine and create developmentally appropriate and standards-based individualized reading/literacy goals for each student. Students work with their teachers towards these reading/literacy goals through a variety of instructional settings including reader's workshop, guided reading, literacy centers, and book groups. o In addition to tracking each student's DRA data through teacher records and student portfolios, in the 2008 – 2009 academic year, we began to track schoolwide DRA data. o In 2009 – 2010 we will begin to implement leveled reading assessments (LRAs) to students with a DRA level of 20 (Guided Reading K) and above. o In 2009 – 2010 we will begin to include reading levels using either the DRA Level, Grade Level Equivalent Level, and/or Guided Reading Level each trimester on our Developmental Progress Reports. • In 2008 – 2009 we developed and implemented an interim mathematics assessment system. Through this system, student individual progress towards grade level mathematics standards designated per trimester, as well as grade level and school wide progress, is tracked each trimester. Teachers use this data to create acceleration plans for students who score far below and below basic on these trimester assessments. In addition, this data is used to identify students in need of additional math

	support through our "math squad" or mathematics intervention program and/or our 6/7th grade academic support class that provides individualized support to students in need of mathematics acceleration. Interim mathematics assessment data is tracked for each student by his/her teacher and housed longitudinally within each student's portfolio. In addition, data for each student is tracked via a data base and used to track a student, grade level cohort, and the school at large over time relative to standards-based mathematical proficiency. • Portfolio Assessment is used throughout a child's career at NOCCS. Each trimester, students and their teachers select and add student assessments, work samples, and/or artifacts to the student's portfolio. Frequent, ongoing portfolio submissions are currently expected for each child in the areas of Mathematics, English-Language Arts, Teaching for Understanding (Science/Social Studies), and Peacemaking. Portfolios are reviewed with families and students (grades 4 and above), in conjunction with the Developmental Progress Reports a minimum of two times per year.
5. Special Education – will work toward achieving their IEP goals each year (with an annual review). ELL – are subject to the same standards and benchmarks as other NOCCS students. Processes are in place to ensure the swift transition of our ELL students from their primary language to English fluency.	• In addition to the assessment and monitoring tools and protocols described above in Measure Pupil Outcome #1, academic goals and assessment measures and tools are determined for students with special needs via the IEP, 504 Plan, and/or Student Success Team Process. Teachers and specialists meet with the students' parents, at a minimum, on an annual basis to construct, review, and revise individualized academic, social, emotional, and/or physical goals and assessment tools for all students with special needs. • In addition to the assessment and monitoring tools and protocols described above in Measure Pupil Outcome #1, academic goals and assessment measures/tools are determined for English Language Learners, by teachers and the students' families, as a part of the progress report process. Annual CELDT levels are assessed and used as a part of this process. NOCCS works to have English Language Learners designated as Full English Proficient within two years of enrollment.

Annual Education Priorities

Since the 2008, the NOCCS staff, working in conjunction with the NOCCS Board of Directors has used a data-driven process to determine and set two to three annual educational priorities. Along with establishing these priorities, the staff and board then work collaboratively to establish objectives, staffing plans, and associated budgets for these annual educational priority areas. Annual priority areas are established by the staff and board from January through March and implemented and reported on throughout the following academic year.



Our 2008 – 2009 and 2009 – 2010 education educational priorities, along with associated progress measures and actions steps are as follows:

NOCCS Educational Priority Area Goals	Educational Priority Area Objectives	Progress Measures
The overall goal our *100% Mathematics Initiative* is to ensure that <u>all</u> of our students – 100% of our children – proficiently master grade level math content within two years of enrollment at NOCCS, as measured by both internal and external mathematics assessments.	2008 – 2009 Objectives a. NOCCS will develop sustainable, data-driven tools that will support the development and on-going, high quality implementation of curriculum and instruction in the area of mathematics. b. NOCCS students who scored proficient or advanced on the 07-08 math CST will maintain these achievement levels. Students who scored basic will become proficient within one school year. Students who scored below or far below basic will become proficient within two years. c. Teachers will improve their mathematical content knowledge, ability to analyze and use assessment data, and differentiated instructional practices. d. Parent/guardians will gain the skill and will to support their children's mathematical development and, along with their children and staff, will enhance an overall school culture of efficacy and achievement at NOCCS. e. The school will develop and implement a mathematics intervention/acceleration program for students in need of additional mathematics support	2008 – 2009 Progress Measures a. Development and implementation of (1) a school-wide scope and sequence and associated, (2) end of trimester assessments, (3) assessment database, (4) assessment protocols b. Analysis of 2009 CST results and comparisons with previous years student growth and growth types c. Teacher evaluations and coaching feedback d. Participation in Family Math Night; Money raised for mathematics initiative e. Intervention program created, coordinator hired, teaching assistants trained, assessment results/growth from students enrolled in program

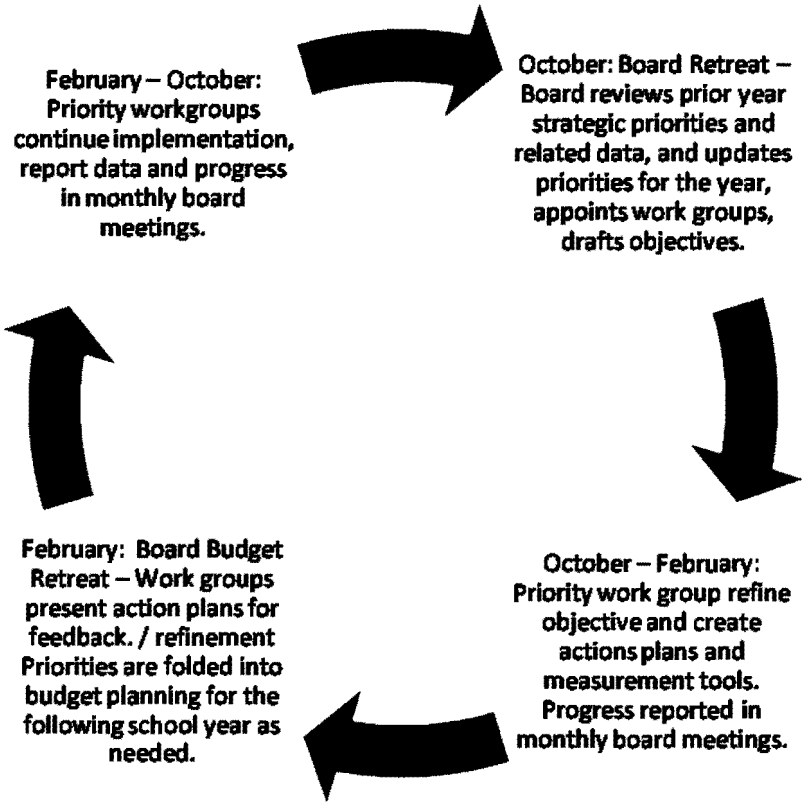
	2009 – 2010 Objectives	2009 – 2010 Progress Measures
	f. The school will continue to develop a range of sustainable, on-going assessment tools that will support the development on-going, high quality implementation of curriculum and differentiated instruction in the area of mathematics.	f. Teacher created end-unit and end-lesson assessments; newly developed differentiated instruction protocols used by all staff
	g. The school will ensure that students who scored proficient or advanced on the 08-09 math CST will maintain these achievement levels. Students who scored basic will become proficient within one school year. Students who scored below or far below basic will become proficient within two years.	g. Analysis of 2009 CST results and comparisons with previous years student growth and growth types
	h. Teachers will improve their mathematical content knowledge, ability to analyze, use, and create assessment data, and differentiated instructional practices.	h. Teacher created end-unit and end-lesson assessments; newly developed differentiated instruction protocols used by all staff
	i. The school will develop and implement a school-wide math facts program	i. Selection and implementation of a math facts program by December. Assessment data from program
	j. The school will develop and implement a mathematics focused academic support period for 6 – 7th graders in need of additional acceleration and support in the area of mathematics and the continued implementation of the math squad program.	j. 6/7 intervention program created and curriculum articulated, new math squad coordinator hired, teaching assistants trained, assessment results/growth from students enrolled in programs

NOCCS Educational Priority Area Goals	Educational Priority Area Objectives	Progress Measures
The overall goal our *Teaching for Understanding Initiative* is to ensure that <u>all</u> of our students – 100% of our children – have access to and demonstrate clear evidence of deep conceptual understanding of key science and social studies content and associated disciplinary skills as defined by our trimester long understanding goals within our "teaching for understanding" units	a. Students will demonstrate understanding of defined understanding goals through a rich, diverse, and rigorous array of performances of understanding and on-going assessments (with an emphasis on reflection) within each trimester long TfU unit. b. Teachers will skillfully develop, implement, and document rich and engaging science and social studies units using the Teaching for Understanding framework c. Music/performing arts, gardening, and service-learning integration specialists will team teach with classroom teachers one trimester per year to provide the integration of multiple modalities that are responsive to the needs of our diverse learners d. Teachers will develop and implement units, instructional strategies, and evidence of rigorous teacher inquiry that is responsive to the needs of all learners, with a focus on educational equity for students who have previously experienced less academic success e. NOCCS will serve as leader and model for practices related to Teaching for Understanding, art integration, service-learning, and professional development	a. Developmental progress reports, student portfolio submissions, performances of understanding b. Unit documentation, teacher evaluations, critical friends protocol documentation c. Unit documentation, teacher evaluations, critical friends protocol documentation, equity inquiry projects (1/trimester/teacher) d. Teacher inquiry documentation, unit documentation, teacher evaluations, equity checklists, looking at student work protocols e. Selection as teaching fellows at PZ, workshops provided for other educators via conferences, etc; acquisition of additional funding, inclusion in the development and implementation of PZ Schools Model Cohort; continued recognition as a Arts Learning Laboratory School for Alameda County

NOCCS Educational Priority Area Goals	Educational Priority Area Objectives	Progress Measures
The overall goal our *Peacemaking Initiative* is to ensure that <u>all</u> of our students – 100% of our children and their families – have access to and demonstrate clear evidence of deep conceptual understanding of key social, emotional, community-building, and equity-focused understandings and associated skills as defined by our trimester long understanding goals within our Peacemaking units	a. Students will demonstrate understanding of defined trimester long understanding goals through a rich, diverse, and rigorous array of performances of understanding and on-going assessments (with an emphasis on reflection) within each trimester long peacemaking unit. b. Teachers will skillfully develop, implement, and document rich and engaging peacemaking lessons drawn from the NOCCS Peacemaking Curriculum Guide. c. Families will have an increased understanding of the goals and strategies of peacemaking at NOCCS d. NOCCS will partner with other leaders in this area and serve as a model for practices related to peacemaking, community building, and advisory/service learning programming	a. Developmental progress reports, student portfolio submissions, student work/performances of understanding b. Fishbowl protocol s, teacher observation and evaluations c. Family surveys, community meeting participation rates d. Workshops provided for other educators via conferences, etc; acquisition of additional funding, inclusion in the development and implementation of MOSAIC Lab Schools Program

Annual Board Priorities

Since 2007, the NOCCS Board of Director has used a data-driven process to determine and set a number of annual strategic priorities. Along with establishing these priorities, the staff and board then work collaboratively to establish objectives, staffing plans, and associated budgets for these annual strategic priorities. Annual priority areas are established by the staff and board from October through March and implemented and reported on throughout the following academic year. Throughout the next year we will work to develop these priorities and this process into a longer term strategic plan for the school.



Our 2008 – 2009 and 2009 – 2010 strategic priorities, along with associated progress measures and actions steps are as follows:

NOCCS Strategic Priority Area Goals	Strategic Priority Area Objectives	Progress Measures
To support, respect, and retain a high quality staff	a. Continue to evaluate and work to improve salary and benefits for certificated staff b. Overhaul job descriptions and compensation structure for non-certificated staff c. To support staff development for all employees d. Create five year strategic vision and plan for this priority area	a. Cost neutral, improved employee benefits plan in place by August 2009 b. New job descriptions for office and business staff developed and implemented by August 2009 c. All staff to attend summer orientation and mid-year retreats d. Strategic plan developed and in place by June 2010
To ensure financial viability, vitality, and sustainability	a. To achieve and manage to a balanced budget b. Create a sustainable structure to manage our long term facilities and capital debt c. Develop a comprehensive strategy to expand, diversity, and sustain new funding sources d. Create five year strategic vision and plan for this priority area	a. Creation and implementation revenue and other fiscal vital signs indicators by November 2009; Overhaul of budgeting forms, chart of accounts, and fine tuning of associated processes b. Creation of refinancing/debt/capital expense management plan/structure by November 2009 c. Development of comprehensive plan by June 2010; Development of progressive equity white paper by December 2010 d. Strategic plan developed and in place by June 2010

NOCCS Strategic Priority Area Goals	Strategic Priority Area Objectives	Progress Measures
To build a professional school infrastructure and operations	a. Develop a new organizational chart b. Develop a plan for larger school operations c. Develop and implement a business staffing plan d. Create five year strategic vision and plan for this priority area	a. Analysis of current business operations structures and personnel completed by November 2009; Creation of five year business operations plan by February 2010 b. Creation of five year business operations plan by February 2010 c. Creation and implementation of a short term staffing plan by August 2009; Creation of five year business operations plan by February 2010 d. Strategic plan developed and in place by June 2010
To facilitate and promote a strong and inclusive school community	a. Develop and implement a high quality outreach plan to attract underserved populations to apply to NOCCS b. Promote dialogue and education about diversity, inclusion, and equity c. Create five year strategic vision and plan for this priority area	a. Create an annual outreach team to create and implement a recruitment plan focused on underserved families/populations b. Plan and facilitate a minimum of three community meetings with a goal of an attendance rate of 50% of all NOCCS families or higher c. Strategic plan developed and in place by June 2010

NOCCS Strategic Priority Area Goals	Strategic Priority Area Objectives	Progress Measures
To oversee the successful expansion to a K-8 model	a. Develop a staffing plan to successfully accommodate our growth to a full K-8 model b. Oversee K-8 curriculum continuity c. Effectively recruit and on-board new students and families who enter at 6 – 8th grade d. Create five year strategic vision and plan for this priority area	a. Develop, recruit, and hire according to 09-10 6th – 8th grade staffing plan by May 2009; Develop, recruit, and hire according to 10-100 6th – 8th grade staffing plan by May 2010. b. Develop 6 – 8th grade curriculum guide by March 2010 c. 100% enrollment at all grade levels; Bridge Day implemented for all families who are new to NOCCS each August/September d. Strategic plan developed and in place by June 2010
To facilitate the on-going development of NOCCS as a education reform model	a. Create and begin to implement plan to share NOCCS as an equitable, progressive public school model b. Develop and begin to implement public relations plan c. Create five year strategic vision and plan for this priority area	a. Develop and pilot outreach strategies for model development in 09-10 b. Public relations developed and in place by June 2010 c. Strategic plan developed and in place by June 2010

9. Describe how your education program diagnoses and addresses the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

NOCCS uses a variety of assessment tools to diagnose the needs of our English Language Learners, students with disabilities, and other "equity focused students" or children who are in need of additional support to meet the rigorous grade level standards or who need to be challenged.

For students who are new to NOCCS, assessment of each child's needs begins with our comprehensive student registration form. Included in the registration form are questions used to obtain the following:

- A home language survey that asks families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian must frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home. The home language survey is used by the school to identify students for additional language assessment using the California English Language Development Test (CELDT), which is administered on an annual basis.
- Information about the child's educational background, such as previous schools. If the child is entering in Kindergarten, families are asked to report the educational model or philosophy of the pre-school program.
- Previous educational program information that asks families to report if the child has ever received special education, 504 services, and/or if the child undergone an SST process, or received additional academic, and/or received counseling/social-emotional support outside of school. Families are asked to share formal assessments (IEPs, SSTs, etc.) prior to the first day in order to accurately inform out staff about each child and adequately prepare for their induction into the school.
- Families are asked to report on their home environments such as availability of reading resources, computers, and internet access in the home.
- Families are also welcome to fill out additional information about their students including student's interests/strengths, areas of need, how the child learns best, and other background information that helps our staff to learn about the child. Additionally, families are asked to provide the school with copies of the child's most recent CST scores if available.

Based on and in addition to the data reported in the registration form, assessment and action plans are created for new students:

- Students who are identified as potential English Language Learners via the home language survey are given the CELDT.
- Early meetings, including the parents, teacher(s), and a member of the administration team are held for students who enter the school with IEPs, 504 plans, and/or student success team plans in order to share effective strategies from previous placements, help

the staff to learn about the child's unique needs, create an assessment plan for the start of the school year, and/or modify (as needed) any existing plans to begin the year.

- All entering Kindergarten students are given a baseline Kindergarten readiness assessment.
- All students in grades 1 and up are given a standards-based mathematics pre-assessment. The mathematics pre-assessment is based on the previous grade level's key mathematics assessments. The data from this assessment is used to identify students in need of additional support.
- All students in grades 1 and up (as well as Kindergarten students who demonstrate sound literacy skills on the kindergarten assessment) are given a baseline Developmental Reading Assessment to gauge each child's baseline reading interest, fluency, and comprehension level.
- All students complete an initial, grade level appropriate writing sample using the writing process. Writing samples, including process documents and related reflections, are placed in the child's portfolio.

For students who are continuing at NOCCS, teachers review a variety of student data at the start of the year, in addition to administering a number of pre-assessments to each student. This includes:

- Individual CST data from the previous school year(s).
- Prior year(s) developmental progress reports.
- Student portfolios that include the following:
    - Kindergarten Assessment Data
    - Prior year(s) Developmental Reading Assessment or Leveled Reading Assessment Data/Forms
    - Prior year(s) trimester mathematics assessments
    - Prior year(s) writing samples
    - Prior year(s) science and social studies/TfU unit artifacts and reflections
- Prior year(s) SSTs, 504 Plans, and/or IEPs are shared with and reviewed by the current year teachers, often with the support of the previous year teacher, special education staff, and/or administration team.
- Baseline DRAs/LRAs are administered to all students in the fall.
- If the student is missing a prior year third trimester mathematics assessment, a mathematics assessment is administered.
- Baseline writing samples are completed in the first month of school.

Beginning this year, the school has also established student hand-off conferences for students who are identified by their prior year teachers as students in need of additional support of challenge. In these meetings the prior year teacher shares student data, as well as effective strategies for supporting/challenging the student. For each of the students discussed in the hand-off conferences, teachers complete an equity-focus student form that is kept and built upon by the current year teacher. These equity focus forms give teachers give current year teachers import information and resources that enable them to more quickly get to know the child and identify/use effective strategies to support each learner.

After all baseline data is completed, students in need of additional support and/or challenge are identified for differentiated instructional, acceleration, and/or support services. Specifically:

- Students who scored below basic or far below basic on the mathematics portion of the CST and/or the NOCCS pre-assessment in mathematics are evaluated as candidates for the mathematics intervention program (Math Squad). These students undergo a mathematics interview to evaluate if they are strong candidates for intervention services. If a student qualifies, s/he is placed into one of six learning modules that best suits his/her mathematics remediation needs. Within the math intervention program, student are given a module pre and post assessment. In addition, students are also provided a number of on-going assessments. Parent/families of students enrolled in the mathematics intervention program are provided with mid and end of trimester progress reports that detail students' performance on each section of the unit module, including specific assessment results.
- Students who demonstrate difficulty with reading according to the CST or our DRA data are grouped according to their instructional reading level and are provided small group guided reading instruction related to their areas of need. Teachers meet with their lower reading groups for longer durations and/or with greater frequency in order to accelerate the learning and skills acquisition of these students. For reading groups that include English Language Learners, teachers will employ additional instructional strategies, such as GLAD techniques, explicit vocabulary support and instruction, and/or other appropriate language acquisition strategies. In addition, teachers work with each student in order to assist them in selecting independent reading material that is appropriate for each child's independent reading level. Teachers conference with students to discuss each child's independent reading selection and ensure the child is selecting a text that is adequately matched to the child's independent reading level, discuss/monitor strategies used by the child to comprehend the text, and to provide individualized instruction and support tailored to the child's reading goals and needs.
- Students who demonstrate difficulty with writing according to historical progress report data, writing samples, and fall baseline pieces are identified for differentiated classroom support. This support includes specific mini-lessons that target the student's writing challenges, additional conferencing time/duration to address specific learning needs, differentiated handwriting support, and/or other strategies aimed at helping the child to improve all deficient aspects in his/her writing.

The student assessment data described above and administered in the first month of school is reviewed with parents/guardians (and with the students themselves in grades 4 – 7) through our Fall Family Conferences. At these conferences, goals are set for the remainder of the Fall Trimester. Progress towards these goals is reviewed in the Fall Trimester Progress Report, and new goals, if applicable, are set for the Winter Trimester. Families attend a second conference at the end of the Winter Trimester where the second trimester progress report is discussed and end of the year goals are established. For students with significant learning needs or who are at risk of retention, an additional conference is scheduled in the middle of the last trimester. The final progress report of the year is completed and sent to parents/families at the end of the school year.

Initial Student Success Team Meetings are scheduled for students in need of additional support within the first several months of school and/or on an on-going basis throughout the year. The

SST process enables the family, teacher, child, administrative team, and/or other support providers to work together to construct a differentiated learning and/or behavior plan to address the child's needs and areas of growth. Follow up SSTs are scheduled for the SST team to check on progress towards the goals identified in the SST and/or to reflect/review data on the viability of the strategies implemented as a result of the SST. Additional steps, such as a referral for special education assessment and/or 504 services are taken should the SST process fail to yield adequate support measures for the child.

Support providers, consisting of teachers, family members, learning specialists, members of the administrative team, and others meet, at a minimum, on an annual basis to review and construct individualized education goals for students with IEPs. Additional meetings are scheduled as needed to support the success of all students with IEPs. Progress towards these goals is reported in additional family conferences held by both the teacher and the special education staff throughout the year.

Support providers, consisting of teachers, family members, learning specialists, members of the administrative team, and others meet, at a minimum, on an annual basis to review and construct individualized support plans for student with 504 plans. Additional meetings are scheduled as needed to support the success of all students with 504 plans. Progress towards these goals is reported in additional family conferences held by both the teacher and administration team.

10. Describe how the charter school's instructional approach and educational philosophy support the school's mission.

The NOCCS Mission Statement reads:

> The North Oakland Community Charter School 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.

To support and guide practices aligned to our mission, the founders of the North Oakland Community Charter School developed ten principles that anchor and guide our community and its work, and provide a vision to which we aspire. Our ten core principles are as follows:

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

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

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

- **Valuing diversity:** We are committed to ensuring that the diversity of North Oakland is represented in our school -- its students, faculty, and governance. Our learning community seeks to be a dynamic exchange of the perspectives, talents, and ideas of all its members. Students, parents and faculty are encouraged to draw on, value, and respect the richness of their own and each other's cultures and histories, together with those of other communities.
- **Connections to the world**: Our school seeks to bring the world into the classroom and the classroom into the world to create a vital exchange between the two. When children connect what they learn to the world they live in and the problems they face, they come to see their lives in a new way.

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

- **Families' contributions**. Families are their children's first and most important teachers. They create the bridge between the cultures that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles. When they share their wealth of knowledge with teachers both are better able to support children's social, academic, and intellectual growth.

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

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

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

"Respect for children and their learning" is our first core principle, and heart of our educational philosophy. It guides everything we do. NOCCS was founded on this simple but powerful idea—that our school's mission and design would support teaching and learning that deeply respects children's minds, their natural curiosity, multiple intelligences, and their sense of wonder about the world. Ours is a learning environment where children can develop their imagination and lend their hearts and minds to pursuing important ideas and questions about the world around them.

Critical to having respect for children and their learning is the notion that we hold high expectations for all students. We believe that all children are capable of learning and demonstrating understanding and skills related to high and rigorous academic standards. High expectations for students' academic, social, and emotional growth and achievement, rooted in and tied to standards, is evident in a rigorous curriculum that focuses on supporting to demonstration understanding through authentic student work.

Through workshop and other active-learning modalities, students are regularly challenged to revise their work focusing on improvement through a variety of lenses from structure and craft to content. Learners are pushed to make their thinking visible to others through a variety of modalities from writing and problem solving to the creative expression through the arts; explore a diversity of perspectives on a given topic from the dominant culture to the voices of those who are under-represented in our histories; use processes of inquiry to explore, reveal, and solve problems; and to demonstrate their learning and understanding in a real-life context.

To help each child meet our high expectations and their amazing potential, we believe it is the responsibility of the adults in the life of the child to work equitably, creatively, intelligently, and flexibly to provide all students with the skills, motivation, and support each learner needs to meet and/or exceed our high expectations for them. To do this, each educator must work to deeply and intimately know each student and his/her family. Our educators use a range of formative, on-going, and performance assessment practices to help them to understand each learner, their thinking, and processes and depths of understanding.

Assessment, critique, and reflection by teachers on their own work, as well as their students' work and processes, all drive continuous improvement in teaching and learning. Through teacher inquiry, examining student work, observing how students make meaning from a range of challenges, and exploring the child's familial/cultural context, teachers discover who the students are, what know, and how they learn. Our teachers put this knowledge to work in order to craft lessons and differentiate instruction; design the classroom and school schedules; and leverage a variety of resources to help each of our students to learn and grow.

We also know that children, educators, and families do their best work in a caring community of learners that cultivates in students a deep respect for each other's work, experience, contributions, and perspectives, and where children and teachers alike nurture supportive relationships. We encourage and actively build community at NOCCS through a variety of strategies ranging from an extensive family volunteer operation to a thoughtful service-learning program focused on understanding and meeting the needs within our neighborhood.

We believe that communities are shaped through shared commitment, and that powerful teaching and learning helps learners develop shared goals and outcomes that can best be accomplished by drawing on the talents, interests, and efforts of all students, their families, and the educators who work with them. Through sharing and critiquing teacher work, teachers improve their craft in a collegial and respectful forum. Teaching students to critique their own and each other's work enables them to internalize high standards and produce higher quality work.

Teaching for Understanding, one of our school-wide approaches to teaching and learning, allows us to put these core beliefs into practice. NOCCS uses Teaching for Understanding, a teaching framework developed by teachers and researchers at the Harvard Graduate School of Education, including leading educators and cognitive psychologists such as Howard Gardner and David Perkins. In Teaching for Understanding classrooms, teachers carefully design thought-provoking tasks that call on students to demonstrate a deep understanding of important subject matter. Using various forms of inquiry that engage their curiosity and interests, students ask probing questions, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding in unique, real-world, public contexts. While not a prescribed curriculum, Teaching for Understanding guides teachers in developing academically rigorous learning units that require students to engage in higher order thinking about important content matter in various disciplines. Teaching for Understanding is not curricula or standards, rather it supports our teachers in organizing California's content standards into coherent lessons and units of study.

The result is adventurous, understanding-rich, project-based educational model that engages children in a deep exploration that builds on their knowledge and curiosity, leading to an inquiry into the big ideas and questions from science, language arts, mathematics, and the humanities. The aim is to nurture the habits and heart and mind that children need to be life-long learners.

11. Provide a chart outlining your school's curriculum for each subject at each grade level.

NOCCS Reader's Workshop Scope & Sequence

Grade	Fall Trimester	Winter Trimester	Spring Trimester
K	• Phonemic Awareness • Concepts of print • Letter Recognition/Letter Sounds	• Consonant/Vowel/Consonant Words • Decoding Skills	• Decoding Skills • Developing Comprehension
1st	• Decoding Skills • Short Vowels/Short Vowel Word Families	• Decoding Skills • Long Vowels • Comprehension Strategies	• Blends/Digraphs • Comprehension • Independent, Fluent Reading
2nd/3rd	• Reading is Thinking • Reading Strategies • Guided Reading	• Guided Reading • Reader's Workshop • Literature Response • Author's Study	• Reading Informational Text • Guided Reading • Literacy Centers
4th/5th	• Historical Fiction & Nonfiction texts • Response to Literature: Opinion & Evidence • Strategies: - Questions - Inferring • Texts: - Morning Girl - • Spelling, Vocabulary, Grammar, Word Roots	• Historical Fiction and Poetry • Response to Literature: Poetry analysis & Compare and Contrast • Strategies: - Compare and Contrast - Imagining - Connections • Texts: - Book Club: - Roll of Thunder, Hear My Cry - Watsons Go To Birmingham--1963 - The stories Julian Tells - Various poetry studies • Spelling, Vocabulary, Grammar, Word Roots	• Mystery • Response to Literature: Creative Responses • Strategies: - Inferring - Questioning • Texts: - Egypt Game - And Then There Were None - Chasing Vermeer • Spelling, Vocabulary, Grammar, Word Roots

Grade	Fall Trimester	Winter Trimester	Spring Trimester
6th	• Response to Literature • Short Stories: Memoir • Strategies: - Strategies Overview - Monitoring Comprehension - Activating and Connecting to Background Knowledge - Visualizing and Inferring • Texts: - Mara, Daughter of the Nile, - Golden Goblet, - Rosetta Stone	• Response to Literature Biography • Reader's Workshop • Strategies: - Questioning - Inferring - Determining Importance in Text - Summarizing and Synthesizing • Texts: - - Esperanza Rising - Shabanu - Julie of the Wolves	• Response to Literature • Poetry • Strategies: - Questioning - Visualizing and Inferring • Texts: - The Cay - Hawk's Hill
7th	Response to Literature Reader's Workshop: Rites of Passage in Literature Strategies: - Strategies Overview - Making Inferences - Supporting interpretations with evidence - Understanding literary conventions Texts: - "Seventh Grade" by Gary Soto - "The Outsiders" by S.E. Hinton	Response to Literature Reader's Workshop: Memoirs Strategies: - Strategies Overview - Making Inferences - Drawing Conclusions - Supporting Conclusions with Evidence - Understanding voice and theme - Applying context clues for further questioning and learning Texts: - Of Beetles and Angels by Mawi Asgedom - The Circuit by Francisco Jimenez - Bad Boy by Walter Dean Myers	Response to Literature Reader's Workshop: Realistic Fiction Strategies: - Making Predictions - Questioning of Text - Connecting Text to Contextual and Prior Knowledge - Making Inferences - Drawing Conclusions - Supporting Conclusions with Evidence - Understanding Metaphors, Analogies, Symbolism Possible Texts: - "War of the Wall" by Toni Cade Bambara - Roll of Thunder, Hear My Cry by Mildred Taylor - Before We Were Free by Julia Alvarez

			- The Other Side of Truth by Beverley Naidoo - Child of the Owl by Lawrence Yep

NOCCS Writer's Workshop Scope & Sequence

Grade	Fall Trimester	Winter Trimester	Spring Trimester
K	• Crafting a sentence • Personal Narrative	• Procedural Writing	• Craft of a friendly letter • Poetry
1st	• Personal Narrative • Novels	• Biographies/Informational Writing • Procedural Writing	• Response to Literature • Poetry
2nd/3rd Year A	• Personal Narrative • North American Inspired Myths • Reader's Response	• Biography • Fairy Tales • Poetry • Fiction • Reader's Response	• Fiction • Persuasive Letters • Reader's Response
2nd/3rd Year B	• Narrative • Biography • Reader's Response	• Fiction – Author's Craft Study • Poetry • Journaling • Reader's Response	• Point of View Fiction • Persuasive Letters & Essays • Reader's Response
4th/5th	• Genres: - Persuasive Writing - Non Fiction Writing • Strategies: - Topic and Concluding Sentences - Paragraphing - Persuasive Techniques • Summarizing	• Genres: - Poetry - Response to Literature • Strategies: - Descriptive Writing - Sensory Details - Poetry structure - Figurative Language - Imagery • Summarizing	• Genres: - Historical Fiction - Response to Literature • Strategies: - Leads - Point of View - Dialogue - Use of historical facts in historical fiction writing. • Summarizing
6th	• Writing About People - Memoir - Personal Essays • Response to Literature • Word Study • Non-Fiction Paragraph Writing	• Student Choice Writer's Workshop • Fiction Writing: characters, setting and plots • Expository Essays • Research Writing • Response to Literature • Activist Project	• Student Choice Writer's Workshop • Expository Essays • Spoken Word o Poetry o Plays • Response to Literature
7th	• Writer's Workshop: - Writing about Self and Identity	Writer's Workshop	Writer's Workshop: Expository Writing
Grade	Fall Trimester	Winter Trimester	Spring Trimester
	• Narrative • Evaluation and Critique	Writing about Significance • Biography • Autobiography	- Persuasive writing

		• Memoir • Personal Essays	

NOCCS Mathematics Curriculum Map

Grade	Fall Trimester	Winter Trimester	Spring Trimester
K	• Getting ready: Intro to math workshop routines, vocabulary & manipulatives • Counting to 10, Intro to sorting, Data investigations • Counting to 20, Greater Than & Less Than, Intro to linear measurement	• Sorting & classifying, Constructing and extending patterns • Linear measurement, Counting to 30, Basic addition and subtraction • Intro to 2-D and 3-D shapes	• Addition and subtraction with larger numbers, Story problems • Matching and counting larger numbers, Intro to skip counting by groups of 2, 5, and 10 • Time and Money
1st	• Review of counting 1-30 forwards & backwards, Addition facts to 10 • 2-D shapes • Addition facts to 15, Basic subtraction	• Sorting & classifying, Surveys and data investigations • Measurement • Addition and subtraction facts to 20 w/ 2 or more addends	• Patterns • Counting to 100, Skip counting by 2's. 5's and 10's, addition facts • 2-D & 3-D Shapes, Time & Money
2nd	• Counting to 100, Skip counting, addition and subtraction facts to 45 • 2-D & 3-D Shapes, Symmetry and Intro to Arrays • Addition & Subtraction, Place Value w/ Coins, Greater Than/Less Than	• Sorting & Classifying, Carrying out Data Investigations • Making Tables, Intro to ratios, Patterns, Even & Odd Numbers • Addition and Subtraction facts to 100, Place Value with higher numbers	• Intro to Fractions • Even/Odd Numbers, Addition and Subtraction, Basic Multiplication & Division • Measurement & Time
3rd	• Review Place Value with Money, Counting to 1,000-10,000 • Carrying out Data Investigations & Probability • 2 & 3-digit Addition and Subtraction, Story Problems	• 2-D Shapes, Perimeter & Area, Angles • Multiplication and Arrays • Multiplication and Graphs and Tables, Positive and Negative Numbers	• Fractions & Decimals • Addition and Subtraction with higher numbers, Story Problems • 2-D & 3-D Shapes

4th	• Data Investigations, Creating Line Plots, Range & Median • Multiplication, Factors and Multiples, Prime and Square Numbers. • Algebraic expressions. • Multiplication & Division, Algebraic Expressions	• Measurement, 2-D Shapes, Angles and Calculating Area • Place Value, Addition, and Subtraction with Larger and Negative Numbers • Fractions & Decimals	• 3-D Shapes, Determining Volume with Rectangular Prisms • Multi-Digit Multiplication & Division • Graphs, Grids and Tables to Represent Change • Patterns, functions, and change: The coordinate system.
5th	• Factors, Multiples, Prime and Square Numbers, Multiplication & Division, Multi-Digit Multiplication and Division • 2-D & 3-D Shapes, Volume with Prisms, 2-D Shapes, Measuring Angles, Perimeter and Area • Addition & Subtraction with numbers in the thousands up to one million, Negative Integers	• Operations with Decimals • Fractions & Percents Equivalencies with Fractions, Decimals and Percents	• Tables and Graphs to Represent Change, 4-Quadrant Graphs • Data Investigations, Line Plots and Probability
6th	• Operations with Integers, fractions, and decimals, and percents. • Algebraic expressions and equations; Solving one step linear equations.	• Solving problems with best buys, unit rates , ratios and proportions. • Statistical measures and Sampling • Probability.	• Circles, and Angles. • Measurement of two and three dimensional shapes to solve problems. • Review and extension of the year's curriculum.
7th	• Algebraic terminology. Using and solving for variables in one and two steps problems. • Simplifying and justifying expressions using algebraic properties. • Using the correct order of operations to evaluate algebraic expressions	• Statistics; box-and-whisker plot, scatterplot, stem-and-leaf plot • Operations with rational and irrational numbers; absolute value, powers, square roots • Problem solving with discounts, markups, and interest	• Operations with Exponents • Geometry: Perimeter, Area, Circumference, Pythagorean theorem. • Graph and interpret linear and nonlinear functions

NOCCS Science & Social Studies

Teaching for Understanding Scope & Sequence: Year A

Grade	Fall Trimester	Winter Trimester	Spring Trimester

K/1st	• All About Me/Family
	• Senses
	  ○ Performing Arts Integration: *All About Me and My Family will culminate with a CD production of original song. My Five Senses*, will involve the creation of an interactive, multi-sensory Sensorium.
		• Bread from Around the World
		• Garden Integration: Growing Wheat
		• Celebrations
			• Paper/Wood Fabric
			  ○ Service-Learning Integration - Tree Care Guide Publishing Party & Neighborhood Adoption Ceremony
			• Animals/Insects/Habitats: Rainforest
			  ○ Visual Arts Integration: students use a variety of media from clay to paper in order to render a museum-like rain forest replica

2nd/3rd	• Investigating Artifacts – Northern California Culture/Myths & Archeology (Observation & Inference)	• Physics of Sound
		• Migration/Harlem Renaissance Performing Arts Integration: students will conduct biographical research and improvise in full character of their Harlem Renaissance research subjects.
		• Immigration
		  ○ Service Learning Integration: Immigrants within the community.
			• New Plants/Interdependence & Pollinator Gardens
			  ○ Service Learning Integration: Pollinator Garden Neighborhood Workshop
			• Oakland Then & Now
			  ○ Visual Arts Integration: Students create scale models of buildings in Oakland and the Linden Park Neighborhood Area.

	Fall Trimester	Winter Trimester	Spring Trimester
4th/5th	• Variables, Mixtures, and Solutions • Native Americans • The study of Native Americans Through documentaries, film and Photographs: Students will create a documentary about one of three periods of time (Age of Exploration, Age of Colonization, Age of Nationalization) which discusses main events in that period, misconceptions and stereotypes portrayed in the media about these events and the Native Americans, and how these events continue to influence native American life today.	• Landforms - Service-Learning Integration: School and Neighborhood Earthquake Preparedness • African Americans • Performing Arts Integration: • Students will study the history of African Americans through the medium of music. Students will explore the experience of African Americans within our set time periods (Age of Exploration, Age of Colonization, Age of Nationalization and Industrialization) by studying the changes in musical styles. As a final project, students will create an original piece of music that utilizes techniques evident in various styles of African American music and that tells the story of African American history.	• Human Body • European Americans: • Visual Arts Integration: Students will study the European American perspective of American history through our three time periods through the medium of Art. As a final project, the students will be completing a picture book that tells the story of American History through the European American perspective.

	Fall Trimester	Winter Trimester	Spring Trimester

6th	• Geology: FOSS Earth History
	  ○ Earth Layers
	  ○ Rocks
	  ○ Plate Tectonics
	  ○ Volcanoes
	  ○ Earthquakes
	  ○ Mountain Building
	  ○ Erosion
	• Paleolithic through the Development of Agriculture:
	  ○ Mesopotamia
	  ○ Egypt
	  ○ Kush
	  ○ Hebrew
		• Thermal and Solar Energy: Foss Solar Energy
		• Sun and Weather
		• Topography
		• Learning the scientific process of inquiry and experimental design through science fair
		• India
		• China
			• Ecology: ecosystems
			• Environmental Justice: Renewable and Non- Renewable Resources
			• Greece
			• Rome

7th	• Networks of Exchange and Encounter (500BCE-500CE): Are empires good or bad?
	• Area Studies of…
	- Afroeurasia, incl. Ancient Africa, Americas, (empires of Kush, Axum, Kushana, Qin, Xiongnu, Rome, Parthian, Maya, Teotihuacan, Zapotec, Moche, Chavin, Wari
	• Cell Biology
	• Genetics
		• Patterns of Interregional Unity (300CE-1500CE): Are empires good or bad?
		• Area Studies of…
		  • Islam
		  • Mongol Empire and China
		  • Japan
		  • Black Death in Europe
		  • West Africa: Mali, Songhay, Ghana
		• Evolution
		• Learning the scientific process of inquiry and experimental design through science fair
			• The Great Global Convergence OR When Empires Collide (1400-1600CE): Are empires good or bad?
			• Area Studies of…
			  • Americas and the Columbian Exchange
			  • European Renaissance and Reformation
			  • Science
			  • Age of Exploration and Reason
			• Comparative Anatomy: Learning about human anatomy through dissection of worm, frog, cow eye, lung and heart

	Fall Trimester	Winter Trimester	Spring Trimester

6th & 7th Grade Service-Learning	• Learning the Cycles of Inquiry and Action
	• Community Mapping
	• Community History (GPSF)
	  ○ Art Integration: Photo essays of people and places in Linden Park Neighborhood Area
	• Mapping Exhibition (GPSF)
	  ○ Art Integration: using mapping and interview data, students will draw on inspiration from Anna Deavere Smith's Fires in the Mirror piece to create a video that tells the stories of our various neighbors
		• Community Surveys
		• Mapping Analysis
		• Needs Assessment Proposals & Presentations (MLK Day)
			• Cesar Chavez Service Day
			  ○ Linden Park Community Mural – Wood Cuts
			  ○ Linden Park Beautification Day
			  ○ Other Student Proposed Projects
			• Next Steps for 2010-2011

NOCCS Science & Social Studies

Teaching for Understanding Scope & Sequence

Year B

Grade	Fall Trimester	Winter Trimester	Spring Trimester
K/1st	• Mapping, Neighborhood, My Community • Transportation	• Animals 2 x 2	• Air & Weather • Solids, Liquids, Gases
2nd/3rd	• Watercycle/Watershed Ecology • Map Skills	• Moon & Solar System	• Biographies • Government – "Our Town"
4th/5th	• US & California Constitution • Local, State, and Federal Government Structures • Electricity & Magnetism	• Before and After the Mexican American War • Granting of Statehood	• Food & Nutrition • Gold Rush • California Economy & Labor: Agricultural to Industrial

6th	• Geology: FOSS Earth History
	  ○ Rocks
	  ○ Plate Tectonics
	  ○ Volcanoes
	  ○ Earthquakes
	  ○ Mountain Building
	  ○ Erosion
	• Service Learning Project: Earthquake Preparation
	• Paleolithic through the Development of Agriculture:
	  ○ Mesopotamia
	  ○ Egypt
	  ○ Kush
	  ○ Hebrew
		• Thermal and Solar Energy: Foss Solar Energy
		• Service Learning Project: Energy Conservation
		• India
		• China
			• Ecology: Foss Populations and Ecosystems
			• Service Learning Project: Creating a Healthy Neighborhood Eco-System
			• Greece
			• Rome

Physical Education Curriculum Map

Month	K/1	2/3	4/5	6/7
September	• Bodies/Boundaries	• Bodies/Boundaries	• Partner/Group Games	• Partner/Group Games
October	• Throwing and Catching	• Throwing and Catching	• Throwing and Catching	• Throwing and Catching
November	• Parachute and Juggling	• Parachute and Juggling	• Yoga and Strength	• Yoga and Strength
December	• Manipulatives	• Manipulatives	• Nutrition and Fitness	• Nutrition and Fitness
January	• Gymnastics	• Gymnastics	• Gymnastics	• Gymnastics
February	• Creative Movement and Dance	• Creative Movement and Dance	• Multicultural Dance	• Multicultural Dance
March	• Jumping	• Jumping	• Advanced Jumping	• Advanced Jumping
April	• Running Games	• Running Games	• Track and Field	• Track and Field
May	• Kicking and Trapping	• Kicking and Trapping	• Soccer and Kickball	• Soccer and Kickball
June	• Skills Review	• Skills Review	• Basketball	• Basketball

Performing Arts Curriculum Map

When Am I A Soloist and When Am I An Ensemble Player?

Month	K/1	2/3	4/5	6/7
September PEACE-MAKING Family and Diversity	**Trimester Theme: Family Songs** ***This is a TFU Arts Integration trimester*** • Music class 'rituals' •**VOCAL:** warm-ups, different voices, high/low pitch and melodic shape. Songs about Family **RHYTHM**: Beat-keeping vs. rhythmic patterns; dynamics **MOVEMENT:** warm-ups, freeze dance world **PERFORMING ARTISTS' HABITS OF MIND:** Develop Craft and Understand Music in Our World (and our world in music)	**Trimester Theme: When Am I Standing Out As A Soloist, When Am I Blending In As A Band Player?** Classroom rituals, guidelines; Hopes and Wishes; 6 Bows of Respect, Getting to Know You, Jobs… **VOCAL**: warm-ups Children's dances, games and songs. How are games, songs, dances passed down? Why are there different versions of them? **PERFORMING ARTISTS' HABITS OF MIND:** understanding music in the world, listen/observe	**Year-long Theme: What is American music?** African, Native American, and European music in the 1700's – mid 1800's: Ohlone clapper sticks, whistles & flutes. Classroom rituals and guidelines: 6 Bows of Respect, Getting to Know You, Jobs… **PERFORMING ARTISTS' HABITS OF MIND:** develop craft, understand music in the world, reflect, listen/observe	**Year-long Theme: Music and Identity** Classroom rituals and guidelines: 6 Bows of Respect, Getting to Know You, Jobs… **PERCUSSION:** full and small group bucket drumming, and stepping. History of stepping and drumline Perform for other classes **PERFORMING ARTISTS' HABITS OF MIND**: engage and persists, listen/observe
October PEACE-MAKING Family and Diversity	• Family Songbook • Family song research **TFU**: 5 Senses: Imagine and Build a Sensorium.	• Continue children's games, songs, dances. NOTATION: quarter, half, whole notes and their	African, Native American, & European music in 1700's – mid 1800's: European baroque **PERFORMING**	**Drama Exploration:** drama games; Sharon's funny skits **PERFORMING ARTISTS' HABITS OF MIND:**

	PERFORMING ARTISTS' HABITS OF MIND: Envision and Stretch and Explore	rests.	**ARTISTS' HABITS OF MIND:** develop craft, understand music in the world, reflect, listen/observe	listen/observe and stretch/explore
November PEACE-MAKING Family and Diversity	• TFU: Build Sensorium and make creative movement pieces for it • (TFU) Record Family CD • Rehearse K/1 families at a grade level family meeting to be able to perform @GSF Day **PERFORMING ARTISTS' HABITS OF MIND:** Understanding Music in the World	• Perform for Dia de los Muertos. Perform somewhere else in the Linden Park neighborhood. Reflect on performing **PERFORMING ARTISTS' HABITS OF MIND:** understanding music in the world, reflection, develop craft.	African, Native American, and European music in the 1700's – mid 1800's: African drumming and dance with Diamano Coura **PERFORMING ARTISTS' HABITS OF MIND:** Understanding Music in the World	**African drumming ensemble** w/guests from Diamano Coura **PERFORMING ARTISTS' HABITS OF MIND:** Understanding Music in the World
December PEACE-MAKING Questioning Bias	**RHYTHM:** Translating the rhythms of language to body percussion and percussion **NOTATION:** K and 1st spend some time split to learn notation. K- invented notation. 1 – continue quarter, half, whole notes and their rests. **PERFORMING ARTISTS' HABITS**	***This is a TFU Arts Integration trimester*** Physics of Sound: Science and Music Working with guest inventors from 'Music for People and Thingamajigs' to create string instruments **BLOOM'S TAXONOMY**: synthesis **PERFORMING ARTISTS' HABITS OF MIND:** stretch and explore,	**Year-long Theme: What is American music?** African, Native American, and European music in the late 1800's/ early 20th century: song *John Henry* & early blues **BLOOM'S TAXONOMY**: analysis **PERFORMING ARTISTS' HABITS OF MIND:** reflect, understanding music in the world, develop craft,	**VOCAL:** vocal warm-ups, choral and solo songs. - Students present songs they like that speak to their identity. Also analyze for bias. Analyze for lyrics content and other musical elements **BLOOM'S TAXONOMY:** analysis **PERFORMING ARTISTS' HABITS OF MIND:** engage and persist; develop

	OF MIND: develop craft, engage and persist **Perform at Winter Concert**	understand music in the world **Perform at Winter Concert**	listen/observe **Perform at Winter Concert**	craft **Perform at Winter Concert**
January PEACE-MAKING Questioning Bias	• **Timbre and Dynamics:** build found-object wind chimes for parking lot trees **PERFORMING ARTISTS' HABITS OF MIND:** stretch and explore, engage and persist, develop craft, reflect	**TFU: Harlem Renaissance** Public speaking: what makes a powerful speaker? Drama games. Emphasize the Peace-making theme in biographies of Harlem Renaissance figures. **PERFORMING ARTISTS' HABITS OF MIND:** develop craft, engage and persist, express	African, Native American, and European music in the late 1800's/ early 20th century: folk music from British Isles (use recorders as well as other instruments)	**VOCAL:** Soloists and Small Groups: NOCCS Idol singing show. Prepare solo songs or small groups to 'Idol' off. Rubric for singing. Continue song analysis **BLOOM'S TAXONOMY:** analysis **PERFORMING ARTISTS' HABITS OF MIND:** engage and persist, develop craft,
February PEACE-MAKING Questioning Bias	Start xylophones Peace-making Songbook	**TFU: Harlem Renaissance:** solo projects in character Harlem Renaissance Salon performances	American music that blends the musical strands: Modern Native American flute songs	Making wind-chimes in scales from countries studied in social studies with guest artists from 'Music for People and Thingamajigs **PERFORMING ARTISTS' HABITS OF MIND:** Understanding Music in the World, develop craft

March PEACE-MAKING Connections	NOTATION K - quarter notes and rests in standard notation 1st – eighth notes and rests	NOTATION: Recorders: 2/3 Notation: quarter, eighth, half, and whole notes and rests. 2nd gr: Fluency in five note scales 3rd Gr.: Full 8-note scale D to high D. Continue Peace-Making Songbook they started in 1st Gr.	**Yearlong Theme: What is American music?** ***TFU SEMESTER WITH ARTS INTEGRATION*** Music that blends the musical strands: jazz, rock, hip-hop ShoM: music in the world, develop craft, reflect, envision	**Trimester Theme: Songwriting and playwriting** Using live recording and computer editing to create soundtracks to accompany short plays /monologues and/or Digital Storytelling in Media Arts. Start by identifying the theme, storyboarding. **PERFORMING ARTISTS' HABITS OF MIND:** envision; engage and persist; develop craft; understanding music in the world; reflect; listen and observe, express **BLOOM'S TAXONOMY:** creation
April PEACE-MAKING Connections	Musical with original music based on literature. Students act and accompany the different scenes and characters with original musical themes, sound effects, and soundscapes.	Continue Peace-Making Songbook they started in 1st Gr.	Songwriting: blending the musical strands **BLOOMS TAXONOMY:** creation, synthesis **PERFORMING ARTISTS' HABITS OF MIND:** express, stretch and explore, reflect,	Continue creating accompaniments

May PEACE-MAKING Connections	• Perform at Spring Concert and other venue in the Linden Park neighborhood	• Perform at Spring Concert and other venue in the Linden Park neighborhood.	Continue songwriting individually and in small bands. Perform at Spring Concert	Continue creating accompaniments
June PEACE-MAKING Connections		•	Perform at Exhibition Night	Present final projects at Exhibition Night

Media Arts Curriculum Map

The 6/7 Media Arts elective is framed by the essential question or throughline, "What is media literacy?" Lessons will be guided by the following focus questions.

Month	6/7
September	• What is media? What is media literacy? Why is being media literate important to me? What are the different media that were created in the 21st century? What are the different audiences, conventions and purposes of each medium? What questions do I need to ask of each medium?
October	• What is the role of advertising in media? How does race, class, and gender stereotypes play into advertising and the media?
November	• How objective or subjective is media? Should it be one or the other?
December	• What are the technical aspects of media and how do we produce media?
January	• Is public art good or bad? What are the different kinds of public art? What public art exists in Oakland?
February	• Why has public art caused controversy? What are some case studies of controversial public art? What are arguments for or against public art?
March	• What does it mean to be a global citizen in the 21st century?
April	• How can media support me as a global citizen?
May	• How can media support us, the NOCCS community?
June	• How have I grown as a learner and community member from this year's elective? Sharing of projects from the year

Spanish Curriculum Map

Month	6/7
September	• Saludos y respuestas, presentaciones, la fecha, el tiempo, y la hora • La geografía y cultura de cuatro paises
October	• Los numeros 0 a 100, artículos, pronombres, adjetivos • La geografía y cultura de cuatro paises
November	• Verbos; el infinitivo • La geografía y cultura de tres paises
December	• Verbos en el presente • La geografía y cultura de dos paises
January	• Verbos en el presente • La geografía y cultura de cuatro paises
February	• Verbos de cambio radical en el presente • La geografía y cultura de cuatro paises
March	• Verbos reflexivos • La geografía y cultura de cuatro paises
April	• Verbos en el futuro • La geografía y cultura de tres paises
May	• Verbos: Pretérito • La geografía y cultura de cuatro paises
June	• Verbos: Pretérito • La geografía y cultura de cuatro paises

12. Describe the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment. Explain how you ensure that all students with disabilities in your school:

- Have access to the general education curriculum
- Integrate with their non-disabled peers and participate in standardized testing, including the accommodations and modifications which are provided to these students

NOCCS complies with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act. NOCCS functions as a public school of Oakland Unified School District, the local education agency that granted the charter for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

All students with disabilities attending NOCCS receive a free, appropriate public education, and are educated in the least restrictive environment, including maximum integration with nondisabled peers. The North Oakland Community Charter School does not deny admission to any pupil on the basis of disability. If after an eligible student enrolls in NOCCS, an IEP team determines that the charter school cannot provide the required services, appropriate services will be provided elsewhere. These services may not be denied by the school or the LEA responsible for providing services on the basis of cost or lack of available services.

NOCCS teachers and families work collaboratively with special education personnel from the Oakland Unified School District to develop and implement annual individualized education plan (IEPs) goals and appropriate delivery of support services to all students with IEPs. Progress towards IEP and other academic, social, emotional, and physical goals are reviewed by both the classroom teacher and the specialists, with the families, on an on-going basis through family conferences, progress reports, and other (as needed) modes of communication and reporting. Resource specialist, speech therapists, occupation therapists, and other specialists provided by the district work and consult with classroom and enrichment staff to appropriately modify curriculum for students with IEPs to ensure our special education students have access to the general education curriculum and appropriately integrate with their non-disabled peers in the least restrictive environment. Prior to the implementation of annual standardized testing, teachers, specialists, administrators, and families review and finalize the appropriate accommodations and modifications for all students with IEPs and 504 plans. Testing plans are created to meet the needs of each of the students.

NOCCS strives to meet the needs of all of its students, including those designated in need of special education. The following demonstrate NOCCS' commitment to policies that meet those needs:

- Strives to clarify in its MOU the responsibilities of each party for service delivery, including but not limited to, referral, assessment, instruction, DIS services, and due process;
- OUSD receives NOCCS's allocated share of AB 602 special education funds;
- NOCSS will additionally be responsible for a fair share of any encroachment on general funds;

- NOCCS will notify OUSD when a special education student enrolls, becomes eligible, ineligible, and/or leaves NOCCS.

Ongoing Assessments

13. What student performance achievement targets have been established for your students, including those specified in the charter? How has your school performed against these targets? How have subgroups performed?

Measurable Pupil Outcomes

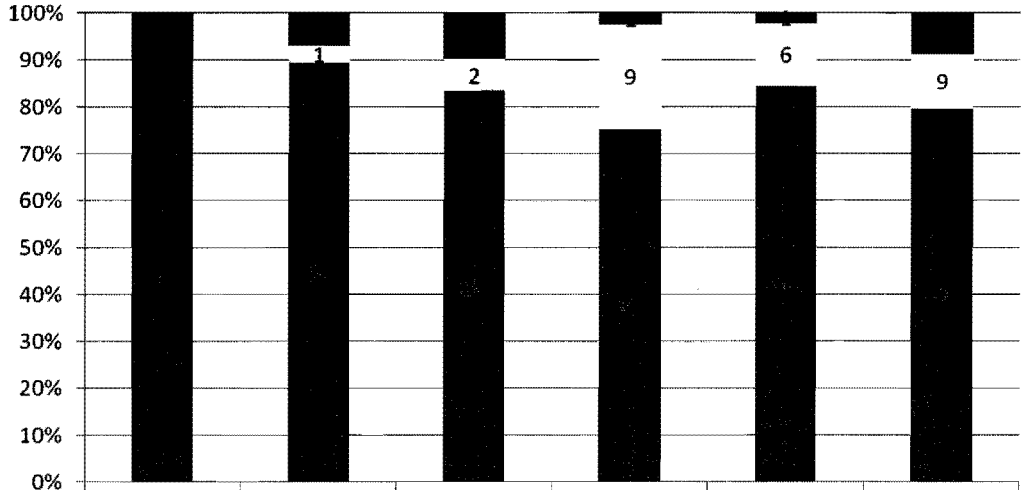
1. At least 50% of NOCCS students will show at least one grade level's progress each academic year, as evidenced by scores on STAR test and successful completion of required work including performances of understanding in each content area.

a. CST Growth Data. Using matched student data from 2003 – 2009, the school has tracked students who have made one grade level's progress as measured by the CST. We define "at least one grade level's progress" as, from the previous year to the next:
   - Moving from Far Below Basic up to Below Basic or above
   - Moving from Below Basic to Basic or above
   - Moving from Basic to Proficient or above
   - Achieving a score of either Proficient or Advanced

   Using the criteria above, in the areas of both ELA and Mathematics, over 50% of all NOCCS students have shown at least one grade level's progress each of the past six academic year.

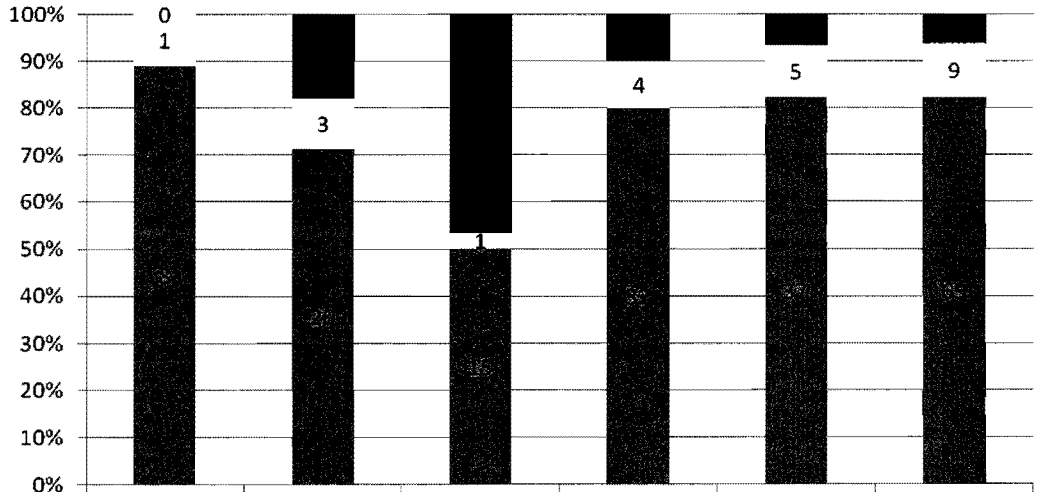
   The following graphs show how our students with matched student data (at least two years of data) have performed in the areas of English Language Arts and Mathematics:

2003 - 2009 Matched Student Data - CST ELA - Growth



	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
negative	1	2	3	1	1	7
no growth	0	1	2	9	6	9
1+ year	8	25	25	30	38	63

2003 - 2009 Matched Student Data - CST Math - Growth

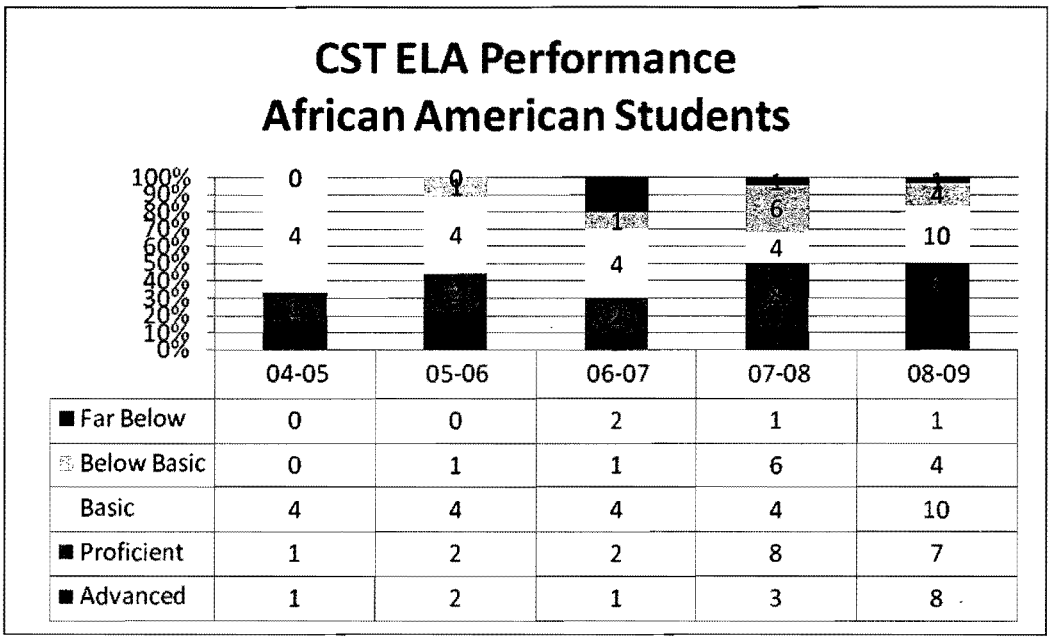


	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
negative	0	5	14	4	3	5
no growth	1	3	1	4	5	9
1+ year	8	20	15	32	37	65

b. CST Subgroup Data. Using historical data from 2003 – 2009, the school has tracked the overall CST performance of the following subgroups in the areas of English Language Arts and Mathematics:
    a. African American/Black Students
    b. Hispanic Students
    c. Economically Disadvantaged Students
    d. English Language Learners
    e. Students with Disabilities

African American/Black Students.

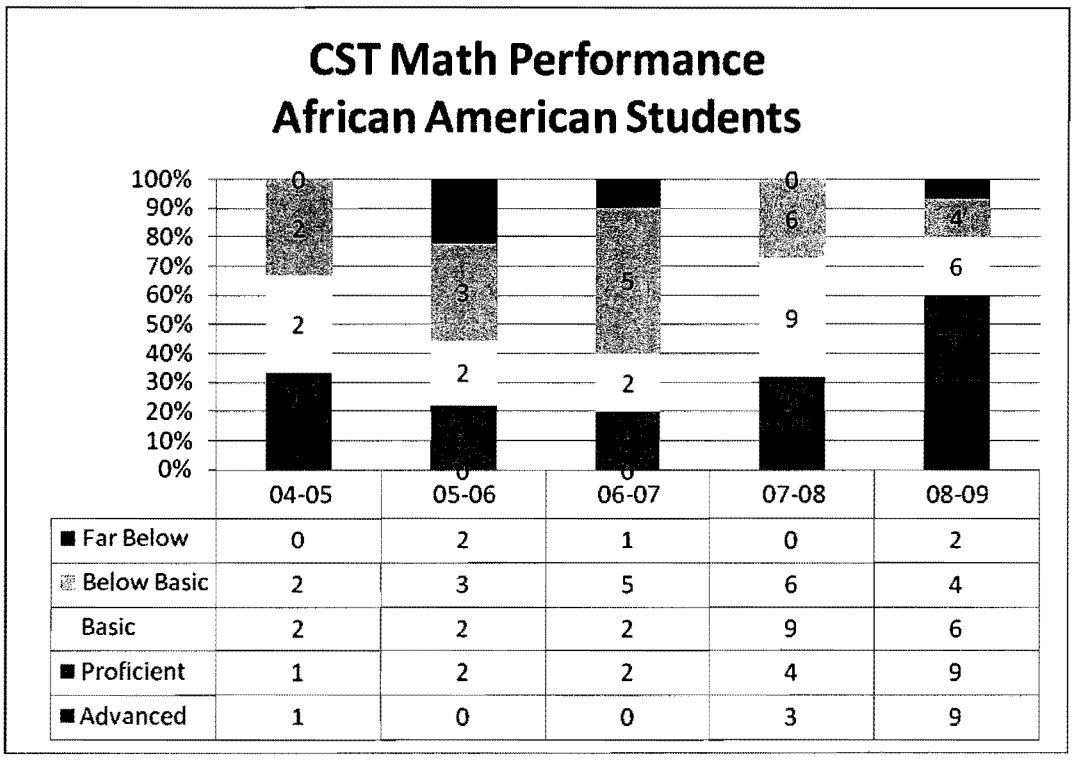
CST-ELA performance data shows that 50% of all for African American/Black students have scored proficient or advanced on the CST over the past two academic years (07-08 and 08-09) – including an increase of 20 percentage points from 06-07. In addition, the percentage of students scoring basic, below basic, and far below basic have shown a decrease each of the past three years, decreasing from 70% in 06-07 to 50% in 08-09.



	04-05	05-06	06-07	07-08	08-09
Far Below	0	0	2	1	1
Below Basic	0	1	1	6	4
Basic	4	4	4	4	10
Proficient	1	2	2	8	7
Advanced	1	2	1	3	8

CST-Mathematics performance data show that 60% of all African American/Black students scored proficient or advanced on the CST in the 08-09 academic year. This represents a significant increase from the four previous years, where only an average of approximately 25% of all African American/Black students scored proficient or advanced on the Mathematics portion of the CST. 08-09 also showed a significant decrease in the percentage of students scoring below and far below basic from previous years.

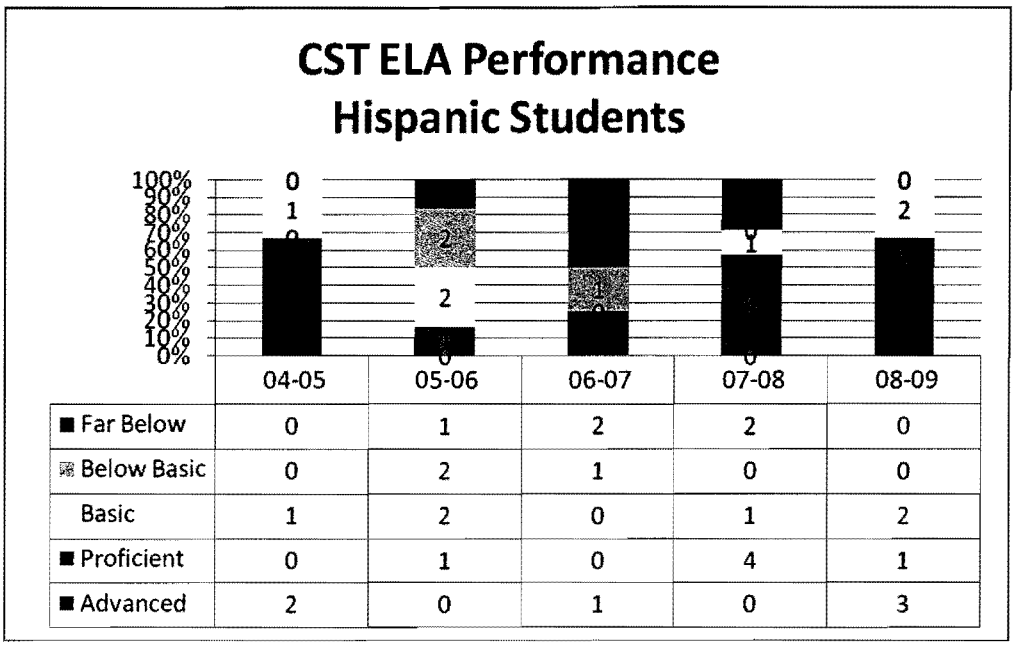
While not meeting the school's overeall goal of over 50% achievement for all students of grade level 's progress as demonstrated by a score of proficient or advanced on the CST, we believe this subgroup shows positive trends in the increase of students scoring proficient and advanced and downward trends in the percentage of students scoring basic and below each of the past two years. We believe this is direct evidence of the effectiveness of the first year of implementation of our mathematics initiative, and anticipate a continuation of a trend in on-going years.



	04-05	05-06	06-07	07-08	08-09
Far Below	0	2	1	0	2
Below Basic	2	3	5	6	4
Basic	2	2	2	9	6
Proficient	1	2	2	4	9
Advanced	1	0	0	3	9

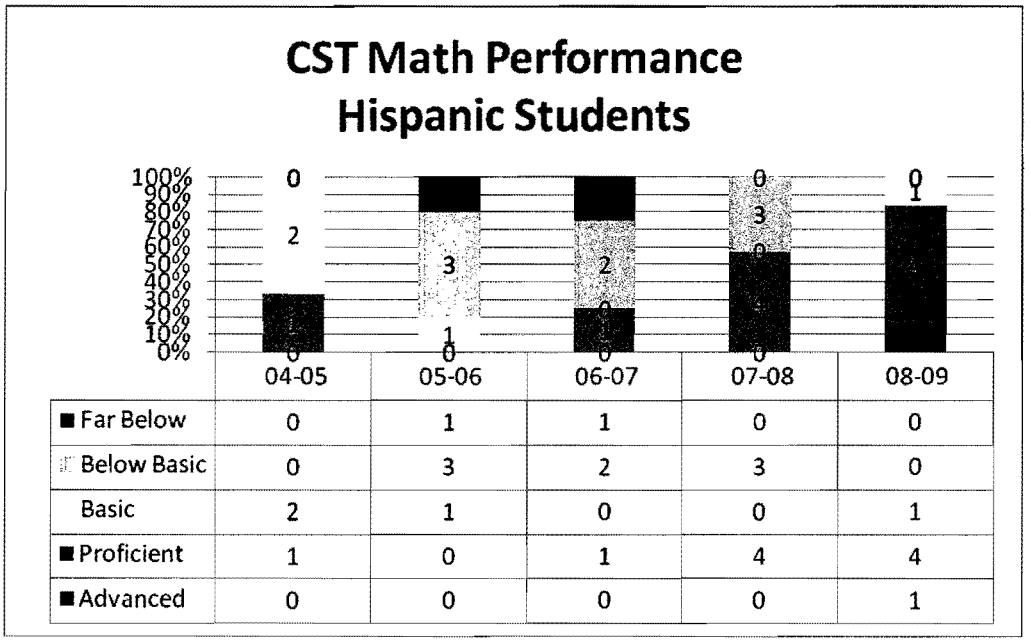
Hispanic Students.

CST-ELA performance data shows that over 50% of all Hispanic students have scored proficient or advanced on the CST three of the past five year. In addition, the percentage of students scoring basic, below basic, and far below basic have shown a decrease each of the past two years, with no Hispanic student scoring below or far below basic in 08-09.



	04-05	05-06	06-07	07-08	08-09
Far Below	0	1	2	2	0
Below Basic	0	2	1	0	0
Basic	1	2	0	1	2
Proficient	0	1	0	4	1
Advanced	2	0	1	0	3

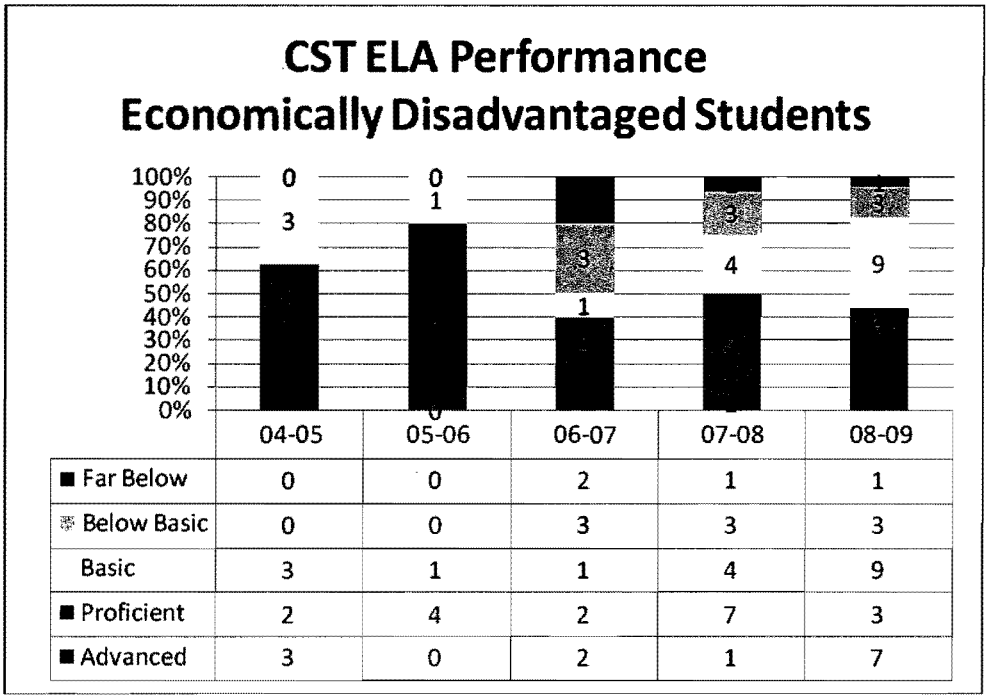
CST-Mathematics performance data shows that over 50% of all Hispanic students have scored proficient or advanced on the CST each of the of the past two years (07-08 and 08-09). In addition, the percentage of students scoring basic, below basic, and far below basic have shown a decrease each of the past four years, with no Hispanic student scoring below or far below basic in 08-09. Again, while not meeting the school's overall goal of over 50% of all students achieving one grade level's progress as demonstrated by a score of proficient or advanced on the CST, we believe this subgroup shows positive trends in the increase of students scoring proficient and advanced that we feel confident will continue in years to come.



	04-05	05-06	06-07	07-08	08-09
Far Below	0	1	1	0	0
Below Basic	0	3	2	3	0
Basic	2	1	0	0	1
Proficient	1	0	1	4	4
Advanced	0	0	0	0	1

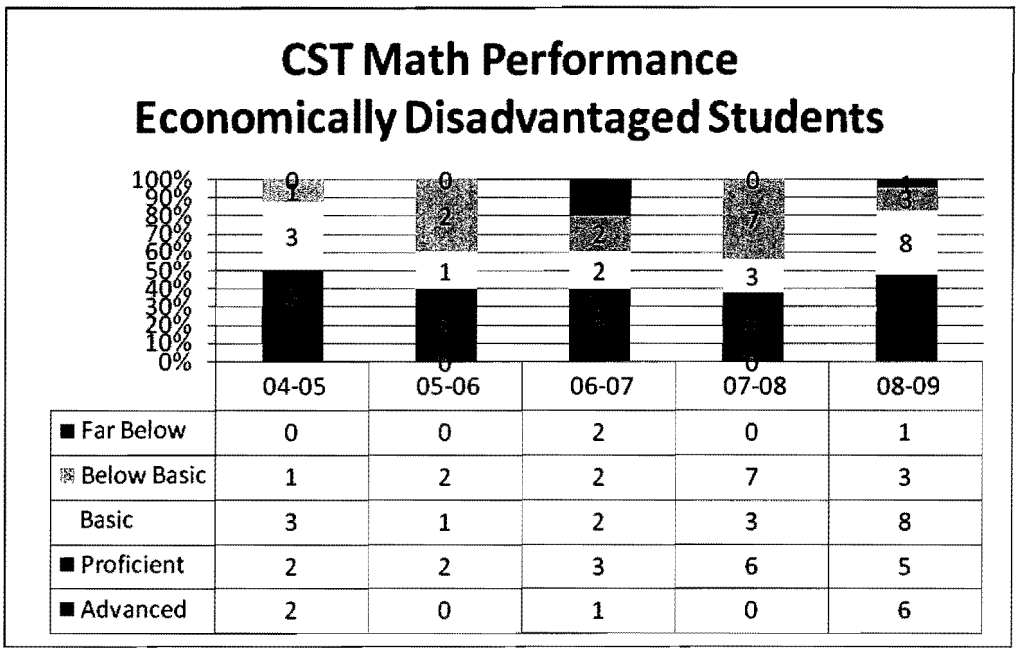
Economically Disadvantaged Students

CST-ELA performance data shows that over 50% of all Economically Disadvantages students have scored proficient or advanced on the CST three of the past five year. In addition, the percentage of students scoring below basic or far below basic has decreased each of the past two years. NOCCS will continue to carefully monitor this subgroup's ELA performance and devise equity-based strategies to address the lagging achievement of these students compared to the rest of the school population.



	04-05	05-06	06-07	07-08	08-09
Far Below	0	0	2	1	1
Below Basic	0	0	3	3	3
Basic	3	1	1	4	9
Proficient	2	4	2	7	3
Advanced	3	0	2	1	7

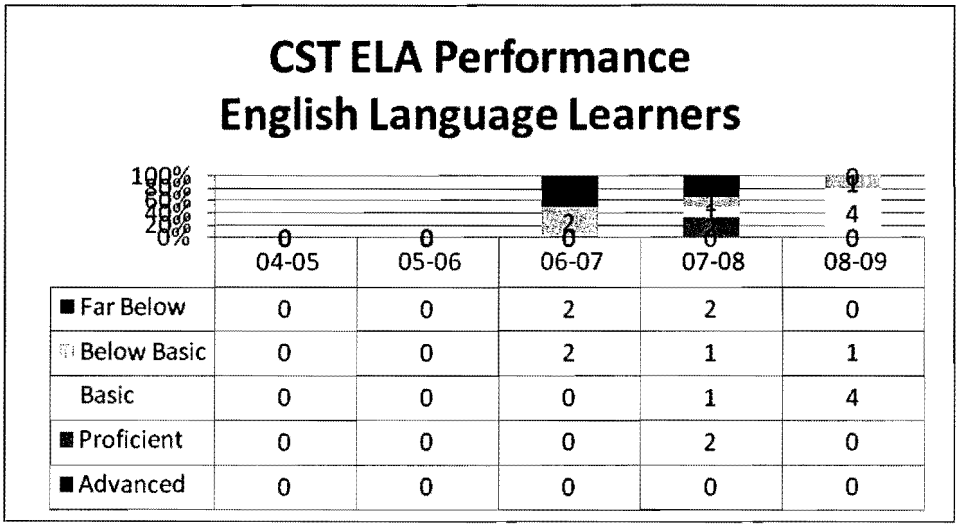
CST-Math performance data shows that over 50% of all Economically Disadvantages students have scored proficient or advanced on the CST in only one of the past five year. In the past year, approximately 48% of subgroup student scored proficient and advanced, an average increase of 9 percentage points from the previous three years. In addition, over the past year, this subgroup has made progress in terms of the decrease of students scoring below and far below basic, with the percentage falling from approximately 44% in 07-08 to 18% in 08-09. NOCCS will continue to carefully monitor this subgroup's Mathematics performance and continue to develop and implement equity-based strategies to address the lagging achievement of these students compared to the rest of the school population.



	04-05	05-06	06-07	07-08	08-09
Far Below	0	0	2	0	1
Below Basic	1	2	2	7	3
Basic	3	1	2	3	8
Proficient	2	2	3	6	5
Advanced	2	0	1	0	6

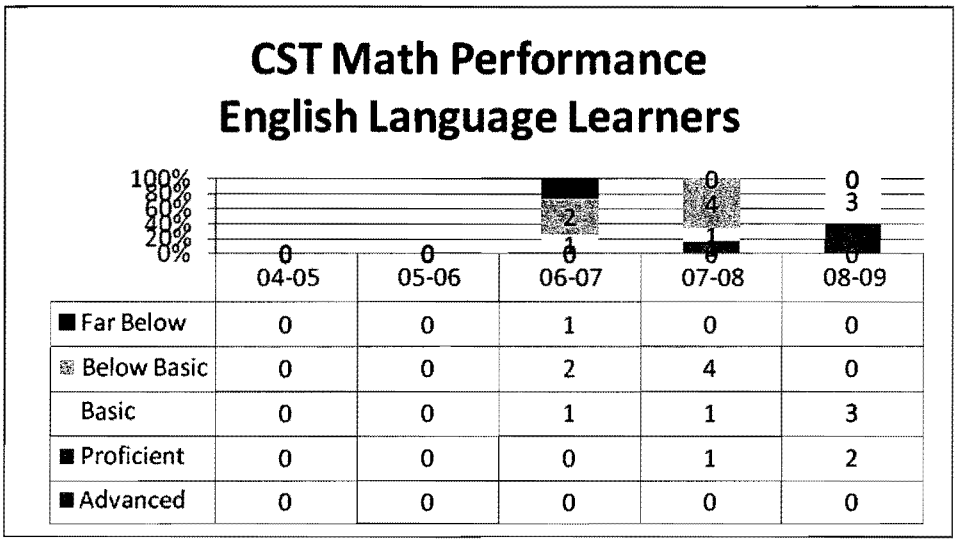
English Language Learners

In examining ELL data for NOCCS, it should be noted that this is a very small subgroup that comprises an average of 3.5% of all students at NOCCS over the past five years. That said, CST-ELA performance data shows that the performance of ELL students lags significantly behind that of the general NOCCS population. In only one of the past three years have ELL students scored proficient (32%) on the ELA portion of the CST. In each of the past two years, however, the percentage of ELL students scoring below and far below basic has decreased, moving from 100% of all ELL students in 06-07 to 50% in 07-08 to 20% in 08-09. NOCCS will continue to carefully monitor this subgroup's ELA performance and devise equity-based strategies to address the lagging achievement of these students compared to the rest of the school population.



	04-05	05-06	06-07	07-08	08-09
Far Below	0	0	2	2	0
Below Basic	0	0	2	1	1
Basic	0	0	0	1	4
Proficient	0	0	0	2	0
Advanced	0	0	0	0	0

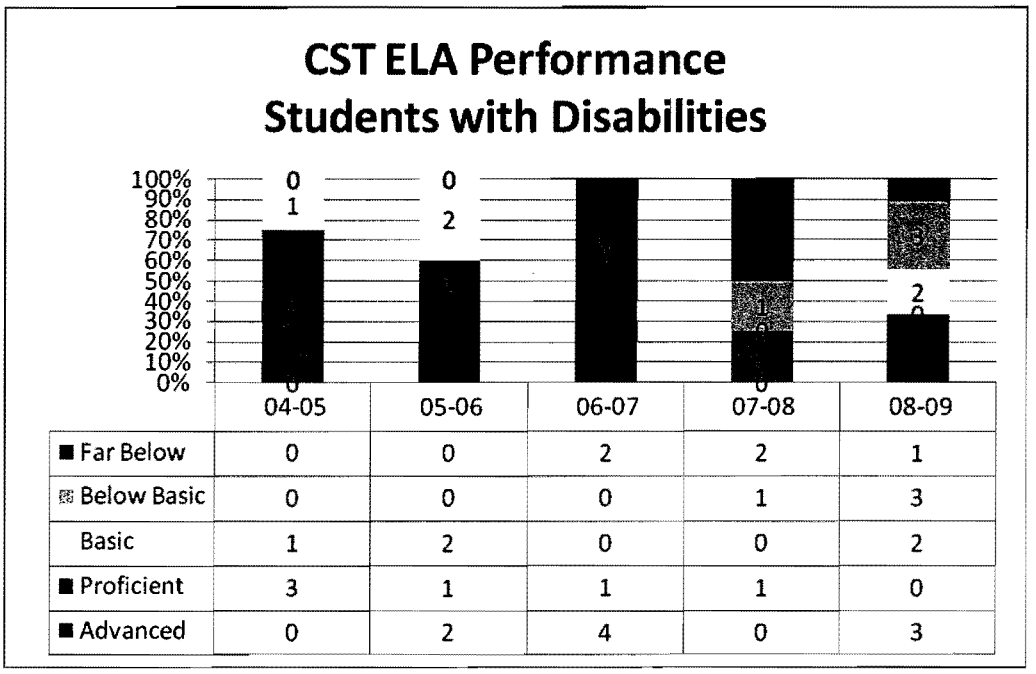
In examining ELL data for NOCCS, it should be noted that this is a very small subgroup that comprises an average of 3.5% of all students at NOCCS over the past five years. That said, CST Mathematics performance data shows that the performance of ELL students lags significantly behind that of the general NOCCS population. While showing positive trends in the increase of student scoring proficient have risen from 0% in 06-07 to 18% in 07-08 and 40% in 08-09; and the percentage of below and far below basic students decreasing from 75% in 06-07 to 68% in 07-08 to 0% in 08-09, ELL students have failed to achieve the benchmark of 50% proficient or advanced in all three of the years of data for this subgroup. NOCCS will continue to carefully monitor this subgroup's Mathematics performance and continue to develop and implement equity-based strategies to address the lagging achievement of these students compared to the rest of the school population.



	04-05	05-06	06-07	07-08	08-09
Far Below	0	0	1	0	0
Below Basic	0	0	2	4	0
Basic	0	0	1	1	3
Proficient	0	0	0	1	2
Advanced	0	0	0	0	0

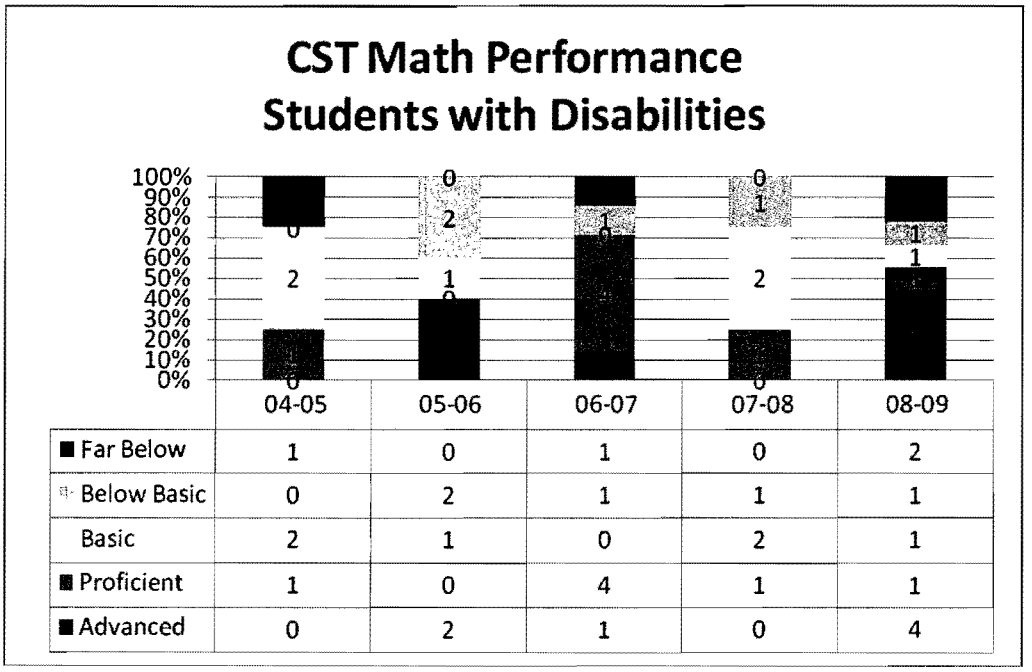
Students with Disabilities

CST-ELA subgroup data for students with disabilities shows that over 50% of NOCCS students scored proficient or advanced three of the past five years. However, over the past two years, this subgroup has failed to achieve this benchmark, with only 25% in 07-08 and 32% in 08-09. In the past year the percentage of students with disabilities scoring below or far below basic has, however, dropped from a high of 75% in 07-08 to 45% in 08-09. NOCCS will continue to carefully monitor this subgroup's ELA performance and devise equity-based strategies to address the lagging achievement of these students compared to the rest of the school population.



	04-05	05-06	06-07	07-08	08-09
Far Below	0	0	2	2	1
Below Basic	0	0	0	1	3
Basic	1	2	0	0	2
Proficient	3	1	1	1	0
Advanced	0	2	4	0	3

CST-Mathematics data for students with disabilities shows over 50% of subgroups students scored proficient or advanced in two of the past five years, including in our most recent round in 08-09 where 55% of subgroup students scored proficent or advanced. NOCCS will continue to carefully monitor this subgroup's Mathematics performance and continue to develop and implement equity-based strategies to address the lagging achievement of these students compared to the rest of the school population.

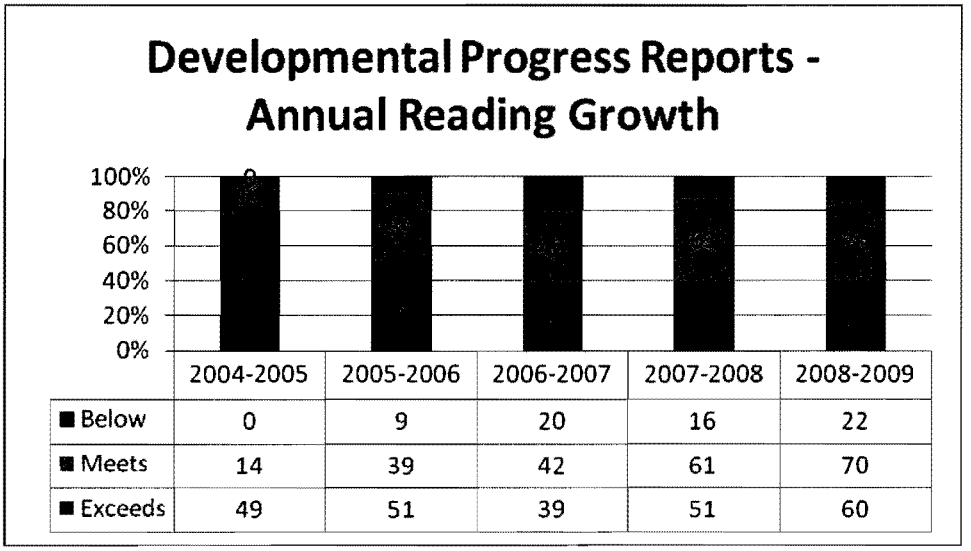


	04-05	05-06	06-07	07-08	08-09
Far Below	1	0	1	0	2
Below Basic	0	2	1	1	1
Basic	2	1	0	2	1
Proficient	1	0	4	1	1
Advanced	0	2	1	0	4

c. Developmental Progress Report Data. Using matched pre and post data from our Developmental Progress Reports, the school quantifiably tracks annual growth in five different areas using developmental scales. Students who fail to show growth (growth scores of 0 and below) are classified as showing "no growth"; students who show moderate gains (1 or 2 developmental scale points) are classified as "meeting" growth expectations; students who show larger gains (3 or more developmental scale points) are classified as "exceeding" growth expectations. The following charts show historic annual growth from 2004 – 2005 through 2008 – 2009 in the following areas:

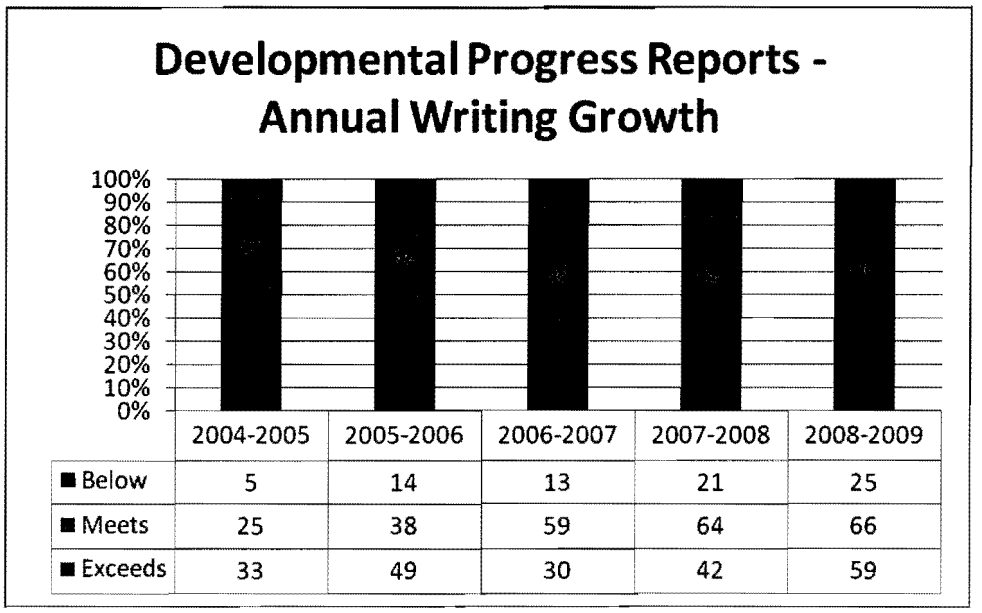
- Reading Content and Process
- Writing Content and Process
- Mathematical Number Sense
- Mathematical Measurement and Geometry
- Scientific Conceptual Understanding and Skills

Reading Content and Process annual growth data shows that NOCCS students met and exceeded the goal of 50% or greater students demonstrating grade level progress each of the past five years.



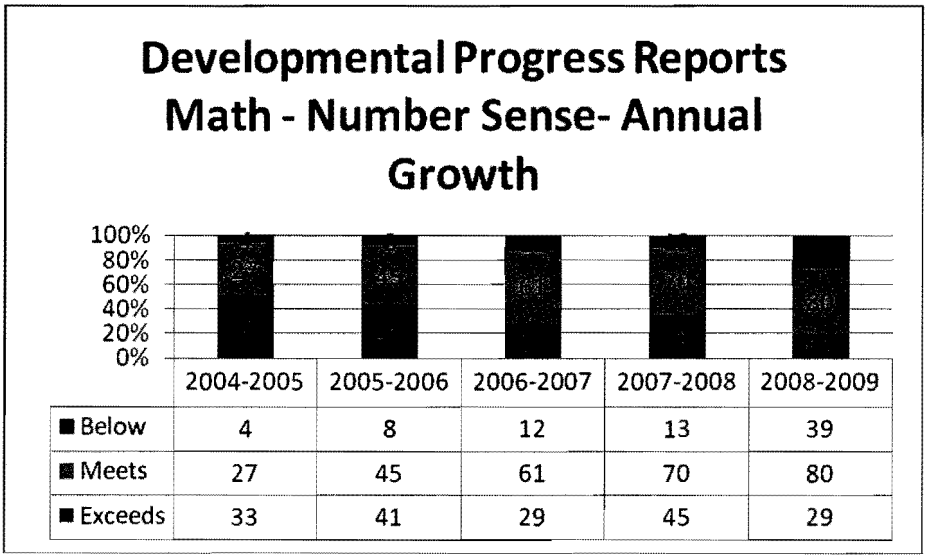
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Below	0	9	20	16	22
Meets	14	39	42	61	70
Exceeds	49	51	39	51	60

Writing Content and Process annual growth data shows that NOCCS students met and exceeded the goal of 50% or greater students demonstrating grade level progress each of the past five years.



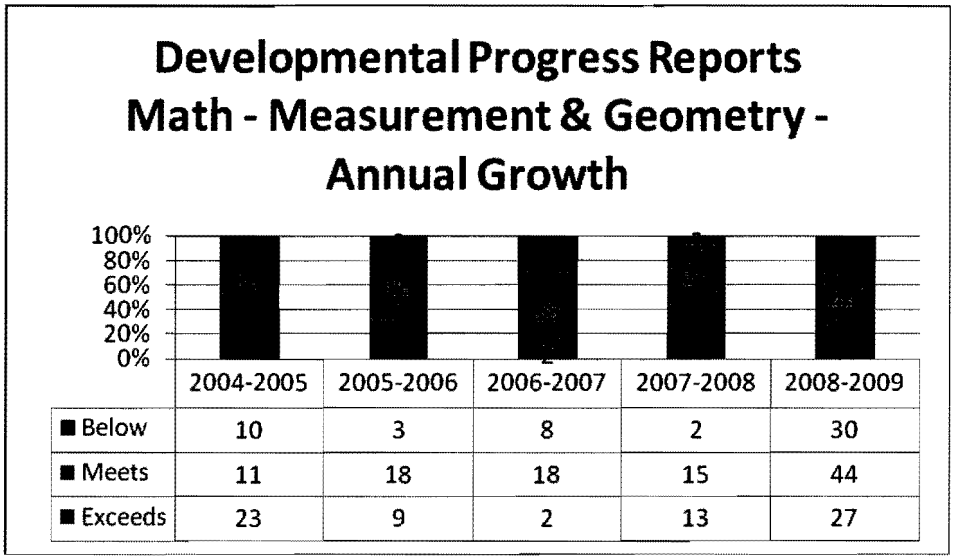
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Below	5	14	13	21	25
Meets	25	38	59	64	66
Exceeds	33	49	30	42	59

Mathematical Number Sense annual growth data shows that NOCCS students met and exceeded the goal of 50% or greater students demonstrating grade level progress each of the past five years. It should be noted that the drop in students considered exceeding and meeting as well as the increase of the students failing to show growth in the number sense growth data is attributed to the expansion to a K-6 institution in 08-09 and the lack of an appropriate upper end to our developmental scale for upper elementary and middle school students. NOCCS is currently working to revise our progress report format and scales to appropriately address this issue while still creating a mechanism whereby we are able to demonstrate annual student growth.



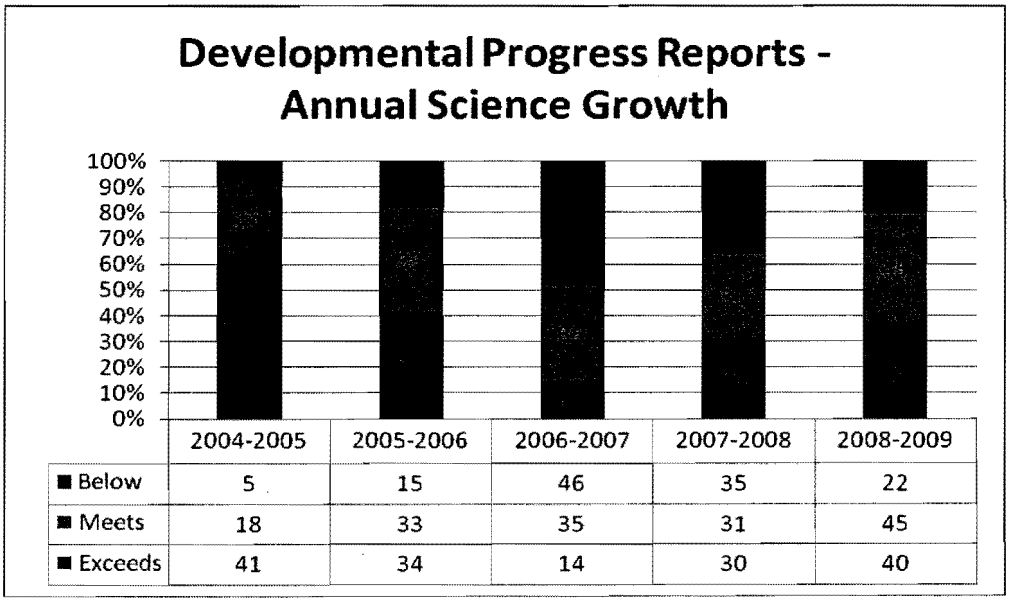
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Below	4	8	12	13	39
Meets	27	45	61	70	80
Exceeds	33	41	29	45	29

Mathematical Measurement and Geometry annual growth data shows that NOCCS students met and exceeded the goal of 50% or greater students demonstrating grade level progress each of the past five years. Similar to the Number Sense data declines above, the drop in students considered exceeding and meeting as well as the increase of the students failing to show growth in the measurement and geometry growth data is attributed to the expansion to a K-6 institution in 08-09 and the lack of an appropriate upper end to our developmental scale for upper elementary and middle school students.



	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Below	10	3	8	2	30
Meets	11	18	18	15	44
Exceeds	23	9	2	13	27

Scientific Conceptual Understanding and Skills annual growth data shows that NOCCS students met and exceeded the goal of 50% or greater students demonstrating grade level progress each of the past five years.



	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Below	5	15	46	35	22
Meets	18	33	35	31	45
Exceeds	41	34	14	30	40

2. Standards and assessments for students with special needs or limited English proficiency will be adapted to their IEP or CEDLT level. See subgroup data above for students with disabilities and ELL students above.

3. The percentage of NOCCS' students scoring proficient or better on California Standards Tests will meet or exceed the annual measurable objectives required by NCLB.

The following graph shows NOCCS achievement in meeting it API growth target and AYP each of the past five years of operation.

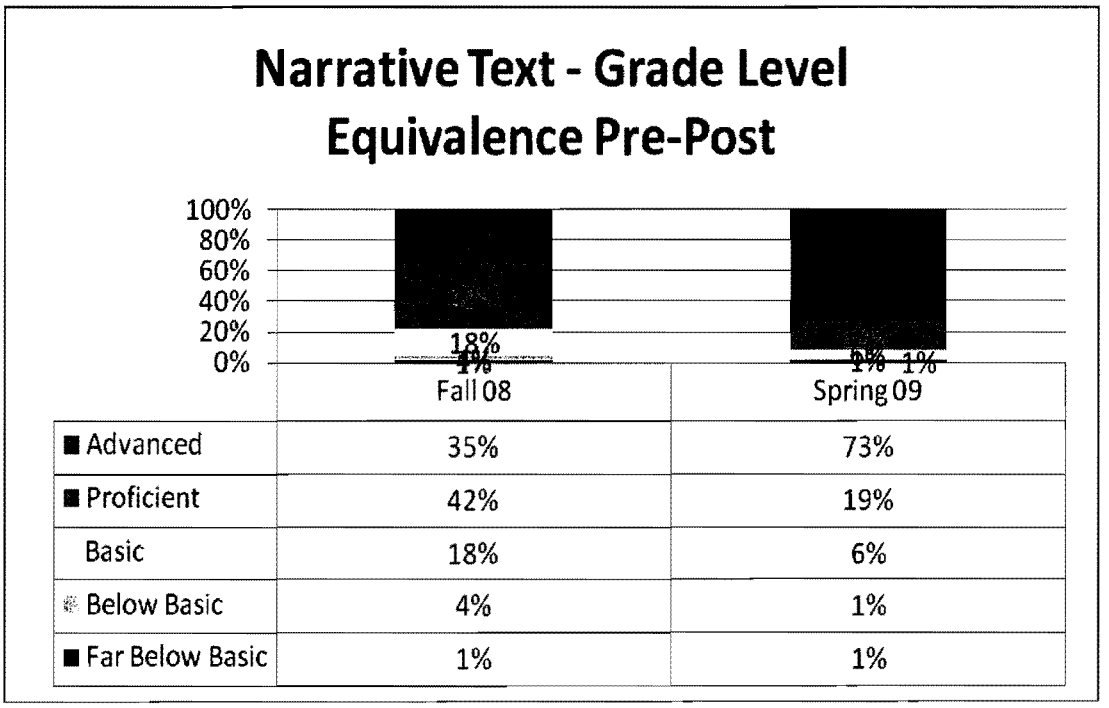
Year	Schoolwide API Growth Target Met	All API Subgroups Growth Targets Met (07-09) Comparable Improvement Growth Targets Met (04—07)	Made AYP	AYP Criteria Met	AYP Criteria Not Met
2008 - 2009	Yes	Yes	Yes	7 of 7	-
2007 - 2008	Yes	Yes	Yes	5 of 5	-
2006 - 2007	Yes	Yes	No	4 of 5	Participation Rate - Mathematics
2005 - 2006	Yes	Yes	Yes	5 of 5	-
2004 - 2005	Yes	Yes	Yes	5 of 5	-

4. In keeping with the emphasis on Teaching for Understanding, the school will augment the STAR system tests with a diverse array of performance assessments that include psychometrically appropriate, valid, and reliable measures. Students will demonstrate proficiency in each of the core content areas as measured by the Developmental Progress Reports.

a. See Developmental progress report data above
b. A minimum of two times per year, teachers administer the Developmental Reading Assessment (DRA) to all students under an independent reading level of 80 (grade level equivalent 8th Grade, Guided Reading Level Equivalent Level Z). Students' DRA levels are assessed using both narrative and expository texts.

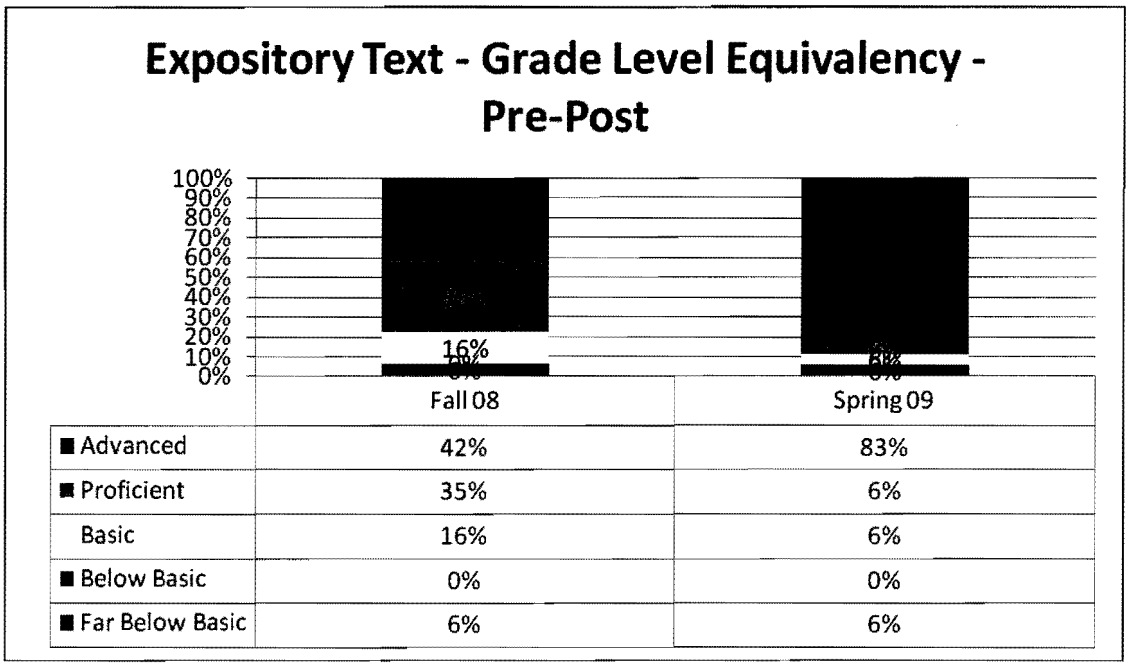
a. Because the DRA is a developmental assessment given to help teachers understand where a child is on a continuum as a reader, we first track the developmental level that each child is assessed:
    i. If a child is assesses at an instructional or independent reading level above his/her grade level designation, s/he is designated as advanced.
    ii. If a child is assessed at an instructional or independent reading level that is aligned with his/her grade level expectations, s/he is designated as proficient.
    iii. If a child is assessed at an instructional or independent reading level one grade below his/her grade level expectations, s/he is designated as basic.
    iv. If a child is assessed at an instructional or independent reading level two levels below his/her grade level expectations, s/he is designated as below basic.
    v. If a child is assessed at in instructional or independent reading level three levels below his/her grade level expectations, s/he is designated as far below basic.

The graph below shows an increase in the percent of students scoring advanced/proficient on the DRA from Fall 2008 through Spring 2009 according to the grade level equivalency of their pre and post Narrative DRA assessments.



	Fall 08	Spring 09
Advanced	35%	73%
Proficient	42%	19%
Basic	18%	6%
Below Basic	4%	1%
Far Below Basic	1%	1%

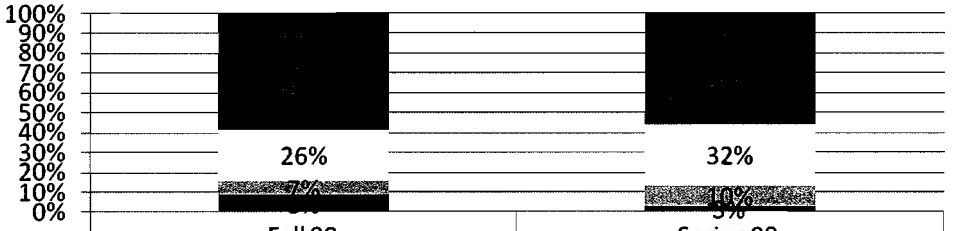
The graph below shows an increase in the percent of students scoring advanced/proficient on the DRA from Fall 2008 through Spring 2009 according to the grade level equivalency of their pre and post Expository DRA assessments.



	Fall 08	Spring 09
Advanced	42%	83%
Proficient	35%	6%
Basic	16%	6%
Below Basic	0%	0%
Far Below Basic	6%	6%

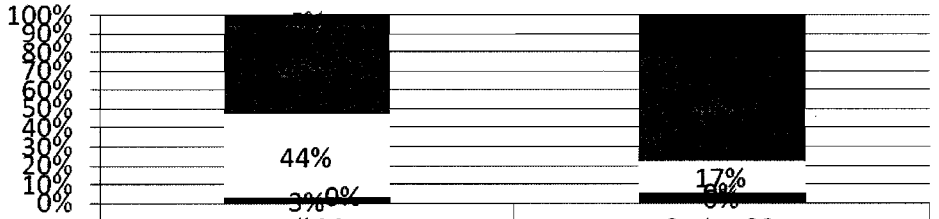
DRAs are also used to assess both oral reading fluency and reading comprehension levels on a five part developmental scale ranging from Intervention through Advanced. Teachers use DRA data to determine and create developmentally appropriate and standards-based individualized reading/literacy goals for each student. Students work with their teachers towards these reading/literacy goals through a variety of instructional settings including reader's workshop, guided reading, literacy centers, and book groups.

Narrative Text - Oral Reading Fluency Pre-Post



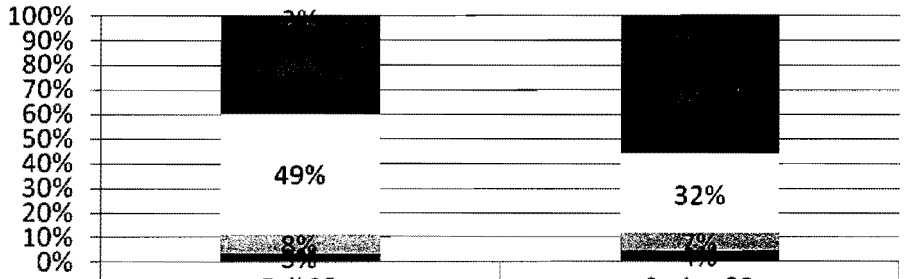
	Fall 08	Spring 09
Advanced	11%	11%
Independent	47%	45%
Instructional	26%	32%
Developing	7%	10%
Intevention	8%	3%

Expository - Oral Reading Fluency - Pre-Post



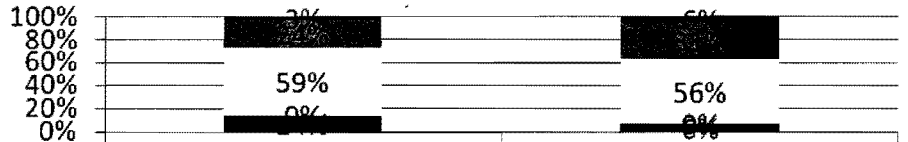
	Fall 08	Spring 09
Advanced	6%	22%
Independent	47%	56%
Instructional	44%	17%
Developing	0%	0%
Intevention	3%	6%

Narrative Text - Comprehension Pre-Post



	Fall 08	Spring 09
Advanced	3%	9%
Independent	37%	47%
Instructional	49%	32%
Developing	8%	7%
Intevention	3%	4%

Expository - Comprehension - Pre-Post



	Fall 08	Spring 09
Advanced	3%	6%
Independent	24%	31%
Instructional	59%	56%
Developing	0%	0%
Intevention	14%	6%

In addition to tracking each student's DRA data through teacher records and student portfolios, in the 2008 – 2009 academic year, we began to track schoolwide DRA data.

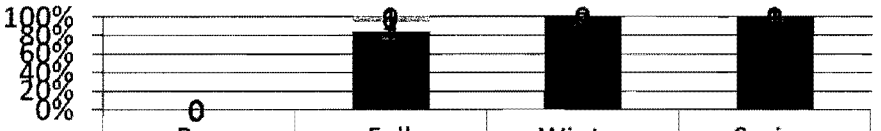
In 2009 – 2010 we will begin to implement leveled reading assessments (LRAs) to students with a DRA level of 20 (Guided Reading K) and above.

In 2009 – 2010 we will begin to include reading levels using either the DRA Level, Grade Level Equivalent Level, and/or Guided Reading Level each trimester on our Developmental Progress Reports.

c. In 2008 – 2009 we developed and implemented an interim mathematics assessment system. Through this system, student individual progress towards grade level mathematics standards designated per trimester, as well as grade level and school wide progress, is tracked each trimester. Teachers use this data to create acceleration plans for students who score far below and below basic on these trimester assessments. In addition, this data is used to identify students in need of additional math support through our "math squad" or mathematics intervention program and/or our 6/7th grade academic support class that provides individualized support to students in need of mathematics acceleration. Interim mathematics assessment data is tracked for each student by his/her teacher and housed longitudinally within each student's portfolio. In addition, data for each student is tracked via a data base and used to track a student, grade level cohort, and the school at large over time relative to standards-based mathematical proficiency.

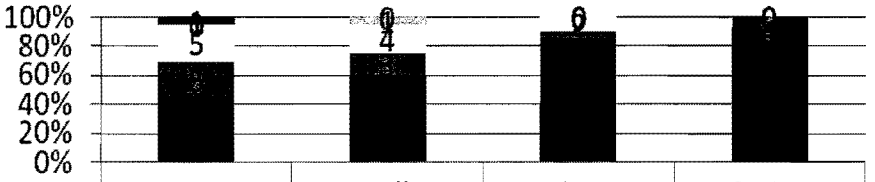
The following charts show the results, per grade level, of each of our trimester assessments. In addition, for 2nd – 6th grade, CST scores are also included.

Kindergarten Interim Mathematics Assessments 08-09



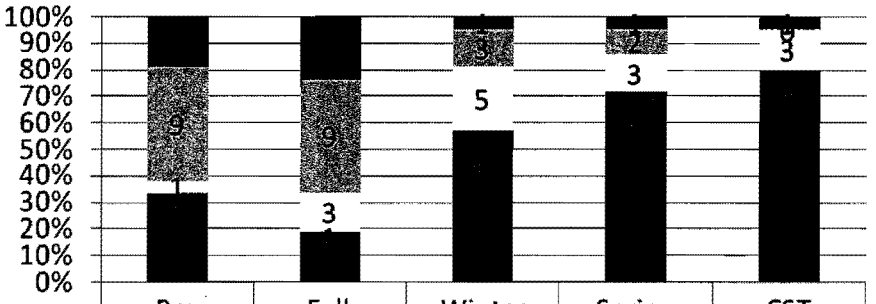
	Pre	Fall	Winter	Spring
Far Below Basic	0	0	0	0
Below Basic	0	1	0	0
Basic	0	2	0	0
Proficient	0	2	2	1
Advanced	0	15	18	19

1st Grade Interim Mathematics Assessments 08-09



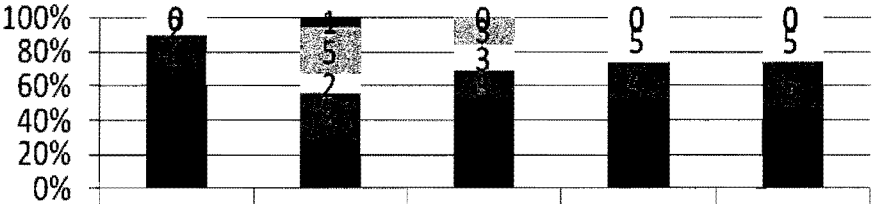
	Pre	Fall	Winter	Spring
Far Below Basic	1	0	0	0
Below Basic	0	1	0	0
Basic	5	4	2	0
Proficient	5	3	1	4
Advanced	9	12	17	16

2nd Grade Interim Mathematics Assessments & CST 08-09



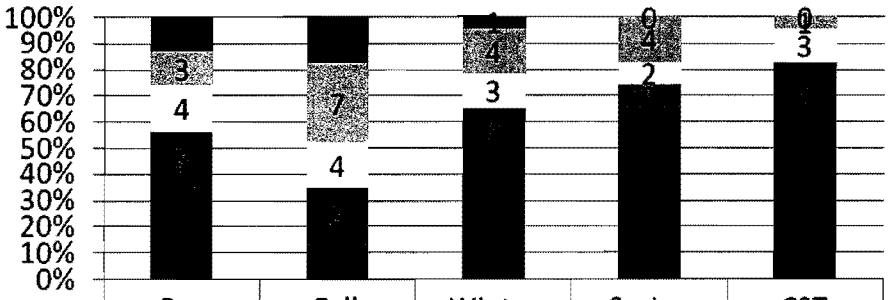
	Pre	Fall	Winter	Spring	CST
Far Below Basic	4	5	1	1	1
Below Basic	9	9	3	2	0
Basic	1	3	5	3	3
Proficient	2	1	6	5	2
Advanced	5	3	6	10	14

3rd Grade Interim Mathematics Assessments & CST 08-09



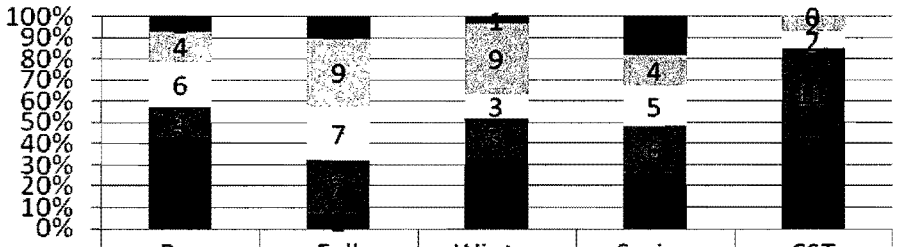
	Pre	Fall	Winter	Spring	CST
Far Below Basic	0	1	0	0	0
Below Basic	0	5	3	0	0
Basic	2	2	3	5	5
Proficient	4	5	3	4	5
Advanced	12	5	10	10	9

4th Grade Interim Mathematics Assessments & CST 08-09



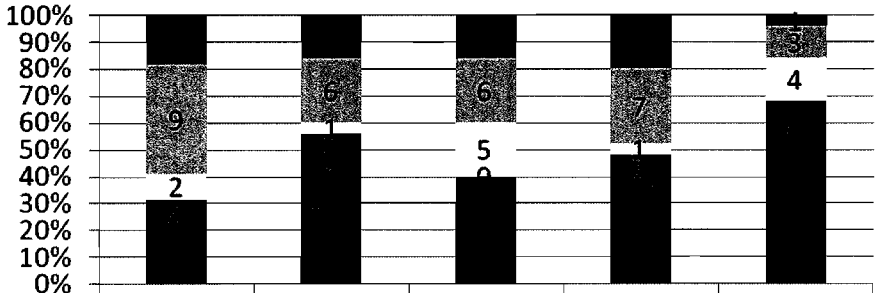
	Pre	Fall	Winter	Spring	CST
Far Below Basic	3	4	1	0	0
Below Basic	3	7	4	4	1
Basic	4	4	3	2	3
Proficient	5	5	4	2	5
Advanced	8	3	11	15	14

5th Grade Interim Mathematics Assessments & CST 08-09



	Pre	Fall	Winter	Spring	CST
Far Below Basic	2	3	1	5	0
Below Basic	4	9	9	4	2
Basic	6	7	3	5	2
Proficient	4	7	5	6	11
Advanced	12	2	9	7	11

6th Grade Interim Mathematics Assessments & CST 08-09



	Pre	Fall	Winter	Spring	CST
Far Below Basic	4	4	4	5	1
Below Basic	9	6	6	7	3
Basic	2	1	5	1	4
Proficient	2	7	0	3	6
Advanced	5	7	10	9	11

- Portfolio Assessment is used throughout a child's career at NOCCS. Each trimester, students and their teachers select and add student assessments, work samples, and/or artifacts to the student's portfolio. Frequent, ongoing portfolio submissions are currently expected for each child in the areas of Mathematics, English-Language Arts, Teaching for Understanding (Science/Social Studies), and Peacemaking. Portfolios are reviewed with families and students (grades 4 and above), in conjunction with the Developmental Progress Reports a minimum of two times per year. Samples of the students' developmental portfolios have been provided to the site visit team.

The following is the expectation for portfolio submission each month at NOCCS:

Month	Math	ELA	TfU: Science-Social Studies	Peacemaking
September	• Pre-Assessment if new to NOCCS	• DRA - Narrative	Per Trimester: • One photo with student reflection • One work sample and reflection on an integration piece (art, garden, service-learning) • Culminating performance of understanding work sample, rubric, and reflection	Per Trimester: • One artifact from a peacemaking lesson or activity • One peacemaking lesson reflection
October	• One on-going assessment or math work sample with student reflection	• Expository DRAs • One writing piece		
November	• 1st Trimester Assessment	• Level A-J Narrative DRA due 11/11 • Level K+ Expository LRA due 11/11		
December		• One writing piece	Per Trimester: • One photo with student reflection • One work sample and reflection on an integration piece (art, garden, service-learning) • Culminating performance of understanding work sample, rubric, and reflection	Per Trimester: • One artifact from a peacemaking lesson or activity • One peacemaking lesson reflection
January	• One on-going assessment or math work sample with student reflection	• Level A-J Expository DRA • Level K+ Narrative LRA		
February	•	• One writing piece		

March	• 2nd Trimester Assessment	•	Per Trimester: • One photo with student reflection	Per Trimester: • One artifact from a peacemaking lesson or activity
April		• One writing piece	• One work sample and reflection on an integration piece (art, garden, service-learning)	• One peacemaking lesson reflection
May	• One on-going assessment or math work sample with student reflection	• Level A-J Narrative DRA • Level K+ Expository LRA	• Culminating performance of understanding work sample, rubric, and reflection	
June	• 3rd Trimester Assessment	• One writing piece • Level A-J Expository DRA • Level K+ Narrative LRA	• End year reflection	• End year reflection

14. What assessments are you using to monitor student learning? How is the school using data from these assessments to make programmatic decisions? How are teachers using assessment information to modify instruction?

NOCCS uses are range of on-going assessments in our core subject matter areas to monitor student learning, drive instructional, and inform programmatic decisions. These assessments and their uses are as follows:

English Language Arts

- Developmental Reading Assessment/Leveled Reading Assessment

  A minimum of two times per year, teachers administer the Developmental Reading Assessment (DRA) and/or a Leveled Reading Assessment (LRA) to all students under an independent reading level of 80 (grade level equivalent 8th Grade, Guided Reading Level Equivalent Level Z). Students' DRA and/or LRA levels are assessed using both narrative and expository texts.

  The DRA provides each teacher with a rich picture of where each child stands in terms of his/her own development as a reading, ranging from the emergent level through advanced fluency. These reading levels are used to provide the teacher with information as to what level of text to use with each child in both a guided reading and independent

reading context. This reading level data is also used to monitor a student's growth throughout his/her school year and career at NOCCS as the child moves from grade level equivalent reading level to the next.

The DRA also provides the teacher with diagnostic information as to a child's composite oral reading fluency and reading comprehension. Each of these composite areas is comprised of a number of subcomponents. For example, reading fluency is made up of four sub areas including expression, phrasing, rate, and accuracy, while reading comprehension is comprised of the subcomponents of questioning/prediction, literal comprehension, summary, interpretation, reflection, and metacognitive awareness. Teachers analyze both these composite and subcomponents in order to inform individual and small group goals instruction for students within both reader's workshop and guided reading formats. Results of initial DRA results are shared with parents/families at the Fall conferences, and reading objectives are set for each child. Teachers then keep a series of individualized student progress notes from these various reading lesson formats and conferences in order to track student growth, especially in the areas that students demonstrate the greatest need for support. Students are reassessed a minimum of one time per year and progress towards the child's established objectives are formally measured and then reported in progress reports.

As described in the section above (see page xxx) student DRA pre and post reading/grade level equivalents, oral reading fluency, and comprehension levels using both narrative and expository texts are tracked from year to year. Staff reviews this school wide data both during their summer staff orientation as well as the mid-year retreat to discuss and monitor program effectiveness and school-wide student achievement.

Because DRAs are a very time intensive assessment, especially for upper grade students, this school year (09-10), NOCCS has begun to use the Leveled Reading Assessment for upper grade students and/or students with a DRA reading level of 20 or Guided Reading Level of K or above in place of the DRA.

Teachers electing use the LRA must first establish a baseline reading level for each student using the DRA. Once established, a student may be administered the LRA. Like the DRA, LRAs are administered using both narrative and expository texts at a student's given instructional level. LRAs measure and monitor students' reading comprehension levels in ten areas that are aligned to state standards. These include making connections, genre, facts and details, words and phrases (including figurative language), plot and sequence (including making predictions), setting, character (including thoughts/feelings and changes), cause and effect, main idea/theme (including summary, moral, title), and author's purpose (including technique and fact/opinion). When a student achieves a score of 80% or greater on a given leveled reading assessment, s/he is moved up to the next reading level.

Teachers will use data from the LRAs to inform individual and small group instruction for students within both reader's workshop and guided reading formats. Results of LRAs will be shared with parents/guardians at the Fall conferences, and reading objectives will be set for each child. Teachers will keep a series of individualized student progress notes from the various reading lesson and conferences in order to track student growth, especially in the areas that the students demonstrate the greatest need for support. Students will be assesses at approximately six week intervals using the LRAs both in terms of growth on individual/targeted standards as well as reading level advancement. LRA data will be collected for all students and stored in a database. Teachers will be provided data reports that detail student and classroom performance at each reading level and for each standards area. Teachers will continue to use this data to inform instructional and individual student objectives. The school will use this data to identify and address programmatic strengths and areas of development.

Like the DRAs, NOCCS will use LRA grade level equivalence data to track individual and school wide reading level progress. In addition, staff will review the results of the LRAs to identify any necessary areas of program improvement revealed through individual teacher, and standards-based data.

- Developmental Progress Reports

Reading and writing development are both tracked through our triannual developmental progress reports. Using a school-wide developmental scale, teachers track a students' year and career-long development as a reader and a writer. Progress in a child's reading and writing development is reported three times per year through the progress reports.

In addition to quantitative data, our developmental progress reports also supply students and families with narrative assessments of student growth and learning in the areas of reading and writing. Through the narratives, teachers share learner's specific objectives and illustrate student development towards these skills/concepts.

- Portfolio Assessment

NOCCS uses portfolio assessment, connected both to the ELA Writer's Workshop Scope and Sequence and our developmental progress reports, to monitor student progress in the area of writing. At a rate of approximately every other month, students are to work with their teachers to submit an authentic writing piece, including documentation of writing process development, into their portfolio. Teachers use a variety of rubrics, assessments, and conferences to guide the writing process for each student. Student progress in the area of writing is monitored and reported each trimester in our developmental progress reports.

- Spelling Inventories

NOCCS uses spelling inventories to assess students' developmental spelling levels. Based on these inventories, students are placed into appropriate developmental spelling groups where they work on curriculum matched to their spelling levels in order to develop mastery of spelling and phonemic patterns.

Mathematics

- Interim Mathematics Assessments

In 2008 – 2009 we developed and implemented an interim mathematics assessment system. Through this system, student individual progress towards designated grade level mathematics standards, as well as grade level and school wide progress, is tracked each trimester. Teachers use this data to create acceleration plans for students who score far below and below basic on these trimester assessments, as well as differentiation plans for students who are exceeding grade level expectations. In addition, this data is used to identify students in need of additional math support through our "math squad" or mathematics intervention program and/or our 6/7th grade academic support class that provides individualized support to students in need of mathematics acceleration. Interim mathematics assessment data is tracked for each student by his/her teacher and housed longitudinally within each student's portfolio. In addition, data for each student is tracked via a data base and used to track a student, grade level cohort, and the school at large over time relative to standards-based mathematical proficiency.

- Developmental Progress Reports

Mathematical development is also tracked through our triannual developmental progress reports. Using a school-wide developmental scale, teachers track a students' year and career-long development as a mathematician. Progress in a child's mathematical development is reported three times per year through the progress reports.

In addition to quantitative data, our developmental progress reports also supply students and families with narrative assessments of student growth and learning in the areas of mathematics. Through the narratives, teachers share learner's specific objectives and illustrate student development towards these skills/concepts.

Social Studies and Science

- Portfolio Assessment

  NOCCS uses portfolio assessment, connected both to the NOCCS - Teaching for Understanding Curriculum Science and Social Studies Curriculum Guide and our developmental progress reports, to monitor student progress in the area of social studies. Approximately once a month or three times per trimester, students are to work with their teachers to select and submit an artifact, including the work sample and rubric from each trimester's culminating performance of understanding from their Teaching for Understanding Science and/or Social Studies unit into their portfolio. These artifacts are to be accompanied by a student reflection that serves as documentation of on-going assessment connected to these units. Teachers use a variety of rubrics, assessments, and conferences to guide each student toward the selected understanding goals for each trimester. Student progress in the area of social studies and science are monitored and reported each trimester in our developmental progress reports.

- Developmental Progress Reports

  Social studies concept development is also tracked through our triannual developmental progress reports. In addition to quantitative data, our developmental progress reports also supply students and families with narrative assessments of student growth and learning in the areas of social studies and science. Through the narratives, teachers share learner's specific objectives and illustrate student development towards these skills/concepts.

Peacemaking/Personal & Social Development

- Portfolio Assessment

  NOCCS uses portfolio assessment, connected both to the NOCCS Peacemaking Curriculum and our developmental progress reports, to monitor student progress in the area of Peacemaking and social/emotional development. Approximately two times per trimester, students are to work with their teachers to select and submit a peacemaking lesson artifact and/or reflection unit into their portfolio. Teachers use a variety of rubrics, assessments, and conferences to guide each student toward the selected understanding peacemaking goals for each trimester. Student progress in the area of peacemaking and social/emotion development are monitored and reported each trimester in our developmental progress reports.

- Developmental Progress Reports

Personal/Social Emotional skills development is also tracked through our triannual developmental progress reports. Using a consistent list of sixteen skills, students are rated in their development towards consistent use/mastery of these skills/habits. In addition to quantitative data, our developmental progress reports also supply students and families with narrative assessments of student growth and learning in the areas of personal/social development. Through the narratives, teachers share learner's specific objectives and illustrate student development towards these skills/concepts.

LEARNING COMMUNITY

15. What is the mission of your charter school for the renewal period (2008-2013)?

The NOCCS Mission Statement reads:

> The North Oakland Community Charter School 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.

To support and guide practices aligned to our mission, the founders of the North Oakland Community Charter School developed ten principles that anchor and guide our community and its work, and provide a vision to which we aspire. Our ten core principles are as follows:

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

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

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

- **Valuing diversity:** We are committed to ensuring that the diversity of North Oakland is represented in our school -- its students, faculty, and governance. Our learning community seeks to be a dynamic exchange of the perspectives, talents, and ideas of all its members. Students, parents and faculty are encouraged to draw on, value, and respect the richness of their own and each other's cultures and histories, together with those of other communities.
- **Connections to the world**: Our school seeks to bring the world into the classroom and the classroom into the world to create a vital exchange between the two. When children connect what they learn to the world they live in and the problems they face, they come to see their lives in a new way.

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

- **Families' contributions**. Families are their children's first and most important teachers. They create the bridge between the cultures that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles. When they share their wealth of knowledge with teachers both are better able to support children's social, academic, and intellectual growth.

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

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

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

Professional Culture

16. List the professional development opportunities you provide to administrators and teachers.
- How are professional development activities selected?
- How are they evaluated?

Professional development at NOCCS is driven by and connected to our annual educational priorities discussed above. Each year, at our mid-year staff retreat, the staff examines a range of data and reflects on the strengths and growth areas of our educational program. From this process, the school staff establishes a set of educational priorities and associated objectives for the coming year. Included within these educational priorities and objectives are a set of strategies for helping the school to achieve its goals, including strategies related to professional development.

Our priority-driven professional development activities are ongoing and focus on leveraging the professional learning community to support and drive change over time. Within our professional development program, we draw from a number of best practices for building strong professional learning communities, including:

- Collaboration. A great deal of time in our professional development program is spent in collaborative groups. During the school year, grade level teams are given extensive meeting time to collaboratively plan units of study, and/or to examine student work and data related to priority areas. Each Spring, staff also work in a variety of priority areas to carry forth planning and leadership projects related to the priorities and work of the school, such as leading the revision of our progress reports or to revise our peacemaking curriculum.

- Use of Protocols for Unit Planning and Looking at Student Work/Data. Many of our professional development activities involve the use of protocols. We consistently use the critical friends protocol as a part of our planning processes for our teaching for understanding units. We also use a variety of protocols for examining student work within our units.

- Coaching and feedback. Within our mathematics professional development, we focus our math coach on providing individual and team coaching to our teachers. By deploying the coach to work with each team, we are able to differentiate support and coaching to meet the needs of each teacher and grade level team.

- Use/Analysis of Data. Many of our professional development sessions involve teachers in examining and analyzing student data, as well as working with the data in order to plan differentiated instruction.

- Workshop Model. Some of our professional development time is used to workshop a lesson by drawing on the collaborative expertise of the staff to effectively plan a unit or lesson related to one of our priority areas.

- Teacher Inquiry. This year we have also begun to use a teacher inquiry model within our professional development. Through these trimester long inquiries, teachers select a equity focused student that they follow throughout the trimester. Teachers participate in a variety of exercises including data collection, lesson planning targeted to a student's particular needs and assets, and frequent on-going reflection.

- Teacher Leadership. Often, staff members are called upon to act as leaders in certain areas in order to support their peers. For example, in our most recent staff orientation week, staff led sessions focused on introducing our new peace making curriculum, reflection techniques, culturally relevant instructional practices, thinking routines, and the teaching for understanding framework. In addition, in order to build our capacity as a school to successfully implement, build, and sustain our work with the teaching for understanding framework, teachers who have worked at NOCCS for a minimum of one year are given the opportunity to attend the Harvard Project Zero Summer Institute. In addition, teachers who have previously attended this training are also encouraged to pursue additional opportunities related to PZ, such as applying to become PZ instructors and teaching fellows.

In addition to school-wide professional development described above, teachers are also given the opportunity to work on skills and content areas in their own professional practice. These areas are often identified through the teacher evaluation and coaching process, and supported, in part, by the school. Likewise, administrator professional development is identified through the evaluation process and supported by the school.

17. Describe how you as an operator are training administrators and teachers to understand and use assessment data.

As explained above, much of our professional development involves the use of data, including the use of protocols to focus our professional learning community on the effective use of data as a tool in providing effective, differentiated instruction. Our data analysis work also involves hands-on work, and coaching by peers, our instructional coaches and administrative team.

18. Describe your methods for training staff on how to educate students with disabilities in the least restrictive environment.

Staff training related to educating students with disabilities in the least restrictive environment is covered in a number of ways at NOCCS. First, staff members are provided in-service training related to the various disabilities of students in our school. We work with experts in the field to

provide this training to our staff, and work together to think through how we can provide a supportive school day for all students with disabilities – from the classroom to recess to participation in after school programming. In addition, within our equity inquiry process, students with disabilities are often selected as the focus of their teachers' studies for a trimester. Through this process, teachers work with a variety of people in the child's life to work to implement and reflect on effective practices to support the student academically, socially, and emotionally. Finally, the school staff actively collaborates with parents of students with disabilities to leverage their expertise and deep understanding of their children's learning needs in order to translate successful strategies used within the home into an educational context.

School Climate and Culture

19. Provide a description of:

- The steps the school takes to be sensitive and responsive to the needs and concerns of At-risk students. *(These are students who are at risk of not being successful in school and ultimately failing or dropping out. They are behind in basic skills, or they are frequently absent, or they have been suspended, or they have become pregnant, or they have been adjudicated as delinquent.)*
- The services that are offered by the school and the services that are provided by outside providers.

Our educational model relies on our staff knowing each child and his/her family well, and deeply engaging and partnering with each family around the social, emotional, physical, and academic growth of each and every student in our community. We apply an equity-based approach to dealing with all students, meaning that those students who are in need of greater support receive additional and increasing individualized services and support in order to help them to succeed and thrive. This applies to all aspects of our school's program, from academic support through behavioral support and intervention. Specific examples of this approach are as follows:

- Academic Support Measures

  As described above, NOCCS employs a number of formative, on-going, and summative assessments in order to assist educators, families, and students in appropriately gauging a child's present academic levels and devising ambitious, yet obtainable academic objectives for each child. Teachers work through a variety of differentiated classroom instruction and support configurations (small group or individualized instruction, differentiated assignments, varied modalities for acquiring/expressing understanding, etc.) to support students who are considered to be academically at risk. Often, students who are academically at-risk will receive a greater percentage of support and/or staff time within a classroom. For example, teachers often provide small group guided reading instruction to their lower leveled groups at a greater frequency and in more successive days than with their higher level groups who often can work with

greater amounts and longer periods of autonomy, or teachers and/or teaching assistants will provide additional guided instructional practice to students in the area of mathematics prior to releasing them to autonomously complete the remainder of their assignments.

With a focus on how to provide a powerful and equitable education to all students at NOCCS, we also focus a substantial amount of our professional development time to teacher inquiry projects designed to explore, develop, and share effective strategies and best practices for supporting our academically at-risk students. In particular, we are examining how we can support student achievement through a variety of student-asset and culturally relevant based practices such as designing lessons and assignments that appeal to a child's interests/home culture, integrating the arts as a tool for both building and expressing understanding, and building assignments that engage the child's strengths to build confidence and resiliency.

In addition, for students who are significantly behind developmental and/or grade level benchmarks, we deploy a host of additional measures designed to support a child's academic acceleration. These include:

- Academic Acceleration/Support Programming such as our math squad, an academic support elective, and/or after school homework assistance.
- Staff Mentoring in order to build connection and provide additional academic support to the student.
- Student Success Team programming in order to formalize and/or individualize a range of academic supports and interventions for a child, up to including exploration of assessment for special education and or 504 services and/or referral for additional academic assistance outside of the school's educational program (such as tutoring, educational therapy, etc.)
- Collaborating with existing support providers for students in order to enable them to work with students and staff in a manner that is most supportive to the student's on-going development. For example, the school is often willing to allow educational therapist, tutors, and/or other academic support staff from outside agencies to provide services on campus in order to support the child in his/her school-based environment.

- Attendance Support Measures

Built into our school's attendance policies and procedures are a number of measures to support high rates of student attendance. Attendance reports are run on a daily basis, and phone calls are made to families of all students with unexcused absences. In addition, as students accumulate either absences or tardies, our procedures are designed to engage our school staff with the families of these students in order to create and support improved attendance.

- Social, Emotional, Behavioral Support Measures

Built into NOCCS' educational program are a number of structures and strategies designed to support each child to thrive both as a learner and as a growing, developing young person and community member. Our peacemaking curriculum provides our students with perspectives and skills designed to support each child's safe, healthy, and community-oriented development. Through our peacemaking curriculum as well as our school culture and behavior policies and procedures, students at NOCCS are introduced to conflict resolution and community building strategies throughout their career at the school. These peacemaking skills, as well as other lessons designed to build community around the themes such as making connections, valuing diversity, and questioning bias are explicitly taught, integrated in other aspects of our curriculum such as our TfU units, and reinforced throughout each school year, with the overall goal of building a school community where responsible, reflective, empathic, equity-oriented attitudes and actions are common place and habitual among all members of our school community.

Similar to our academic support strategies outlined above, as a student demonstrates a frequency and/or pattern of behavior that indicates a need for further development in the area of conflict resolution or with other behaviors and habits that contribute to a safe and healthy learning environment, additional resources, strategies, and personnel are progressively provided to the student, and the student is presented with additional opportunities to practice and apply a range of peacemaking skills and/or positive community actions. These include:

- Student and Family Conferencing to develop support plans and strategies that encourage appropriate skill development and behavior that supports a positive learning environment.
- Staff Mentoring in order to build connection and provide additional social/emotional support to the student.
- Student Success Team programming in order to formalize and/or individualize a range of behavioral supports and interventions for a child, up to including exploration of assessment for special education and or 504 services and/or referral for additional assistance outside of the school's educational program (such as counseling, social skills groups, etc.)
- Collaborating with existing support providers for students in order to enable them to work with students and staff in a manner that is most supportive to the student's on-going development. For example, the school is often willing to allow counselors and/or social skills support staff from outside agencies to provide services on campus in order to support the child in his/her school-based environment.

20. Provide information on other educational activities your school provides students (i.e.: after-school programs, summer school). Explain the purpose behind the activities and the outcomes measured.

NOCCS offers a rich array of after school programming designed to provide students with extended day recreational, enrichment, and academic support services. Our after school program consists of three main components: (1) academic acceleration programming for academically at-risk students, (2) core after school programming, and (3) enrichment and/or recreational programming. Each component of our after school programming is described below:

- Academic Acceleration Programming/Math Squad was begun as a part of our mathematics initiative in 2008. Through this program, students who are academically at risk in the area of mathematics are provided small group instruction (groups of 4 – 6) three days per week in a trimester-long mathematics remediation program. The program is focused on building students' number sense and computation skills in the areas of addition, subtraction, multiplication, division, and fractions. Students enrolled in the program are given pre and post module assessments. In addition, throughout the implementation of the module, students are assessed every five lessons. Progress reports based on the lesson modules are sent home to the families of program participants two times per trimester. Interim mathematics assessments as well as CST scores for students who participate in this program are monitored, with the goal of supporting students to reach full proficiency in mathematics, as measured by CST and/or Interim Math Assessments within three years. Participation in the Math Acceleration Program is free of charge for all students.

- Core After School Programming is available to all NOCCS students on a daily basis. This is a drop-in, hourly fee for service program, with significant financial aid available to families in need of this support. Core programming includes academic/homework time, recreation/outdoor games/recess, and recreation/indoor games. The program is open to all students from dismissal to 5:30 PM daily. Participation in this program is monitored by the board on a monthly basis. In addition, families provide feedback on the program through, at a minimum, annual programmatic satisfaction surveys.

- After School Enrichment/Recreational Programming is also available to all NOCCS students on a daily basis. This programming is designed to bring specialty arts, recreational, and athletic programming to students. Program offerings change each trimester. Examples of this programming include flag football, ceramics, rock climbing, cooking, circus arts, drama, martial arts, math in the garden, and chess. Students/families must register and pay for these classes in advance. Scholarships are available for every enrichment class that is offered. Classes generally run the length of a trimester. Participation in this program is monitored by the board on a trimester basis. . In addition, families provide feedback on the program through, at a minimum, annual programmatic satisfaction surveys.

21. How does the charter school collaborate with parents to encourage active participation in their student's education?

NOCCS has an incredibly strong and rich history of parent/family involvement dating back to our founders who came together as active parents and educators to create a school community that relies and thrives on the active engagement of all members.

Our school day and environment is structured to encourage high degrees of parent/family involvement. Rather than beginning the day with bells and lines, families are encouraged to walk their students into class. Classes often begin with quiet reading time or a brain teaser activity. Family members are often encouraged to participate in these activities with their children. The school's fundraising committee also runs a café that encourages families to come into the school and participate in the life of the community. Likewise, our school day ends in a way that encourages interaction between families and teachers.

Throughout the academic year, the school sponsors a number of events designed to engage active participation in the community. These range from work parties, back-to school night, and family dances to community meetings and special events performance of understanding-based events such as our culminating Exhibition Night where students actively display their learning from the trimester and year.

Formally, the parents/families participate in a minimum of two conferences per year. In our fall conferences, families meet with teachers to review assessments to date and establish initial goals and objectives for the trimester and year. The families meet with their student's teachers again at the end of the second trimester to review progress to date, and set end year goals.

NOCCS supports frequent, on-going communication between school and home. Each family has a mail box where information is shared with and among families. There is a weekly school newsletter that is delivered via email (or via paper for families who lack access to internet technology). Classrooms also send home newsletters at a rate of approximately every other week. There is also a yahoo group through which families and the school can provide information and updates related to the school and community.

Finally, parent/family volunteerism is one very strong way in which the school works to encourage parents and families to actively participate in their student's education. Each family is asked to volunteer a minimum of four hours a month of service to the school. Most families give much more than the minimum. In fact, on average, NOCCS families log 7,000 volunteer hours per year. NOCCS families provide a wide array of services that draw on their many talents and interests. Examples include: serving on the NOCCS Board of Trustees or Board committee, helping operate our own "NOCCS Café", serving lunch, teaching visual arts, assisting in the classroom or office, coordinating fundraising projects, providing tech support to the school, developing a school library, helping us "green" our school, teaching afterschool enrichment classes, gardening, and much more. To support volunteerism and the engagement of all families, we employ a parent volunteer coordinator who works to match each family

member with a volunteer task that fits their interests, skills, and work schedule. The coordinator also tracks volunteer hours for each family and works with individuals to important needs in the community.

22. Describe the methods and strategies by which your school assures the provision of services to homeless children in compliance with all federal laws and regulations.

NOCCS is fully committed to serving and supporting all students and families within our school community.

Homeless families wishing to attend NOCCS may apply through our lottery. The Recruitment and Admissions Coordinator will work with homeless families to complete the application process, including arranging alternate forms for proof of residency in order to receive Oakland Resident preference in the lottery.

Once enrolled, NOCCS employs a Coordinator of Student, Family, and Volunteer Services to work individually with families and students in need, including homeless children. The coordinator first works through our enrollment process to identify families in need, such as families who are homeless. The coordinator will then work with homeless families to arrange for appropriate transportation to and from school including but not limited to community pick-up and drop-off, and/or leveraging funds to purchase transportation vouchers. In addition, the coordinator will work with families to facilitate applications for extended day/after school program scholarships, completion of lunch applications, and the development of support networks within the school, such as buddy families.

NOCCS is in the process of completing the Con Ap. If approved to receive federal funds we will include, as needed, the use of these funds to support at-risk students, including children who are homeless.

23. Describe the school's key community partnerships and how they are impacting the school's educational goals.

NOCCS has developed a number of strong community partnerships throughout our history. The following is a synopsis our key community partnerships and how they are impacting our educational goals and program:

- Harvard Project Zero
  Over the past several years NOCCS has been working to build and strengthen our relationship with the Harvard Graduate School of Education's Project Zero. In this time, we have sent a number of educators to participate in Project Zero's Summer Institute, including having two of our teachers participate as teaching fellows within the program. We are currently engaged with Project Zero as they begin to explore the development of a "Project Zero Schools" program which will seek to designate effective models of practice in using the frameworks and practices put forth by the program. Our work with Project Zero both directly supports our ongoing work in effectively using the teaching for understanding framework as a key component in our educational program as well as our focus on, over the next several years, developing NOCCS as an educational model that can support the growth and development of other high quality, equitable public schools.

- Alameda County Art IS Education
  In 2007, NOCCS was selected as one of only three schools in the county designated as Arts Learning Laboratory Schools by the Alameda County Office of Education. In our work as a lab school, we developed and demonstrated effective practices in using and supporting the teaching for understanding framework as a key component in our educational program. Through our work we have not only advanced our own work in using the TfU framework in our own curriculum and assessment development practices, we have also contributed to the on-going work and learning of other schools involved in and around the county. For example, we have collaborated with the staff at Peralta Elementary School to model our use of the Critical Friends Protocol within our professional development programming, our teachers have shared their teaching for understanding units with other professionals through the Art IS Education Action Research Website, we have contributed to the development of arts-based assessment tools, and members of our staff have taken leadership roles in the county by providing presentations and coaching to other teachers and administrators interested in using the Teaching for Understanding Framework and other arts integration strategies in their schools. Currently, the NOCCS staff is engaged in an equity inquiry project related to our TfU units. We plan to share our findings from this work with other schools involved in the Art IS Education collaboration as we progress through this year and beyond.

- Lighthouse Community Charter School
  In 2009 we began partnering with Lighthouse Community Charter School in the area of mathematics. In the 2009 – 2010 we plan to implement a minimum of three joint professional development days related to improving curriculum and instruction at both school sites.

- DESTINY Arts Center
  DESTINY Arts Center has been one of our most important collaborative partners since the co-location of our two organizations in the Fall of 2007. In addition to sharing a

physical space and a commitment to non-violence and youth empowerment, our organizations have also collaborated to improve the NOCCS 6 – 8th grade advisory program and to expand our after school program options.

- MOSAIC Project
  The MOSAIC Program has played an important role in the life of our school community for the past five years. Each year, NOCCS sends our 4th grade students to MOSAIC's weeklong outdoor school. Through this intensive four night, five day experience our students engage with other students in schools that are markedly different from our own in order to experience and build, first hand, a diverse and peaceful community. Students bring these experienced back to NOCCS in order to continue to enrich and build our own school climate and culture of peacemaking. In 2009, NOCCS has deepened our collaboration with the MOSAIC project through serving as a pilot school for their in-school program. Through this collaboration, MOSAIC trainers work closely with the NOCCS staff to facilitate equity-focused professional development and support the on-going development and continuous improvement of our peacemaking curriculum and structures.

- Linden Park Neighborhood Group
  NOCCS is an active member within our local neighborhood. Through this relationship, NOCCS actively works to support and facilitate local neighborhood projects and initiatives. Our service-learning program is particularly supported by and of this relationship as our students, staff, and families work to develop and implement teaching for understanding linked projects that directly impact and benefit our local community.

- Garden Program Partnerships
  NOCCS' Gardening Program has sought out partnerships with many community organizations. The winter 2009 watersheds science unit benefited from our partnerships with the Watershed Project and the Friends of Sausal Creek, on whose behalf our students conducted water quality testing. Our after school gardening class is helping to grow healthy produce at City Slicker Farms' urban garden site at 52nd St. & Genoa St., in order to benefit low income West Oakland families with limited access to healthy produce. Next spring, we will conduct a workshop on creating pollinator gardens for our neighbor school, Ana Yates Elementary in Emeryville. We have been active participants in the Growing Learning Communities Collaborative at U C Botanical Gardens, and have helped grow gardening programs at 25 OUSD schools and 35 Early Childhood Centers thru the school garden grants program run by East Bay Community Foundation's Naches fun Gaybn Fund.

- College Avenue Presbyterian Church
  NOCCS has maintained a close relationship with the site of our original school site at the College Avenue Presbyterian Church through participation in their Friday Night Community Dinner's program. Approximately every other month, two of our classes cook and serve an evening meal to participants in the Community Dinner program at the church.

GOVERNANCE & LEADERSHIP

Organizational Leadership

24. Describe the process for selecting your Board of Trustees. List all current board members and provide a resume for each individual (including employer, title, phone number, and duties).

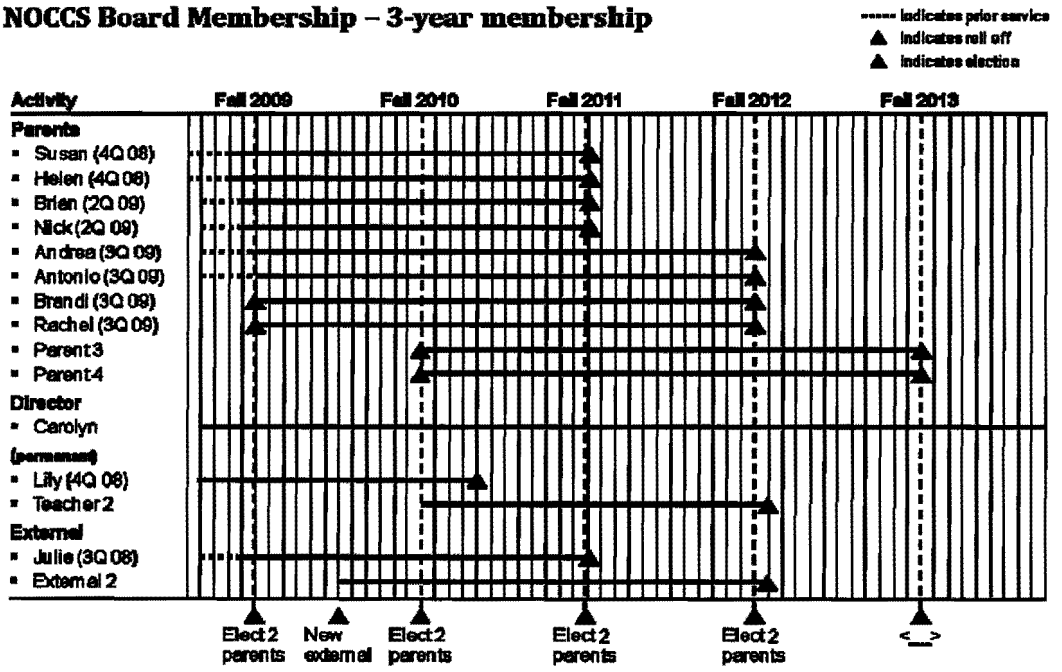
NOCCS Board composition and selection:

In accordance with our By-Laws, the Board of Trustees of the North Oakland Community Charter school is comprised of not less than 8 but not more than 16 voting members. Of that group, less than 49% of Board members can be paid employees of the school, or relatives of paid employees. The School's Director is a standing member of the Board. At least 5 members of the Board must be elected by the broader school community.

At present, the NOCCS Board of Trustees has 10 members, comprised of the NOCCS School Director, 7 parents of the school's students, 1 full time teacher, and 1 member of the community (non-parent). Of the 7 parents who are currently Board members, 6 were elected through a school-wide, blinded or "secret" election. One parent was appointed by the Board as its' Treasurer.

The current term for Board members is two years, although we will vote this fall to extend that term to three years to allow for greater continuity and expertise to remain present on the Board.

A timeline of current Board members and resume for each is attached at the end of this school performance report.



25. Describe how the board is structured and include a list of board committees. Provide a copy of board meeting attendance records for school year 2007-2008 and 2008-2009.

Much of the work that a board does is accomplished through its committees and task forces. With the exception of the Executive Committee, which acts on a board's behalf, committees recommend action to the full board for discussion and action.

NOCCS currently has the following active committees:

- Personnel Committee – Carolyn Gramstorff (Director), Susan Jones (Chair), Julie Obbard (non-NOCCS parent/board member)

  Purpose: To provide oversight of personnel issues, lead annual evaluation process of the director

- Finance Committee – Carolyn Gramstorff (Director), Susan Jones (Chair), Nick Henderson (Current Treasurer), Trish Brovedani (Former Treasurer), Peter Trueblood (Former Treasurer/Assistant Treasurer), Beth Deane (Former Co-Chair)

  Purpose: To recommend the budget for each school year, monitor the NOCCS budget and make recommendations for budget revisions if necessary, oversee the audit.

- Nomination Selection Committee – Brian Washington, Lily Jones, Andrea DuBrow.

  Purpose: To recruit, interview, and recommend new board candidates to the full board.

- Development Committee – Carolyn Gramstorff (Chair) Julie Obbard, Helen Gibson (board members)

  Purpose: To Oversee Grant Development, Individual Donor Development and coordinate with Fundraising Committee.

- Fundraising Committee – Helen Gibson, Andrea DuBrow (Board Members), Non Board Member NOCCS Parents: Russell Arteaga, Sharon Clark, Amy Chovnick, Teresa Giacomini, Sharon Kreiger, Judy Stern, Deborah Owen, Jennifer West (many other parents do fundraising activities to assist with particular events).

  Purpose: The committee works in conjunction with board to plan and conduct school-wide fundraising activities, ask families to make a pledge of financial support each year and follow up as needed.

- Charter Renewal Task Force – Carolyn Gramstorff (Director), Susan Jones (Chair), Helen Gibson, Julie Obbard, Antonio Tapia (board members)

  Purpose: To prepare NOCCS to successfully renew its charter status with OUSD.

This task force will end when the charter is renewed in 2010.

NOCCS Board Meeting Attendance

Thursday, January 18, 2007

Attending Trustees: Gordy Slack (acting chairperson), Sandra Ruiz, DeAndre Calhoun, Toby Eastman, Marissa Berman, Francisco Gutierrez, Zeus Yiamouyiannis, Peter Trueblood

Visiting: Dina Moskowitz, Ilene Fortune, Trish Brovedani, Christina Gomez, Amy Chovnick, Victoria Anderson, Robert Wack, Richard Owen, Denis Udall, Ann Rojas Cheatham, Tivo Rojas-Cheatam, Rusti Icenogle, Deborah Owen, Takeshi Oda, Elizabeth Cushing (by phone).

Thursday, February 16, 2007

Attending trustees: Marisa Berman, Trish Brovedani, DeAndre Calhoun, Beth Dean, Toby Eastman, Laurie Gardner, Francisco Gutierrez, Kayla Kirsh, Sandra Ruiz, Gordy Slack, Peter Trueblood, Zeus Yiamouyiannis

Visiting: Robert Wack, Cynthia Blancaflor, Demetrie Broxton, Frank Stumpf

Thursday March 15, 2007

Attending trustees: Marisa Berman, Trish Brovedani, Beth Dean, Toby Eastman, Laurie Gardner, Francisco Gutierrez, Kayla Kirsh, Gordy Slack, Peter Trueblood, Sandra Ruiz, Zeus Yiamouyiannis

Visiting: Robert Wack, Crystal Johnson

Thursday May 17, 2007

Attending trustees: Marissa Berman, Trish Brovedani, Beth Dean, Francisco Gutierrez, Kayla Kirsh, Gordy Slack, Peter Trueblood, Sandra Ruiz, Zeus Yiamouyiannis,

Visiting: Crystal Johnson

Thursday June 21, 2007

Attending trustees: Marissa Berman, Beth Dean, Francisco Gutierrez, Kayla Kirsh, Gordy Slack, Peter Trueblood, Sandra Ruiz, Zeus Yiamouyiannis, Laurie Gardner, Robert Wack

Guest: Liane Zimny, Kushi Gavrieli, Sharon Krieger

Thursday, August 30th, 2007

Attending trustees: Marissa Berman, Trish Brovedani, Beth Deane, Carolyn Gramstorff, Crystal Johnson, Kayla Kirsch, Peter Trueblood, Sandra Ruiz, Robert Wack, Zeus Yiamouyiannis

Visitors: Richard Owen

Thursday September 2007

Attending trustees: Robert Wack, Crystal Johnson , Carolyn Gramstorff,, Peter Trueblood, Kayla Kirsch, Marissa, : Marissa Berman, Trish Brovedani, Sandra Ruiz

Minutes taken by Tako Oda

Special Board Meeting.

Friday September 28, 2007

Attending trustees: Robert Wack, Crystal Johnson , Carolyn Gramstorff,, Beth Deane, Kayla Kirsch, Marissa Berman, Trish Brovedani

Guests: Liane Zimny

Thursday, October 18th, 2007

Attending trustees: Tako Oda, Robert Wack, Crystal Johnson , Carolyn Gramstorff,, Beth Deane, Kayla Kirsch, Marissa Berman, Trish Brovedani

Guests: Ananda, Dina Moskowitz, Jerry McDaniel , Richard Owen, Michael Schwartz

Thursday, November 15th, 2007

Attending trustees: Robert Wack, Crystal Johnson , Carolyn Gramstorff,, Beth Deane, Kayla Kirsch, Marissa Berman, Trish Brovedani , Sandra Ruiz (arrived after updates)

Guests: Claudia Huttner, Ananda, Krea

Wednesday, December 12th, 2007

Attending trustees: Crystal Johnson , Carolyn Gramstorff,, Beth Deane, Kayla Kirsch, Marissa Berman, Trish Brovedani Robert Wack , Sandra Ruiz

Guests: Ananda, Krea

Wednesday, January 16th, 2008

Attending trustees: Robert Wack, Crystal Johnson , Carolyn Gramstorff,, Beth Deane, Kayla Kirsch, Marissa Berman, Trish Brovedani , Tako Oda

Guests: Dina, Ananda, Lee, Peter, Russ

Special Board Meeting

Thursday, February 6th, 2008

Attending trustees: Crystal Johnson , Carolyn Gramstorff,, Beth Deane, Kayla Kirsch, Marissa Berman, Robert Wack, Trish Brovedani

Wednesday, March 19th, 2008

Attending trustees: Beth Deane, Crystal Johnson , Robert Wack, Trish Brovedani, Marissa Berman, Carolyn Gramstorff, Tako Oda, Kayla Kirsch

Guests: Joanna Lennon, Clint Wilkins, Yolanda Peeks, Peter Trueblood (via phone), Brian Washington, Sharon Clark, Dennis Udall

Wednesday, April 16th, 2008

Attending trustees: Beth Deane, Crystal Johnson, Trish Brovedani, Marissa Berman, Carolyn Gramstorff, Tako Oda Kayla Kirsch Robert Wack (via phone)

Guests: Brian, Frank

Wednesday, May 21st, 2008

Attending trustees: Crystal Johnson , Robert Wack, Trish Brovedani, Marissa Berman, Carolyn Gramstorff, Tako Oda Beth Deane, Kayla Kirsch

Guest: Glo Harris, Richard Owen

Monday, June 16, 2008

Attending trustees: Crystal Johnson , Robert Wack, Trish Brovedani, Marissa Berman, Tako, Beth Deane, Kayla Kirsch Julie Obbard, Carolyn Gramstorff

Wednesday, September 17th, 2008

Attending trustees: Crystal Johnson , Robert Wack, Trish Brovedani, Marissa Berman, Tako Oda, Beth Deane, Kayla Kirsch, Julie Obbard, Carolyn Gramstorff, Lily Jones,

Guest: Sharon Kreiger

Tuesday, October 28th, 2008

Attending trustees:: Helen Gibson, Susan Jones, Crystal Johnson , Robert Wack, Trish Brovedani, Marissa Berman, Beth Deane, Kayla Kirsch, Julie Obbard, Carolyn Gramstorff, Lily Jones,

Guest: Peter Trueblood

Wednesday, November 19th, 2008

Attendance: Attendance: Helen Gibson, Susan Jones, Crystal Johnson , Robert Wack, Trish Brovedani, Marissa Berman, Beth Deane, Kayla Kirsch, Julie Obbard, Lily Jones,

Guest: Peter Moy, Iris Moy

Wednesday, December 17th, 2008

Attending trustees: Kayla Kirsch, Helen Gibson, Susan Jones, Crystal Johnson, Carolyn Gramstorff, Beth Deane, Julie Obbard, Marissa Berman, Lily Jones & Robert Wack

Guests: Peter Trueblood, Nick Henderson

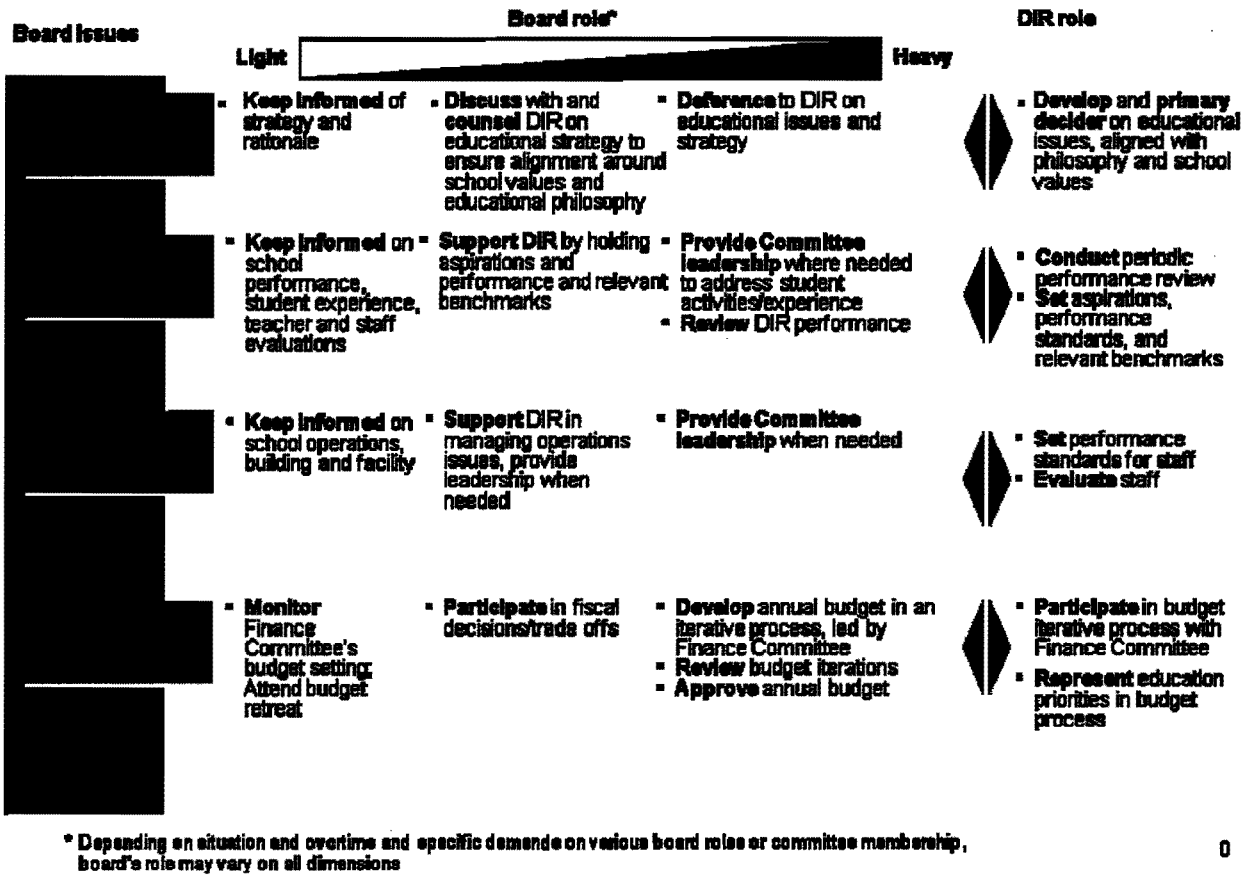
Wednesday, January, 21 2009

Attending trustees: Nick Henderson, Trish Brovedani, Kayla Kirsch, Beth Deane, Helen Gibson, Carolyn Gramstorff, Lilly Jones, Julie Obbard, Robert Wack

26. Describe the Board of Trustees' primary roles and responsibilities. Give an example of a recent issue/policy that the board is working on.

The NOCCS Board of Trustees meets monthly and plays an "advise and consent" role to the NOCCS School Director, with varying degrees of involvement, depending on the subject area. In matters of day to day school operation and curriculum management, the School Director is the lead decision-making, keeping the Board fully informed.

Attached is a graph that arranges the areas of Board review into broad buckets, and show the sliding degrees of Board involvement, depending upon topic.



As an example of Board oversight and involvement with heavy integration from Committee "legwork," we recently completed our fairly extensive budgeting process for SY09-10. Steps for reaching resolution are summarized as follows:

- Early budget development took place during all day, Saturday "Budget Retreat" in February 2009. Objective was to sift through our educational and operational priorities.
- Budget Review took place at each successive Board meeting, as funding and expenses became more clear.
- In May 2009, the Personnel Committee met several times to evaluate personnel needs for the coming year, and developed a proposal for the full Board's approval and for integration into the budgeting process.
- In May and June 2009, the Finance Committee (comprised of the School's Director, current Chair, former Chair, current and two past Treasurers) met three times to sift through various personnel, operational, and educational elements contained in the budget, with an aim toward reaching a balanced budget.

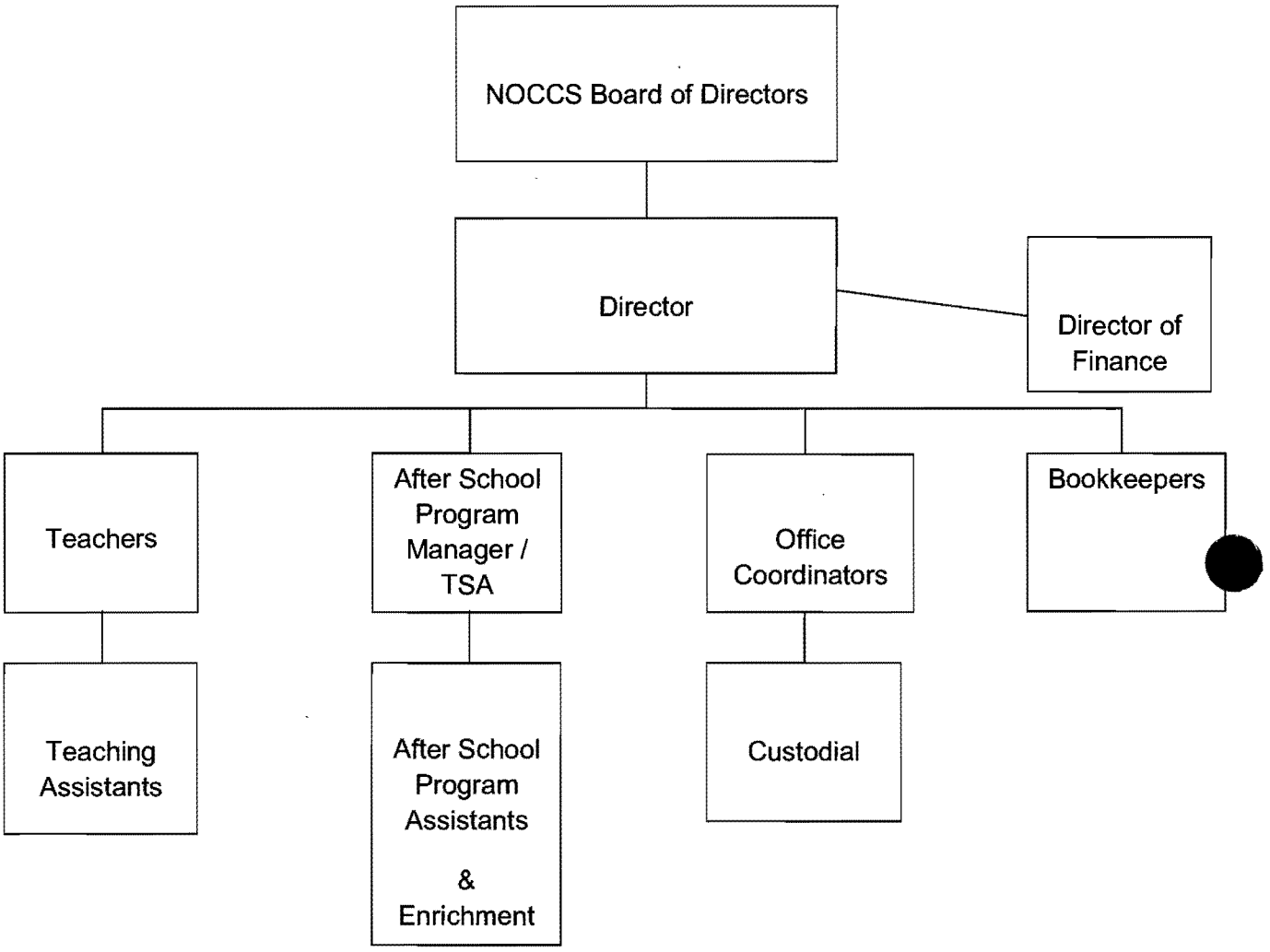
- At the July 2009 Board Meeting approved the balanced budget set forth by the Finance Committee.

27. How are parents, teachers, and community members involved in the governance of the school?

Parents are an active, integral part of the governance of NOCCS. As noted in response to question #24, seven members of the 10 member Board are NOCCS parents, 6 of whom were elected by the broader school community.

The Board also integrates at least one teacher in its membership, as well as the School Director.

28. Provide an organizational chart that reflects all levels of staffing and management of your charter school.



29. How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

- What steps are taken if school administrators and teachers are not effectively implementing the school's curriculum?

NOCCS has a clearly articulated curriculum guide that is based on the California State Standards and clearly delineates the school's curriculum. During our annual staff orientation, staff review and, as needed, modify the curriculum guide. The guide is reviewed by all staff, including the director, to ensure alignment with California State Standards as well as adherence to both progressive and equitable educational principles and best practices. The curriculum guide is published annually to all families in order to ensure both transparency and accountability with our family stakeholders.

Staff implementation of the curriculum is supported and monitored throughout the year through both peer accountability models, such as peer review of our Teaching for Understanding units through the critical friends process, as well as administrative oversight through the observation and evaluation process. Student achievement towards the state standards is also monitored through on-going and performance assessment practices such as portfolio submissions for writing, trimester mathematics assessments, Developmental and Leveled Reading Assessments, and other defined culminating performances of understanding delineated in our science and social studies-based teaching for understanding units. These assessments are examined by staff and the administration throughout the year and adjustments to curriculum, instruction, differentiation practices, coaching, and professional development are made based on both student achievement and observational classroom data.

30. Describe your approach to student discipline. Provide an example of a policy/procedure that exemplifies the approach.

Like all aspects of our school, we believe that our student discipline policies and procedures must reflect and embody our core principles, and work towards creating and supporting a positive, safe, and peaceful school climate. In general, we believe it is important to frame student discipline as an opportunity for learning and growth for all students, staff, and families. As such, we work to frame disciplinary issues as an opportunity to work more deeply with each child, better understand their needs, and provide the appropriate support to the learner with the ultimate goal to helping each child to develop an awareness of themselves, themselves in relationship to their community, and to create a habit of self-discipline that will enable them to make thoughtful, safe, caring, equitable, savvy, culturally aware, and kind autonomous decisions in the real world. We further believe that disciplinary issues provide us the opportunity to further partner with the students' families to support the social, emotional, and ethical development of the child. Finally, disciplinary issues also afford us, as educators, an

opportunity to reflect on our own values, practices, and actions – to practice empathy and to learn more about each child and their family.

As a school we first and foremost attempt to proactively deal with discipline issues by creating a classroom environments with clear and high expectations for students, that children have a voice in developing and holding one another to. In addition to expecting students to have a voice in creating a positive and accountable classroom climate, we also believe teachers, as leaders in their classrooms, should clearly communicate, practice, and enforce procedures and routines that build a safe and empowering classroom experience for all students.
All students at NOCCS are taught, through our Peacemaking Curriculum, explicit skills and strategies for effectively dealing with conflicts. Classrooms, and the school at large, are set to support students in engaging in their own peace talks. All staff are trained in how and when to facilitate effective peace talks, and/or to support students who need to engage in these discussions with one another.

When disciplinary incidents beyond simple conflicts do evolve, staff members are expected to deal with them in a timely manner, using a system that progressively involves and includes others, such as family members and administrative staff in supporting the student to reflect on and make appropriate choices that support a safe and productive learning environment for all students. Examples of how various student discipline incidents are explained below:

If a child continues to break classroom/program norms/agreements after a staff member has issued reminders, staff members are to respond immediately by:

1. Conferencing with the student if the classroom activity will allow for this.
2. If the classroom activity does not allow for a conference with the child at this time, the teacher should offer the child a choice of working on the classroom task in a different spot in the classroom or moving to the buddy classroom for a short period.
3. If the child is sent to another area in the class or in a buddy class, the teacher must conference with the student in order to (a) address the original issue the child encountered, and (b) devise a strategy for avoiding the need for an alternate placement in the future.
4. If the child is unable/unwilling to have a conference with the staff member, s/he may be referred to the office. Teachers must use a referral form and provide information to the office IN WRITING as to the nature of the situation.
5. Staff should inform the child's parent/guardian when these incidents occur so that they can work together to form a helpful and supportive plan for the child.

The first time a child acts in a manner that could cause emotional, physical, and/or academic harm to the child or others, staff are expected to respond to the behavior immediately by:

1. First ensuring the physical and emotional safety for all involved. This may involve giving the children separate space and time away from one another and/or the group until it is safe to deal with the situation – especially when this behavior occurs in a space and time such as recess that requires the staff member to monitor a larger group.
2. Implementing a peace talk if appropriate (see peace talks).
3. If a peace talk is not appropriate in this instance, the staff member may refer the child – in writing – to the office using a referral form.
4. If a peace talk is facilitated, the staff member should make contact with the students' family.

In a child continues to break the class/school norms or to act in a patterned way that does or could cause physical or emotional harm to the child and/or others, staff are expected to respond to the behavior immediately by:

1. First ensuring the physical and emotional safety for all involved. This may involve giving the children separate space and time away from one another and/or the group until it is safe to deal with the situation – especially when this behavior occurs in a space and time such as recess that requires the staff member to monitor a larger group.
2. Talking with the students involved to gather information from all sides of the conflict.
3. Documenting the incident in a referral to the director or designee.
4. The director or designee will then facilitate the creation of a positive, productive solution through helping with a peace talk, discussion, or director-imposed disciplinary solution and document the incident
5. The director or designee will contact the family.
6. If needed, the director or designee will set up an additional meeting with the family.

If a child engages in a fight or other severe action as defined by the ed code and outlined in our handbook, the student should be brought immediately to the director and the incident should be documented, in writing, by the referring staff member. The director or designee will then work to investigate the incident and take the appropriate disciplinary action, such as in-house or out of school suspension as outlined in our Student-Family Handbook. It should be emphasized that NOCCS does not see or use suspension as a primary mode of behavior modification. Rather, we often use suspension as a cooling-off and/or reflective period for the involved parties. Students returning from suspension are required to undergo an extensive re-entry process that is facilitated by the director or designee. This re-entry process includes a reflection meeting that includes staff, the student, and his/her family and the creation of a probation/support contract and plan that is individualized in order to help to support the student in making strong connections and better choices in his/her life and with his/her community.

The ultimate goal of any disciplinary situation is to enable students to reflect on their actions and develop new strategies to help them to more productively and safely deal with issues and conflicts that they may encounter in their schooling and life – it is to enlist the disciplinary situation to help students to develop, in keeping with our mission, as thoughtful, informed, and engaged citizens.

FINANCIAL MANAGEMENT & OPERATIONS

31. Describe all ongoing efforts to ensure fiscal soundness and legal compliance.

- Address the financial system and monitoring processes that are used.
- Specify the reports generated and the frequency; identify the party responsible for generating the reports and his/her qualifications.
- Describe the fiscal review and monetary processes, including but not limited to policies regarding a) cash flow, b) purchasing, c) payroll and d) audits; identify the party responsible and his/her qualifications for the role.

NOCCS relies on a four-part system for financial management and legal compliance. First, the Board retains ultimate fiduciary responsibility and authority for the school's finances and compliance. The Board members understand that they have personal liability if these responsibilities are not discharged, and they take the job very seriously.

Second, the Board hires a Director who reports directly to the Board and remains accountable to the board for management and compliance. This ensures that there is no confusion about lines of authority for sound practices and management. The current Director had previous experience in running a charter school; and this was a key criterion in the hiring process.

Third, the Director utilizes appropriate resources to undertake the work on financial or legal compliance matters. This may involve hiring expert staff or consultants to undertake or advise on the work. Or it may include purchasing the appropriate software systems. The school does not expect the Director to do the work, but rather to be responsible for overseeing the relevant experts who are well-qualified for the work. This way there is appropriate bandwidth to get the job done, as well as a built-in quality check as the knowledgeable school director is reviewing their work.

For example, currently the school has engaged Abacus, a private CPA firm that specializes in Charter schools, to review its financial operations and prepare financial reports. It also engages EdTec Inc. for advice on attendance accounting issues and has purchased PowerSchool as a Student Information System. Similarly it has hired Specter, Middleton, and Young, and Minney as its legal advisor.

Of course, in addition to these outside resources, the Director has hired qualified internal staff for bookkeeping, payroll, attendance taking and the like. Together these internal and external resources provide strong coverage on all the issues, with some built-in redundancy where needed.

The final element of our financial management and compliance system is that the Board has retained independent and qualified advisors to review work as appropriate and to report directly to the Board. For example, the Board engages an independent, Certified Public Accountant to audit annually the financial statements. This review includes a statistical sampling of transactions and the financial control procedures.

Similarly, the Board has engaged qualified legal counsel to advise on critical matters such as compliance with labor law, charter law and building codes. This counsel is engaged directly by the Board and therefore has important independence from the Director.

In summary, NOCCS has in place a robust system to insure financial management and compliance. The four-part system has clear accountability, redundancy, quality checks and reliance on appropriate experts.

Together these four groups utilize the following procedures to ensure that public resources are properly managed:

1. Development of an annual set of priorities that outline critical goals and objectives over a year. In the coming year we will work to expand these annual strategic priorities into a multi-year strategic plan.

2. Development of annual budgets that align to these strategic objectives and that have prudent financial parameters, including:
    a. Conservative assumptions on funding rates and enrollment growth;
    b. Expense projections based on actual history or quotes where possible, or on conservative estimates where empirical data are not available;
    c. Compliance with all required items that have an expense implication (e.g., transportation or special education services);
    d. A contingency expense for unforeseen negative developments; and
    e. A prudent financial fund-balance reserve

3. Financial controls that ensure spending in accordance with the budget. (See below for a detailing of these controls.)

4. An annual audit by an expert and qualified independent auditor.

Strong financial controls are at the heart of successful financial management. NOCCS' philosophy on financial controls includes four major tenants:

1. Controls work best if built-into the system, rather than applied to it after the fact;
2. Control derives from procedure, rather than intentions;
3. Separation of duties and responsibilities is critical to sound control; and
4. All control systems should have a "double-check."

With these core principals in mind, NOCCS has the following controls:

Payroll: All new hires must be approved by the Board, including their contracts and compensation. Periodic payroll runs must be approved in writing by the Director.

Contracts: All major contracts, or other obligations of the corporation, must be in writing and approved in advance by the Board.

Borrowing: All borrowing must be approved in advance by the Board.

Accounts Payable: All requests for payment must be made in writing (e.g., through invoice or Employee Reimbursement Request) with appropriate documentation. The Director must, in writing, verify complete receipt of all goods and services. Approval to pay requires the signature of the Director and one Board member for all amounts over $5,000; of the Director for smaller amounts. Checks over $5,000.00 require two signatures (drawn from the Director and limited Board members).

Assets: The school "tags" all assets worth over $1,000 and account for them annually as part of the audit.

Annual Audit: The school fully complies with all legal requirements for financial reporting, including the engagement of an independent certified auditor to review the financial statements annually. The Board approves the auditor in advance, and approves the audit report once completed. Any audit exceptions are reported as required and the Board develops, approves and monitors a remediation action plan. The following chart outlines our fiscal and compliance reporting and monitoring systems.

Table IV Fiscal and Compliance Reporting and Monitoring

Report	Purpose	Frequency	Responsibility	Qualifications
Absence	Calling parents of absent students	Daily	Office Staff	Knowledge of PowerSchool and general school ops
Attendance	Collect Daily ADA	Daily	Teaching Staff and Office Staff	Knowledge of PowerSchool and general school ops
Attendance	Submitting monthly attendance to OUSD	Each attendance period	Office Staff	Knowledge of PowerSchool and general school ops
CBEDS, CalPads, 20-day, HLS, etc.	Complying with State and District student and teacher data needs	Generally once a year	School Director, with advice of outside contracts as needed and Office Staff	Depending on report type, they are done with in-house administrative staff or with outside contractor assistance. (E.g., EdTec assists with CalPads.)
ConApp, Pensec, LEA	Submitting reports that drive	Generally	School Director, with	Depending on report type, they are done with in-house

Plan, CSR, F&RL/ED, etc. Note – we are applying for the first time in 09-10	funding	once a year	advice of outside contracts as needed	administrative staff or with outside contractor assistance. (E.g., an outside contractor worked on the ConApp.)
Budget vs. Actual Updates	Reporting on Profit and Loss to date vs. budget	Monthly	The school's bookkeeper as overseeing by Abacus, Inc.	Abacus is a private firm of CPA's dedicated to serving charter schools with their budgeting and reporting. They are very specialized and expert in this.
ADA budget vs. Actual Updates	Reporting on whether actual ADA is meeting the budgeted goals	Monthly	School Director as part of the monthly board report	Knowledge of PowerSchool and general school ops
Cash-Flow	Monitoring if the School has adequate cash to meet its obligations	~ four times per year (Note the school has a decent cash cushion, so monthly analyses are not critical.)	Abacus	Abacus is a private firm of CPA's dedicated to serving charter schools with their budgeting and reporting. They are very specialized and expert in this.
Accounts Payable	Monitoring of the school is current on its obligations	~ four times per year (Note the school has a decent cash cushion, so it has a policy of paying	Bookkeeper	Knowledge of basis accounting and QuickBooks

		vendors and contracts promptly.)		
Balance Sheet	Monitoring overall Assets and Liabilities of the Corporation	Monthly	Bookkeeper	Knowledge of basis accounting and QuickBooks
Financial Reports	Mandated financial reports to the District and State	Monthly (if requested by the District) and four times for interim and final reports	Abacus	Abacus is a private firm of CPA's dedicated to serving charter schools with their budgeting and reporting. They are very specialized and expert in this.
Audit	Mandated report to District and State	Annually	Outside Auditor	Qualified by virtue of CPA license and experience to undertake charter school audits.

Our Fiscal Control policies are substantially detailed above. In addition, the school has very strict procedures to control cash. Specifically, the policy is that all cash must be deposited directly into the school bank account (rather than re-used as part of a revolving petty-cash source) and that at least two people must count all cash inflows prior to deposit. A strict record including both their signatures is required on all cash deposits.

Purchasing is handled by the office manager, who seeks multiple quotes where appropriate. She has many years of experience handling such transactions.

Payroll is managed by a combination of a contractor who is an accountant (non-cpa) that specializes in this field and by an out-sourced payroll provider (ADP) who is expert in processing payroll. Charter school experts (such as EdTec) are consulted for specific questions relating to STRS and the like.

32. Describe the board's processes for holding the school financially and operationally accountable.

The board has both formal and informal processes for holding the school financially and operationally accountable.

Formally the Board relies on the reports indicated in the table above to review school operations. These reviews are monthly and quite detailed. For financial issues, there is a Board Finance Sub-committee that meets at least four times a year to in-depth review of financial matters.

The Board also formally relies on its hired experts for advice and counsel. These experts include Abacus, attorneys, and the auditors.

Informally the Board relies on its own expertise to review operations and maintain accountability. The Board includes attorneys, professional Chief Financial Officers, corporate managers and educators. Each one of these board members is frequently in the school as a volunteer or parent, so they have access to considerable opportunities to observe operations and converse with staff. This informal "early warning system" is critical to the school's overall accountability framework.

33. Describe how key non-academic operations are conducted, including (but not limited to):
Strategic Planning

- Financial Management
- Operations
- Facilities
- Food services
- After-school programming

Identify the parties responsible for each area, their job responsibilities, and provide the relevant qualifications of these entities for providing non-academic operational services.

Following is a table indicating the lead responsibility and qualifications of people providing non-academic services to NOCCS. After the table there is a discussion of the items.

TABLE V NON-ACADEMIC OPERATIONS RESPONSIBILITES

Operations Area	Responsible Parties	Responsibilities	Relevant Qualifications
Strategic Planning	The Board (led by Board Chair); and School Leader	To develop and maintain strategic priorities for	The board Chair, Susan Jones, is a bone fide expert in this field. She helps lead the consulting practice of McKinsey & Company in their "change management"

		NOCCS that will develop towards a strategic plan by the end of 09-10	group. As such she helps Fortune 200 companies with the exact strategic planning issues of relevance to NOCCS. Our School leader also is very well-qualified to undertake this work as she has worked for years in charter schools. She also has a degree in Educational Leadership which provides her formal training in the field.
Financial Management	Various (see previous section)	See previous sections	See previous sections
Operations	School Leader, Office Coordinators, Bookkeepers	Facilities, Administration, Human Resources	The school leader has extensive experience in managing all aspects of Charter School Operations. She relies on the Office Coordinators, payroll contractor and key parent volunteers who each have demonstrated expertise in their respective areas.
Food Services	Office Coordinators and School Leader	To contract and manage food service providers and reimbursement system	Food service is handled by an outside contractor (Revolution Foods). Reimbursement processing is also handled by an outside vendor (PUC). Office staff coordinate these services and provide a point of contact between the school and these service providers.
After School Programming	After School Program Manager, Teacher on Special Assignment, School Director	To develop, implement, and manage all aspects of the after school program including business operations, personnel, programming, community relations, etc.	Extensive experience in education program development. Training in software related to after school program management and billing.

- Strategic Planning: This is conducted under the leadership of the Board President. At least twice annually the Board and school leader has a strategic planning off-site which typically lasts five or more hours. During this meeting the group reviews progress against current goals and assesses new opportunities and challenges. This information is then synthesized into a revision of short- or long-term operating goals, if needed.

- Financial Management: This is detailed in the previous section.

- Operations: Work here, admittedly, is more ad hoc. Each manager is responsible for their own respective areas (e.g., facilities, or payroll) and they are expected to perform the function fairly autonomously. If there are problems, their role is to surface them early so that corrective action is taken in a timely manner. With Human Resources, it is somewhat more structured in that annually there is an orientation for new staff, and updating of the Employee Handbook and training on changes in the health plan.

- Food Services: Food service is contracted to Revolution Foods who coordinates their work with the NOCCS office staff. Reimbursement for free and reduced priced meals are managed through an outside contractor who is provided data from our office staff. The director negotiates all food service contracts with final board approval.

- After School Programming: After school programming is managed and overseen by our teacher on special assignment and after school program manager. Both of these employees report to and are managed by the director.

34. Please provide a projected 5-year budget.

Please see the *Appendix I.*

FACILITIES / ADA

35. If applicable, are your current lease(s) still valid? Do they extend through the end of your requested charter term (2010-2015)?

Four years ago, NOCCS purchased our current facility. However, to better devise our long term fiscal sustainability, we are in the process of transferring ownership to a non-profit organization. In this new configuration, NOCCS will control its current facility through a fifteen year exclusive and renewable lease. For the past three years and through June of 2010, NOCCS subleases a portion of the facility to Destiny Arts Center. In 2010, NOCCS will complete its K-8 expansion and exclusively occupy the facility.

36. Describe the condition of your current facility.

- Is the facility meeting the needs of your staff and students?
- Will it continue to accommodate your growth needs?
- What procedures are in place for handling facility repairs?
- Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.

NOCCS' 20,500 square foot facility located at 1000 42nd Street is designed to hold our school at its full capacity for 210 students, which we will achieve in fall of 2010. The facility is located next to Linden Park, which provides the school ample space for outdoor recreation as well as exciting programmatic opportunities such as collaborations initiated through our service-learning program.

Our annual budget includes funds for building repairs and maintenance. The school retains a licensed custodial contract for daily cleaning and repairs. Many minor repairs are completed by school volunteers. Major repair and improvement work is planned and budgeted for in advance of the work and is managed by a qualified professional.

37. Describe any facility improvement projects planned for the next five years (2010-2015) including how you will fund them, who will manage them, and his/her qualifications.

With Destiny Arts Center leaving our facility in June 2010, our only remaining improvements over the next five years will be converting a dance studio to our remaining 6 – 8th grade classroom. This work will be overseen by a taskforce comprised of board members, the school director, and volunteers with expertise in contracting and construction management. This project will be included in the 2010-2011 school budget.

38. Please attach copies of any up-to-date Americans with Disabilities Act (ADA) surveys of your facility(ies).

- For any facilities or spaces within facilities that do not comply with ADA construction, please submit your plan for compliance, or an explanation of why you are not required to comply.
- Describe any measures you have taken to make your facility accessible since opening.

Prior to completing the purchase of our current facility at 1000 42st Street, NOCCS was required to undergo a thorough inspection, including ADA compliance. Please see *Appendix K* for our Certificate of Occupancy.

39. Please attach a written plan for providing access for persons with disabilities to all of your school's programs and activities, including activities for parents and community members. The plan should include:

- A list of all non-wheelchair-accessible building spaces.
- Accessible locations to which you will relocate activities from those non-accessible spaces upon request.
- Procedures for requesting such relocation.
- Describe your methods for notifying the public and training staff about: your facility's

accessibility and procedures for requesting the relocation of events.

NOCCS is fully accessible to persons with disabilities with the exception of the 42nd Street entrance. Signage directs all persons in wheelchairs to for accessible entrances. All spaces within NOCCS are accessible to persons in wheelchairs and therefore relocation of programming is never necessary.

40. Please describe your procedures for providing accommodations for persons with communication-related disabilities (other than student IEP requirements), such as:

- Sign language interpreters for parent-teacher conferences with deaf parents or events;
- Braille, large print & other alternate formats of written materials for people with vision impairments who want to attend community events;
- Please attach copies of any written procedures regarding the provision of these accommodations, and list any outside vendors you use to provide them.

Appropriate accommodations will be made available to any and all NOCCS community members and/or members of the public who need such accommodations to access the school and fully participate in the community. NOCCS families participate in a thorough registration process where they are asked to share with the school any special circumstances related to the child or the family. The school employs a family liaison who will work with families to meet their specific needs.

41. Discuss the key challenges or risks that you see for your school in the next five year period.

- Describe what you are doing or plan to do to address each of the major challenges that you have identified

The key challenges for NOCCS revolve around the school's final stages of development as a K-8 school and then moving into a period of stabilization and maintenance of completed growth. Currently, NOCCS is celebrating its tenth year, it has a permanent home, and grades K-7 are in place. The formative stages of development as a new charter school are complete, and the strategic emphasis over the next five years is to complete our final growing period to become and sustain a high quality K-8 school. The Board of Directors and the Director have acknowledged that there will be two more years of significant growth and stabilizing, during which time the middle school program will become fully established. Concurrent with this final growth phase and following its completion, NOCCS will also strategically focus on its role as a model for other public schools, meeting its mandate to demonstrate best practices and innovations in public education as an independent, progressive charter school.

The process for addressing each challenge area for NOCCS falls within the established roles of the NOCCS Board of Directors. Each Fall, the Board of Directors has an annual retreat that focuses on the strategic priorities for the current academic year. During this meeting, the Board confirms its priorities and develops short and long term goals, outcomes, and activities with a

measurable timeline for each priority area. In 2009, the Board conducted this process, and confirmed its strategic priorities, which are described below. There are working groups of Board Members assigned to these topics to ensure that success in meeting these areas is achieved and that benchmarks are met. The Board workgroups propose agenda topics for the full board to consider, as needed. These topics are related to the strategic priority areas and are brought forward in a relevant, timeframe throughout the duration of the academic year in order to meet the Board's strategic goals and objectives. Because the focus of the Board has been so clearly tuned to completing the growth phase to include a K-8 school, the Board has not felt the need to develop a strategic plan for this period of time. However, as the Board looks forward beyond the completion of the eighth grade addition, there has been common agreement to develop a Strategic Plan for the next five year period, by June 2011.

The key challenges for NOCCS are reflected in our school's six key strategic priorities, see Section 8, Board Priorities. The following section describes how we are addressing these areas.

Strategic Priority #1: Effectively support student achievement and experience for all students.

NOCCS has an ongoing commitment to support student achievement for all students. Annually each year the NOCCS staff meets to review student achievement data to date, to reflect on the schools areas of strength and needs, and to establish educational priorities for the coming academic year. These priorities are presented to the board for approval and are incorporated into the budgeting process. The staff then works to develop and implement educational priority action plans that are implemented throughout the following academic year. Within each priority area are established benchmarks, including student achievement data, which is shared at the board level through reports and presentations made by the director and staff. In addition, the board and director are working to create academic dashboards that are shared with the board on a regular basis so that the board can oversee and monitor progress towards established educational priorities.

Over the course of the next five years, we will work specifically on the following in order to continuously improve our educational program:

6^{th} – 8^{th} Grade Program Development

While NOCCS has been in the business of educating K-5 students for ten years, we are still in the early developmental stages in terms of our experience serving students in grades 6 – 8. Therefore, building our full K-8 model, with an focus on creating a high quality 6 – 8 program is certainly a very important focus for our school over the next five years. In just over a year of launching our 6 – 8^{th} grade program, we have already made some important strides that we will continue to build upon over the course of next charter term. Examples of this include the following:

- We have a detailed, articulated curriculum for grades 6 and 7, as well as a draft version of our 8^{th} grade program. We are currently working to complete a detailed 8^{th} grade core curriculum map by March of 2010.

- Curricular resources for our K-8 program have been selected. Curriculum and instructional materials for our 6th and 7th grade programs have been acquired. We will purchase 8th grade curriculum and materials at the start of the 2010-2011 school year.
- We have hired a very competent and experienced 6 – 8th grade teaching team, including 3 core class teachers, a service-learning coordinator, and our PE and music enrichment staff. As we move into the coming year(s) we will work to expand this team to include personnel who can support teachers and students in the areas of advisory/mentoring/counseling/discipline and the expansion of our electives offerings.
- We have developed and begun to implement a very exciting service-learning (CAL) program that we will continue to develop over the next several years, including the creation of a capstone service-learning experience that is well documented within the students' portfolios and is a requirement for successfully completing the 8th grade at NOCCS.
- We have established an assessment system that will enable us to share with and translate student achievement data with other K-12 schools for the purpose of high school class placement/transcript evaluation.
- Disciplinary and advisory systems have been created to proactively deal with issues of adolescent development. We realize we must continuously adapt these systems to best serve students at this age group. We have partnered with a number of resources to assist us with these efforts, including the MOSAIC Project and DESTINY Arts Center. We are working to further establish and pilot a mentoring program for our 6 – 8th grade students.
- We have begun to build after school program offerings designed to appeal to older students, including interscholastic athletic and student leadership opportunities. We will continue to work to create programming which appeals to our 6 – 8th grade students throughout the charter term.

<u>Further Refinement and Improvement of Data and Assessment Systems</u>

- Continuously improving and deepening assessment practices. We have recently redesigned our progress report format, moving from a school-wide developmental model to a more specific, grade level standards-based format that also includes a developmental scale for measuring progress towards meeting or exceeding each standard. In the coming year we will build on this work by developing developmental rubrics for each standard covered in each progress report. We plan to publish these rubrics in our annual curriculum guide and also use these as a part of our conferences, instructional practices, and professional development format. With our new progress report format, we will also have a new, very powerful source of data that we can use to assist teachers in further differentiating instruction for all students, as well as to find school-wide programmatic strengths and areas of growth to drive continuous improvement practices and strategic planning.

- Improving and Standardizing Portfolio Assessment Practices. NOCCS has always used student portfolios to house and pass along student work from year to year. In the past

few years we have worked to better standardize required submissions for student portfolios. As we continue to develop as a school, we will work to better integrate our new progress reports and soon to be developed grade level rubrics with our portfolio system so that the portfolios house exemplars of students' work at a given point in time in their development. In addition, we will work to consider, create, pilot, and then systematize a portfolio review/defense process for students at key benchmarks within their career at NOCCS, such as exiting one grade level span to the next or to fulfill "graduation" requirements from the 8th grade. Finally, over the term of our new charter, we will look to expand our portfolio systems, especially in area that necessarily lack external accountability measures, such as peacemaking and service-learning.

Continuing to Deepen Out Work within Our Current Educational Priority Areas

- We are currently in the second of a multi-year Mathematics Initiative. The student achievement results shared in this school performance report show promising progress in supporting our goal of ensuring that all students reach proficiency in mathematics within 3 years of enrollment at NOCCS. Currently we are focused on mastering a variety of differentiation techniques in our mathematics instruction as well as establishing a school-wide "fast facts" program. In February we will meet as a staff to evaluate our data and work to date in this area and establish next steps for continuing our efforts in the area of math curriculum and instruction.

- We are currently in the first of a multi-year effort to improve our peacemaking curriculum and instruction. We have created and are piloting year one of a two year peacemaking curriculum. Over the summer we will complete the second volume of this curriculum, as well as refine this year's edition based on feedback from the NOCCS staff. In addition, we are partnering with the MOSAIC project and others to support our work in this area including staff development, parent/family education, and the implementation of peace week at NOCCS coming up in January.

- We are also currently in the second year of a multi-year effort to strengthen our work to become a model of best practice in the use of the Teaching for Understanding framework, including the use of service-learning as an instructional strategy within our TfU units. Part of this work is our equity inquiry with that our teachers are conducting where they are exploring and documenting how TfU practices can be used as equity strategies within our TfU units to ensure access to and mastery of academic content and skills for all students. In addition, we are working to partner with Harvard Project Zero to develop and implement their latest initiative, PZ Schools that will work to create models of best practice in using PZ framework and practices across the United States. Finally, NOCCS intends to continue to play a leadership role in Alameda County in the area of TfU and service-learning as we will continue to serve as an Arts Learning Laboratory School through the Alameda County Office of Education.

Strategic Priority #2: Supporting, Respecting, and Retaining High Quality Staff

NOCCS believes that one of the keys to the academic success our students have demonstrated over the past several years is directly linked to our ability to attract and retain high quality teaching staff. Therefore we are absolutely focused on building a professional culture and community at NOCCS that helps to develop and retain dedicated professionals who will continue to support high levels of student achievement as well as build and develop the school.

The Director will continue to respond quickly and thoroughly to any issues that have to do with the strategic priority of supporting, respecting and retaining staff. A recent example of this was the Director's response to staff feedback regarding health insurance coverage provided by NOCCS. The Director and the staff representative to the Board of Directors informed the Board that staff members wanted to explore changes to their health insurance coverage policies. In response, the Board formed an ad hoc committee that reviewed the current health coverage policies that are currently in place, researched alternatives for staff health insurance coverage, and made recommendations to the full Board. Ultimately, due to fiscal constraints, the Board decided not to make changes to the current policy, but the process of listening to staff concerns and exploring alternative solutions was a validating experience for staff. In addition, the Board made the commitment to review the topic when the NOCCS budget would allow for the allocation of additional expenses.

Future plans in this area include a salary scan to ensure that NOCCS salary scales are competitive, exploring the possibility of creating a credentialing partnership for NOCCS teaching assistants, and surveying staff to assess staff satisfaction on a variety of levels, including professional development, compensation, continuing education opportunities, and then to prioritize needs, respond, and develop action plans based on these data. The Board of Directors will also explore the feasibility of other activities including a sabbatical program, on-site childcare, and opportunities for teachers to take on special assignments in an effort to support and retain high quality staff.

Strategic Priority #3: Facilitating and Promoting a Strong and Inclusive School Community

A strong and inclusive community is one of the cornerstones of NOCCS' successes. The school community is created through a wide range of opportunities for families to play a significant role in the school. Families spend countless volunteer hours pitching in at NOCCS, helping with weekly activities in the classroom like handwriting, literacy and math centers, or art, maintaining the library, or volunteering for special projects that happen throughout the year, such as Earth Day, the 100th Day of School, or Grandparents & Special Friends Day. Families also volunteer for fundraising projects such as the Walk-a-Thon and the Silent Auction, facilities maintenance and development, family dances, and serving dinner to those who are less fortunate. Throughout the year, the community also comes together for Community Meetings that are offered on a variety of topics, ranging from diversity issues to a Family Math Night. These events, along with other events such as school-wide Winter and Spring concerts, an occasional

lecture series, and the year-end Exhibition Night provide opportunities for families to engage in learning and dialogue together, to share a meal, and to celebrate the children's successes. There is also a strong tradition in the school community that encourages families to support each other in times of joy or sadness. There are often sign-up sheets posted in the lobby where families can volunteer to cook a meal for a family that has just welcomed a new baby or is recovering from an illness or grieving a death in the family.

As described earlier in this report, there are many ways that the NOCCS community welcomes new families, with Bridge Day and the Buddy-Family system. In the coming years, it is the priority of NOCCS to continue to offer opportunities for current NOCCS families to come together as described above to build and maintain a strong sense of community. It is also a priority to develop stronger connections to the neighborhood. As NOCCS settles into its permanent home, the Board and staff have begun to fine-tune strategies designed to maximize inclusiveness to families in the neighborhood through targeted outreach to area preschools, community centers, and the Linden Park neighborhood group. Prior to the beginning of the academic year, staff conducted neighborhood asset mapping during staff orientation week. This activity led to a deeper understanding of the assets in the neighborhood and several new potential connections were identified for further development with NOCCS. Now, the 6th and 7th grade students are engaged in a similar project to conduct their own asset mapping of the surrounding neighborhood to develop service learning projects that directly relate to the outcomes of their findings. We anticipate that NOCCS will continue to develop this aspect of its inclusive school community over the coming years as our roots in the community grow deeper. NOCCS has officially adopted Linden Park, thereby committing to stewardship over the park including regular park clean up and trash removal, in a time of budget reductions in the City of Oakland that have resulted in the discontinuing of trash pickup and maintenance in many city parks, including Linden Park.

Strategic Priority #4: Developing and Implementing a Sufficient, Professional Infrastructure and Operations

As stated previously, NOCCS has secured its permanent home and is nearing the completion of expansion to a K-8 school as it celebrates ten years of achievements. NOCCS must now develop its professional infrastructure to support its ongoing operations as a well-established K-8 charter school. The Board of Directors is working with the NOCCS Director to develop a business operations staffing plan for the next five years, and to develop and hire a high-level leadership position to add to the management team of NOCCS for the 2010-2011 academic year. Additional plans include development of a paid staff member to oversee facilities management, which is currently done by a parent volunteer, and addressing additional facility needs such as building another classroom to accommodate next year's eighth grade students, and possible developments such as adding an industrial kitchen for cooking hot lunches . The Board is committed to guiding NOCCS into its next phase of growth and sustainability, and the Board firmly believes that shoring up the professional infrastructure and operations of the school is the logical next step.

Strategic Priority #5: Ensuring Financial Viability and Vitality

This next priority area complements the previous priority area , because the long-term financial viability and vitality of NOCCS is also essential for its continued success. Currently, the Board of Directors is reviewing many aspects of the organization's fiscal operations and oversight mechanisms. The Board's Finance Committee recently developed a dashboard of financial measures with which the Board will monitor the current financial viability of the organization. The Board is also developing written procedures for the treasurer's role including a statement of roles and responsibilities and an annual schedule of activities related to how the budget is to be developed and passed on an annual basis. Other plans include: (1) development of a co-treasurer position on the board so that with each term, the future Treasurer receives mentoring before there are significant leadership changes on the board, and (2) development and monitoring of monthly financial statements to be conducted by paid staff, instead of by parent volunteers, (3) additional fundraising to increase gifts from major donors; and (4) successful awarding of grants from new funding sources.

Strategic Priority #6: Developing and Promoting NOCCS as a Public School Model

In keeping with the mandate of charter schools to serve as models for innovation and best practices in education, NOCCS strives to become an exemplary example of successful, independent progressive education in a charter school. NOCCS has begun its work in this area in several ways described in this report, including our status as an Alameda County Arts Learning Laboratory School and through our collaboration with Harvard Project Zero. In addition we are active in the California Charter Schools Association, and will be sharing some of our best practices at upcoming conferences in and around California. Over the next term of our charter we hope to obtain funding to continue to share our best practices with other schools and to partner with other entities including non-profits and institutions of higher education in these dissemination efforts.

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North Oakland Community Charter School

2010 Charter Renewal Petition

Submitted to the Oakland Unified School District Board of Education

December 16th, 2009

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Introduction

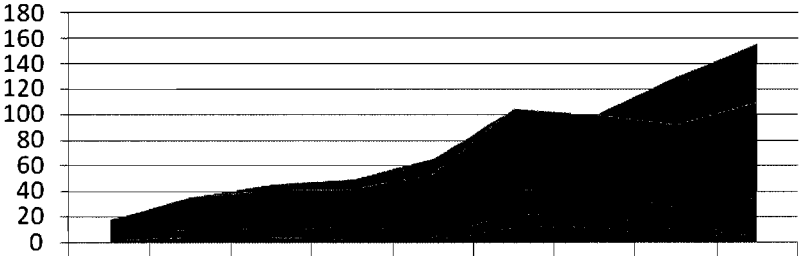
The North Oakland Community Charter School (NOCCS) is a public school dedicated to helping children to become thoughtful, informed, and inquisitive citizens. NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. Our school's dynamic and challenging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

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.

Celebrating a Decade of Growth. This school year, 2009 – 2010, marks our school's tenth year of operation. The past decade has been one of incredible growth, expansion, and institutional development.

Since opening its doors in September of 2000, NOCCS has grown from a tiny one classroom school, serving 17 students to a vibrant community of learners currently comprised of 183 students ranging from Kindergarten through 7th grade. In the 2010 – 2011 academic year, we will complete our growth phase with a student population of 210 students in grades K – 8.

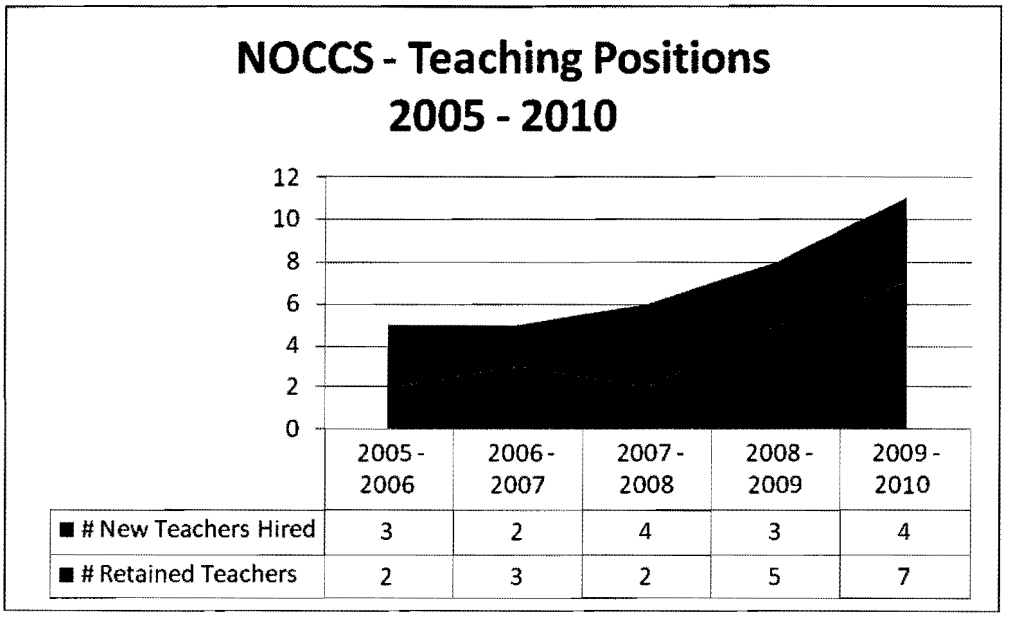
NOCCS Student Enrollment and Demographics 2000 - 2009



	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
■ Multiple or No Response	0	0	5	8	12	0	0	38	46
■ White	10	25	29	31	42	63	60	64	75
■ African American	6	6	7	7	7	19	18	17	25
■ Hispanic	0	1	1	2	3	11	9	6	3
■ Filipino	0	0	0	0	0	2	1	1	0
■ Asian	1	3	3	1	1	9	11	3	6

In addition to growing in size, the school has also changed in other ways. In the Fall of 2007, we moved to our new permanent home at 1000 42nd Street in North Oakland. In our new location, we are now well positioned and focused on playing an increasingly significant role in the Linden Park Neighborhood area, where we intend to grow our impact and stewardship in and for the community, its families, and especially its students.

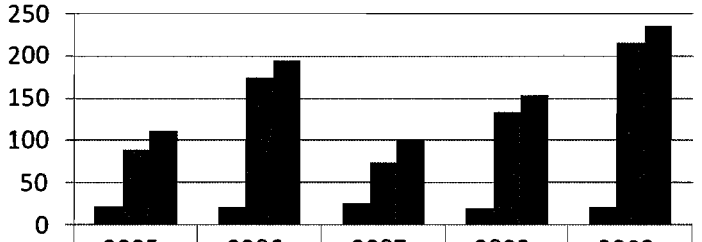
Along with welcoming many new students and families to our school community, we have also doubled our teaching staff in the past five years. Over the past three years, as we have expanded our upper grades, we have added an average of 2 new teaching positions per year. In many growing schools, teacher retention is sometimes unstable. This has not, however, been the case at NOCCS. Our current trends show that our newly added staff members are tending to remain and add value to the school and professional learning community at NOCCS, as, over the past two years, we have maintained an average teacher retention rate of 85.4%.



	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
# New Teachers Hired	3	2	4	3	4
# Retained Teachers	2	3	2	5	7

In the midst of this growth and change, NOCCS has remained a highly desirable Oakland public school option. Over the past year we have averaged 159 applicants for only 21 available spots, leaving us with an abundant waiting list averaging 137 students per year.

NOCCS - Application & Admissions Data 2005 - 2010



	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
# Slots Available	22	20	25	19	21
# Students on Waiting List	89	174	74	134	215
# Applicants	111	194	100	153	236

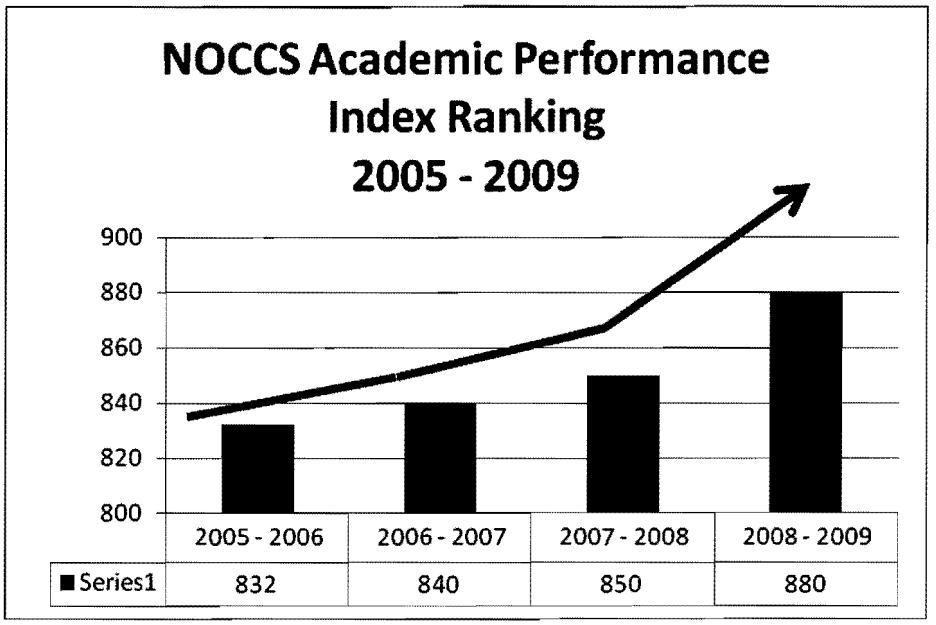
A Record of Student Achievement

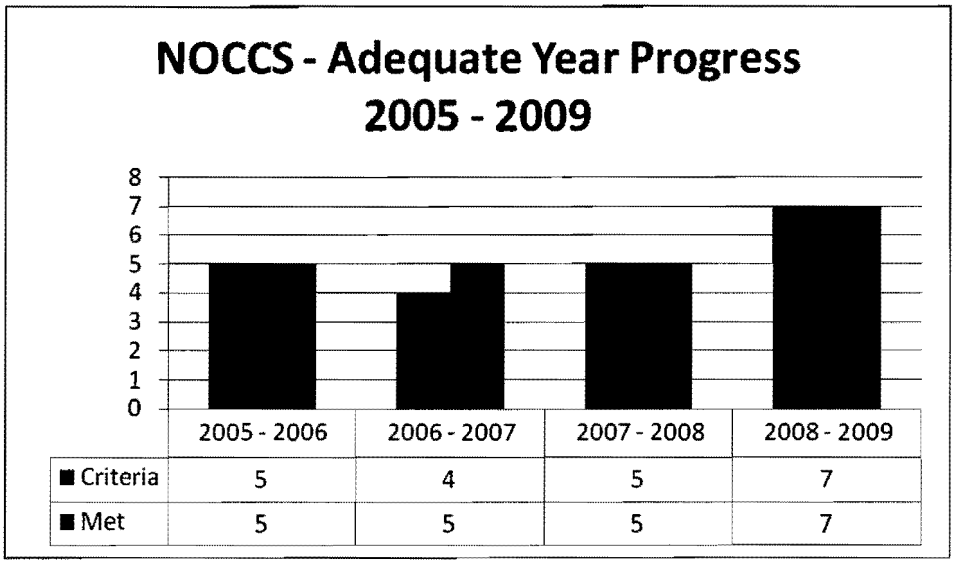
One of the many important reasons that families have been drawn to NOCCS as their public school of choice is our track record of strong student achievement.

For each of the past four years of our chartering period, the school has achieved an Academic Performance Index (API) ranking of over 800, with a recent significant jump of 30 points to our current level of 880. Our most recent API ranking places NOCCS as the 11th highest achieving school out of Oakland's 70 public elementary schools, and 4th highest out of Oakland's 23 public middle schools[1]. In three of the past four years we have met all federal adequate yearly progress (AYP) requirements, with a total 21 out of 22 AYP criteria[2] over the term our current charter.

[1] Oakland public schools include both OUSD and Oakland Charter Schools.

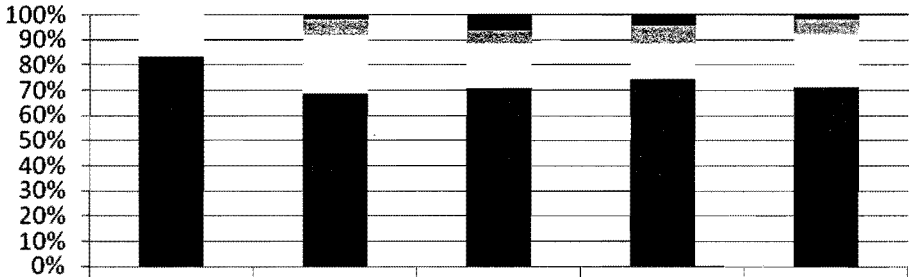
[2] In 2007 NOCCS did not meet the AYP criteria for participation rate in mathematics.


NOCCS Academic Performance Index Ranking 2005 - 2009
900
880
860
840
820
800
2005 - 2006
2006 - 2007
2007 - 2008
2008 - 2009
Series1
832
840
850
880


NOCCS - Adequate Year Progress 2005 - 2009
8
7
6
5
4
3
2
1
0
2005 - 2006
2006 - 2007
2007 - 2008
2008 - 2009
Criteria
5
4
5
7
Met
5
5
5
7

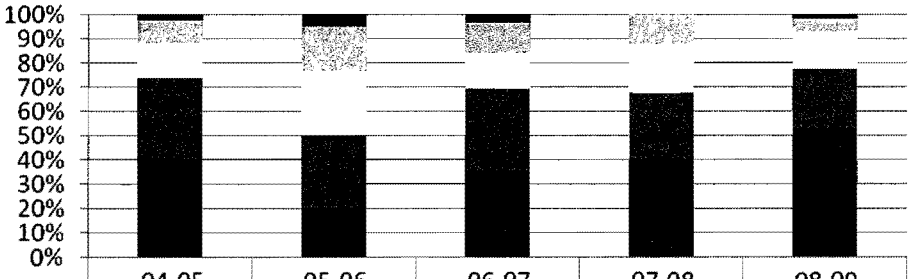
Over the past five years, even as the school has nearly tripled its size, an average of 73% or all NOCCS students have scored proficient or advanced on the English Language Arts Portion of the California Standards Test, and an average of 69% of all students have scored proficient or advanced on the Mathematics portion of the California Standards Test. In addition, the school has reduced the percentage of students scoring below and far below basic in each of the last two years in English Language Arts, and each of the last three years in Mathematics.

CST ELA Performance
All Students



	04-05	05-06	06-07	07-08	08-09
Far Below	0	1	4	4	2
Below Basic	0	4	3	6	7
Basic	7	14	11	13	23
Proficient	9	19	17	34	24
Advanced	26	23	26	32	56

CST Math Performance
All Students



	04-05	05-06	06-07	07-08	08-09
Far Below	1	3	2	0	2
Below Basic	4	11	8	11	6
Basic	6	16	9	18	17
Proficient	14	18	21	24	28
Advanced	17	12	22	36	59

Our CST data, all of which is detailed in our Charter Renewal School Performance Report, also tell the story of a school that is focused on equity and excellence for all students. Some highlights include the following:

- 44% (18 out of 41 students) of all NOCCS students with two years of CST data showed gains from 07-08 to 08-09 in the mathematics portion of the CST. This includes:
    - 2 students who moved from Below Basic to Proficient in one year
    - 2 students who moved from Below Basic to Basic in one year
    - 7 students who moved from Basic to Proficient in one year
    - 7 students who moved from Proficient to Advanced in one year

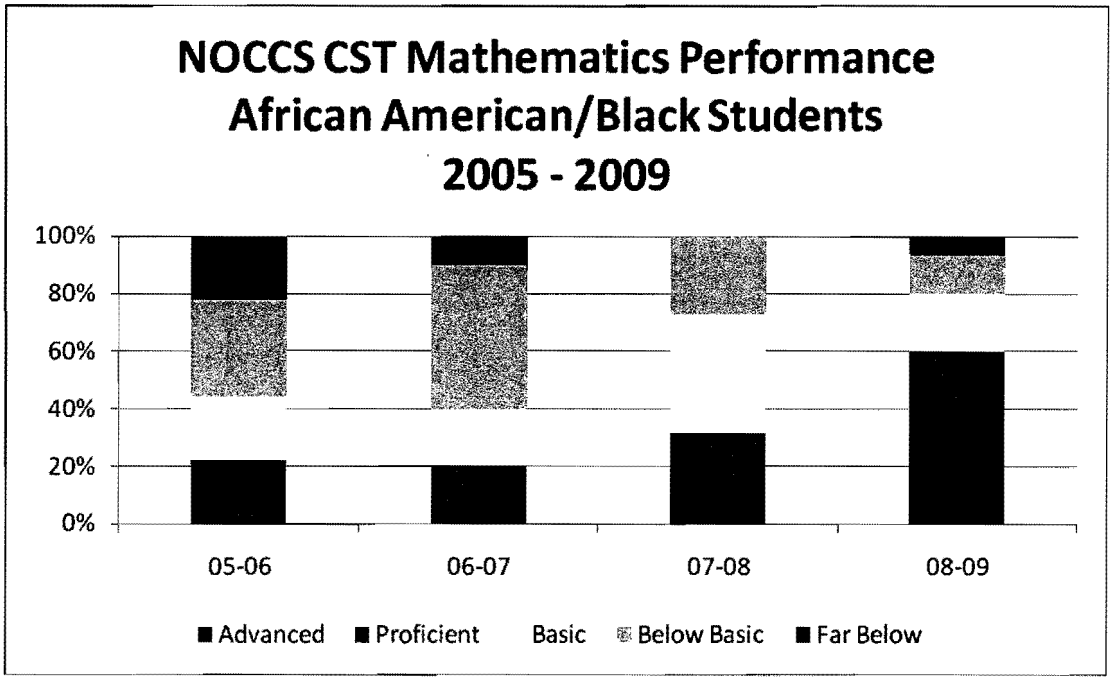
- According to our 09-10 CST Math Results:
    - Of our 09-10 students who scored Below Basic on the 08-09 CST (total of 8 students):
        - 25% (2 students) moved from Below Basic to Proficient in one year
        - 25% (2 students) moved from Below Basic to Basic in one year
    - Of our 09-10 students who scored Basic on the 08-09 CST (total of 15 students):
        - 47% (7 students) moved from Basic to Proficient in one year

- 33% of all Math Squad Students[3] made gains on the CST, with 66% of this group moving to proficiency in just one year.

- On the ELA portion of the CST, the percentage of NOCCS' African American/Black students scoring proficient and advanced has increased by 20 percentage points from the 2006 – 2007 academic year.

- Our most recent 2008 – 2009 Mathematics CST data shows that 60% of all African American/Black students scored proficient or advanced, which represents a significant increase of 35 percentage points from the average of the four previous years. In addition the data shows a significant decrease in the percentage of African American/Black students scoring below and far below basic by as much as 40 percentage points in previous years.

[3] Math Squad Students are students who receive additional tutoring to support their academic achievement and acceleration in the area of mathematics.



A High Performance Learning Community

Academic achievement as measured by the CST and API rankings, while a critical measure of our success and accomplishments over the past five plus years are, however, just one part of NOCCS' compelling narrative and history. There are many other reasons why students, families, and educators are so drawn to NOCCS and that make it such a vibrant school and community, including our educational philosophy and model, school structure and culture, family engagement, professional learning community, leadership and governance, and our stable infrastructure and strong fiscal practices.

A Progressive and Equitable Educational Philosophy and Program

From the very beginning, NOCCS has embraced and been built upon a progressive and equitable educational philosophy and program. Directed by and aligned to our powerful guiding principles, a NOCCS education seeks to develop in students the ability to think critically, express creatively, and to act thoughtfully in an increasingly complex and interconnected world.

Students at NOCCS are consistently challenged – from a very young age – to critically consider, analyze, and synthesize multiple viewpoints and sources of data; consciously understand and implement a variety of strategies when attempting to solve problems; effectively work both autonomously as well as collaboratively, to develop, revise, expand and express their understanding of concepts and their demonstration of skills; and to authentically empathize and to work in a kind, caring manner to understand and resolve conflicts in a way that strengthens and builds our community of learners.

The NOCCS curriculum, with an emphasis on Teaching for Understanding, is designed to enable students to meet and/or exceed grade level standards through the exploration of in-depth, powerful, disciplinary-based skills, ideas, and strategies. As such, our pedagogy incorporates a number of best practices for effectively and equitably building mastery of skills

and content as well as critical thinking and reasoning. These teaching strategies range from direct, explicit skills instruction to workshop and project-based formats that include and emphasize differentiated and individualized support for each learner and the use of reflection to build on-going understanding. Our well-articulated learning units include a number of inquiry, projects, and constructivist-based projects and modalities with a focus on higher level thinking skills that support the students in developing the skills of application, analysis, evaluation, and creation as well as the habits of collaboration, reflection and revision. The arts, environment, service-learning, peacemaking, and technology are integrated into our instructional units and strategies in order to enable students to both collect, learn, conceptualize, and internalize information as well as effectively, creatively, and meaningfully demonstrate their new knowledge, strategies, and skills – often ways that are connected to the "real world" and/or help others in our community to learn and grow as well.

A Thoughtful, Flexible School Structure and Culture

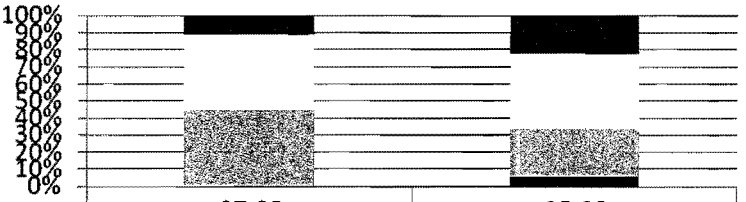
Our educational program structure, school day, and culture are explicitly designed to support this ambitious and authentic vision of student achievement. Kindergarten through fifth grade students are placed in multi-age classrooms for the majority of their academic subjects, as teachers loop with student cohorts over a two year period, thus enabling teachers to develop deep relationships with each student and his/her family that support both developmentally attentive academic learning and social-emotional growth, as well as built-in leadership and community-building opportunities among and between students. Students in 6 – 8th grade participate in a variety of structures including team-taught cored block-scheduled classes, advisory programming, and service-learning cohorts that enable them to develop deep and supportive relationships with both peers and their teachers over a three-year period. The school day is flexibly designed to enable teachers and students to work on both single lesson workshops, as well as multi-day/longer term projects that allow teachers many opportunities to individualize and/or differentiate support and instruction to meet the needs of a variety of learners. Electives are scheduled in order to both expand the educational opportunities available to students, as well as to support effective team planning, reflection, and collaboration among teaching staff.

Our school structure is also designed to equitably support all students to meet or exceed our high academic, social, and emotional standards. Classroom schedules are designed to enable teachers to provide targeted, small group and individualized instruction to a range of students. Our teaching staff's skillful use of a range of assessments enables them to effectively use their classroom time to target and support the academic acceleration of learners who are behind, as well as to appropriately engage and challenge students who are performing at or above grade level.

In addition to classroom instruction and structures focused on meeting or exceeding grade level standards, NOCCS has worked over the past several years to provide additional programming to support the academic acceleration and/or social/emotional support of students who have yet to master grade level standards and/or expectations. Our math squad, now in its second year of operation, is one such example of an effective, equity-based school program. Through this program, students who are identified as behind grade level based on a range of assessments, are provided intensive, small group instruction through our after school programs. Students may enroll in the program, depending on need, for as little as one trimester or as long as a year

or more. Initial data from our first year of implementing this program show very strong results, with students enrolled in math squad making an average gain of 8 percentage points on each trimester assessment and 33% of all math squad students with matched scores making gains on the mathematics portion of the CST.

2008 - 2009 Matched CST Mathematics Scores for Math Squad Students



	07-08	08-09
Advanced	0	0
Proficient	2	4
Basic	8	8
Below Basic	8	5
Far Below Basic	0	1

NOCCS also believes that in order for students to reach high academic standards and, more globally, to develop as thoughtful, engaged, and inquisitive citizens, there must be an explicit and thoughtful school culture that supports and engages all stakeholders in this work. At NOCCS, one of our key strategies for supporting a safe, positive, and productive school climate and culture is enacted through our peacemaking philosophy, practices, and curriculum. Through a variety of practices, strategies, structures, and explicit lessons derived from a range of resources and partnerships including Educators for Social Responsibility, Positive Discipline, the MOSAIC Project, Project DESTINY, and more, NOCCS has worked over the past decade to develop and refine our approach to peacemaking. Concrete examples of our peacemaking approach include fostering a sense of shared ownership and responsibility among students to support a positive learning environment through the "beginning of the almost perfect school year" (BAPSY) process and weekly classroom meeting; building strong classroom communities through daily morning meetings; supporting a shared experience centered around themes of peacemaking through a weekly all school meeting, alignment of our disciplinary system with reflective, supportive, conflict resolution-based practices; and building students' knowledge and skills around peacemaking through regularly scheduled lessons which are often integrated into our science and social studies units. Through the combination of these practices, NOCCS is working to continuously build a school culture that supports growth and learning, as well as prepares our students to be change-makers and peacemakers throughout and beyond their careers at NOCCS.

A Culture of Active and Engaged Families

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.

This sense of community investment and commitment to the school was never more evident than in the past five years when, faced with needing to find a new location to house the school, the community at NOCCS – including a 100% participation rate from our families –joined together and successfully implemented a four month capital campaign that netted over one million dollars in donations and enabled the school to purchase the building in which is it is currently housed at 1000 42nd Street. In addition to cash donations, families donated over $300,000 worth of labor and materials to complete the renovation of the site from a warehouse space to a stunning school facility in just three months and in time for opening the school site in September 2007.

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.

A Powerful Professional Learning Community

In addition to attracting committed families and students, NOCCS also has an incredible history of attracting, supporting, and retaining a talented, diverse, and dedicated professional staff. Our current faculty members hold credentials from the area's leading teacher training programs and range in experience from 1 to 35 years, with an average of 9 years. Approximately 55% of our teaching staff hold master's degrees in education. Our director, Carolyn Gramstorff, is a highly respected educator now in her fifteenth year in education, ninth year of administration, and third year at NOCCS. She holds masters degrees in education from both Harvard University and the University of California – Berkeley, as well as a California Multiple Subject Teaching and Administrative Credential. In addition, the school employs an exciting and talented support staff including afterschool/enrichment, teaching assistants, and office support staff with diverse experiences and backgrounds.

NOCCS uses a highly rigorous process to identify and hire its teaching staff. All teacher candidates undergo a highly selective paper screen, followed by a minimum of three rounds of interviewing, including a phone interview, a demonstration lesson, an hour long interview with the hiring committee that is typically comprised of teachers from each grade level and the director, and an interview with a student panel.

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 addition professional development over the summer and throughout the academic year. Many of our teachers have participated in Harvard University's Project Zero Classroom Institute, including several staff members who have worked as Teaching Fellows within the program.

Like our educational model, our professional development programming is focused on leveraging the individual strengths, knowledge, skills, and leadership of our staff members to enrich the collective work of the learning community. As such, we work to build the leadership capacity of each teacher so that our staff members can take on leadership and coaching roles with one another to move our educational priorities forward. For example, over the summer two of our staff members restructured and wrote our Year A Peacemaking Curriculum Guide – this work included planning and facilitating a number of training and work sessions related to effectively implementing the curriculum; during our summer institute, a team of four teachers led a number of workshops related to reflective practice, thinking routines, and other practices related to Project Zero Classrooms; one of our teachers trained the entire staff on culturally relevant instructional protocols and has worked as a consultant to her peers who need additional support in this area; and a team of our staff members led the efforts to revise our progress reports resulting in a new format being implemented this Fall. Our professional development programming also utilizes a number of best practices for strong professional learning communities, such as the use of protocols to guide the development and peer-review of curriculum, examining student work, coaching models, and the use of teacher inquiry.

Finally, all staff are closely observed and evaluated each year. Our director undergoes a rigorous 360-degree evaluation process that includes input from staff, parents/families, students, the board, and a self-evaluation. Teachers are observed several times throughout the year. These observations as well as other student achievement data are used to provide staff members with a thorough annual review and serve as a basis for the annual extension of offers and consideration for leadership positions for the following academic year.

Skilled and Responsible Leadership and Governance

NOCCS is governed by its Board of Trustees. Five members of this board are elected by stakeholders within the school community. The board also includes two staff members – the director and a teacher as well as other appointed members, often from outside of the school community. The resumes of our current Trustees included in *Appendix E* of this charter show a highly diverse group of leaders with broad expertise in a number of critical areas including progressive education, charter school organization and management, finance, legal, business and non-profit operations/management, and fundraising/development.

Ours is a highly active and appropriate hands-on, working board focused on using continuous improvement strategies to ensure the long term stability of the school. The NOCCS board meets regularly each month where it provides oversight of the budget through monitoring a number of fiscal "vital signs", monitors progress towards action steps related to our established board and educational priorities, and to discuss and establish, as needed, policies and organizational structures necessary to support a well run school that is aligned to our mission and guiding principles. The NOCCS board also holds a beginning of the year retreat and a mid-year budget retreat in order to identify and establish operational and fiscal annual priorities for the school. The board is also responsible for annual budget development/approval, as well as evaluating the director on an annual basis.

Over the past five years, our board has grown and developed to match the needs of the school and its growth. In this time, it has moved from a highly hands-on and working board to its current status as an active board in the process of transferring more and more operational duties to the professional staff of the school. As we engage in this process, the board is working to fully articulate and systematize its processes and operations to create a sustainable way of working that facilitates responsible oversight and execution of its legal and fiduciary responsibilities. As we move ahead over the next five years and a new charter term, we anticipate continued adaptation of the role of board as NOCCS continues to grow and develop as a sustainable, continuously improving, learning organization.

Stable Infrastructure and Effective Fiscal Practices

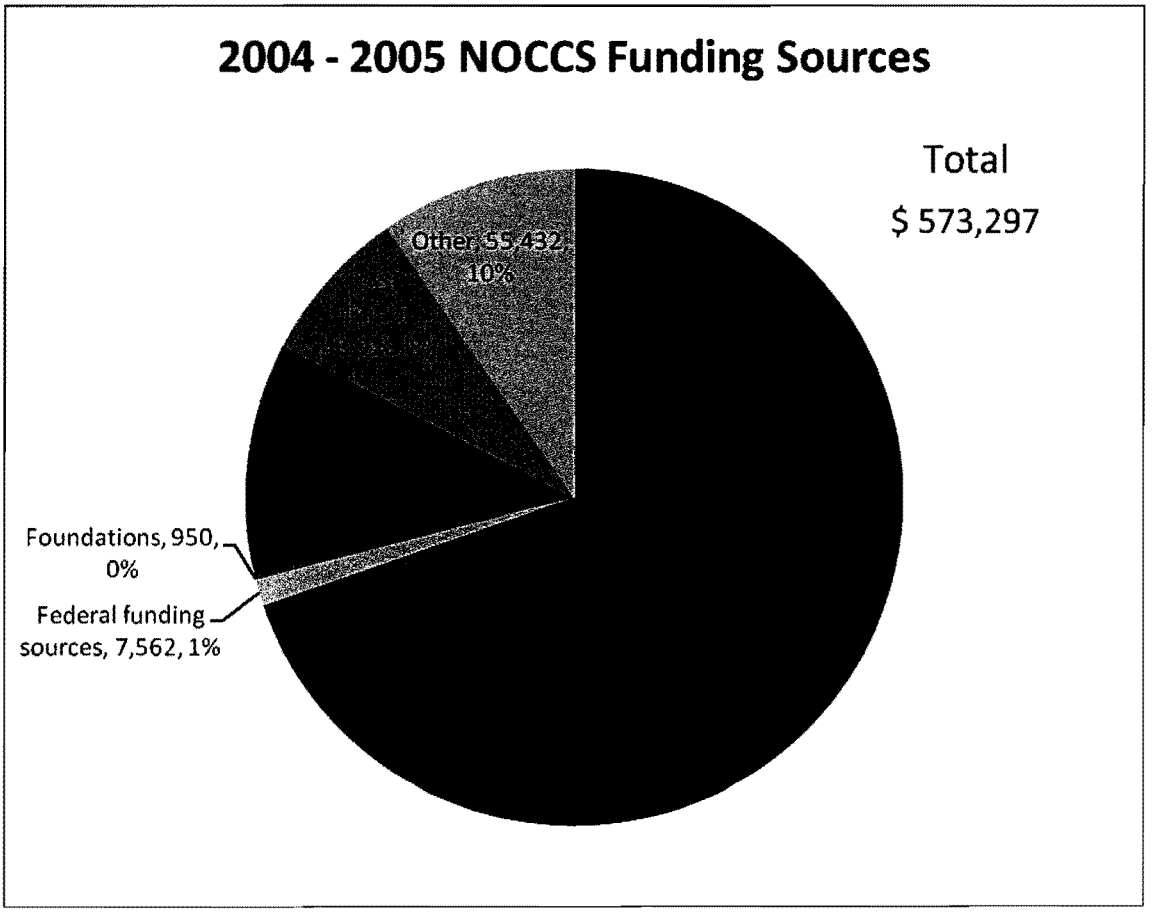
In the past decade, NOCCS has moved from a one classroom rental space on College Avenue, to a second rental facility located at local Catholic Church on Alcatraz Avenue to its current, permanent home in a 20,500 square foot facility located at 1000 42nd Street, adjacent to Linden Park in Oakland.

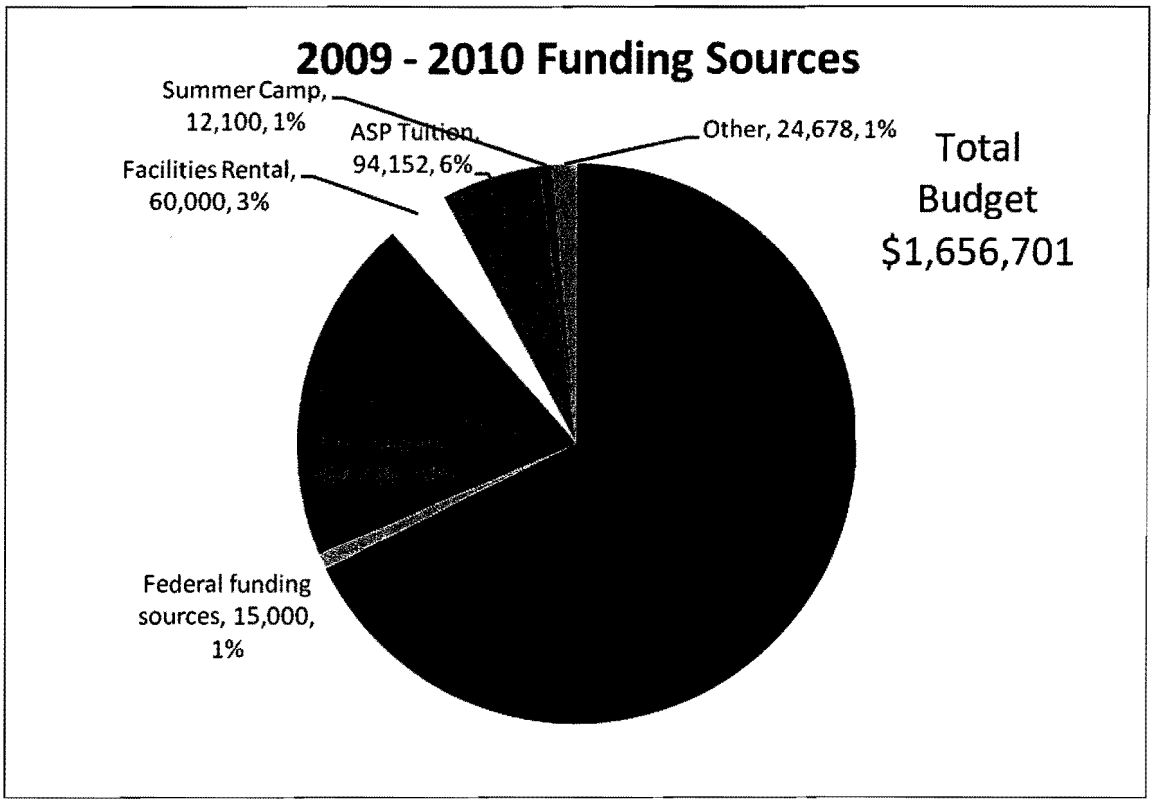
Four years ago, NOCCS purchased our current facility. However, to better devise our long term fiscal sustainability, we are in the process of transferring ownership to a non-profit organization. NOCCS controls its current facility through a fifteen year exclusive and renewable lease. For the past three years and through June of 2010, NOCCS subleases a portion of the facility to Destiny Arts Center. In 2010, NOCCS will complete its K-8 expansion and exclusively occupy the facility.

Our move to a secure, permanent home ensures NOCCS' long term stability, as well as an opportunity to further develop our role as an institution and important steward in our local, Linden Park neighborhood community. This year, NOCCS has taken a number of important steps towards this aspiration. First, with the support of a generous foundation grant, NOCCS has initiated an ambitious service-learning program focused on implementing a number of classroom projects that benefit our local neighborhood community. Our complete service learning and 6 – 8th grade Community Action Learning Program is further detailed in our charter renewal. Second, as the City of Oakland has reduced maintenance of many of its public parks, NOCCS has stepped forward to provide stewardship of Linden Park through the city's adopt-a-park program. Through these and other outreach efforts, we hope to form and strengthen important bonds and partnerships throughout our local community.

In addition to securing the physical infrastructure necessary to guarantee long term viability, NOCCS has also demonstrated a history of sound fiscal discipline and practices. For each of the past nine years of operation, NOCCS has had a positive cash flow. The school has never had an audit exception.

We currently hold cash reserves of approximately $260,000. Our current operating budget, while stressed due to statewide cuts in funding for public education as well as impacted by a year where we have built capacity in order to support our 6 – 8th grade expansion, shows promising signs in terms of increased capacity both in terms of additional students as well as our ability to obtain new and diverse (state, federal, foundation, and development) funding sources. Our five year projections show a promising fiscal outlook that will enable us to continue to implement a high quality educational and operational program as well to continue to build our cash reserves.





A New Era of Sustainability and Model Development

As we look at NOCCS in its organizational growth and development, we see a clear picture of a high quality school moving from its start-up and growth phase towards a new era of sustainability and model development. This charter renewal process is an opportunity to celebrate our accomplishments of the past decade – of which there are many, as well as to set forth and tackle a new and exciting set of challenges.

In just ten years, NOCCS has clearly maintained a record and built a climate and educational program that supports high academic achievement. CST, API, and AYP data all point to a school that ranks among the very best that Oakland and Bay Area has to offer. Our internal assessment and performances of understanding confirm and extend this notion and serve to remind other public schools of the importance of demonstrating skills and understanding through multiple measures and modalities. NOCCS' curriculum, while always a work in progress, is one example of how schools can thoughtfully organize and incorporate a range of the best educational practices to create an active, engaging, and powerful course of study for students from Kindergarten through the middles grades. Our school climate and culture is strong and positive, with plentiful buy-in and commitment from our multiple and diverse stakeholders.

Likewise, NOCCS has a track record of strong governance and operations. The NOCCS Board of Trustees has worked to ensure an excellent and well supported educational staff by recruiting a highly experienced corps of teachers and an exciting school director who we are confident will lead the school towards an era of continued growth and sustainability that will continue to distinguish NOCCS as a model of progressive urban public education and excellence.

Now, more than ever, public education needs real life examples of how to effectively educate children to occupy and lead a dynamic and interconnected world. Within NOCCS, we believe we help to answer this call as we seek to continue to educate students and work collaboratively to benefit our student, our community, our city, and beyond.

Section A: Education Program

Mission Statement

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

NOCCS 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.

Population Served by NOCCS

NOCCS seeks to serve the diverse public school children and families of Oakland, California.

In the Fall of 2007, the school moved from a rental facility located at a local Catholic Church on Alcatraz Avenue to its current, permanent home in a 20,500 square foot facility located at 1000 42nd Street, adjacent to Linden Park in Oakland. Now in its permanent facility, NOCCS seeks to be a school of choice for the local community defined as that part of Oakland North of downtown.

Over the past five years of our charter term, NOCCS has expanded from a population of 99 students in Kindergarten through 5th grade to a current population of 183 students in Kindergarten through 7th grade. In the next academic year (2010 – 2011), NOCCS will reach an expected total enrollment of 210 students. Through the next five years, we intend to continue to serve students as a K-8 school.

An Educated Person in the 21st Century

We believe an educated person in the 21st century is a life-long learner who possesses self-motivation, competence, and responsibility. An educated is person is a thoughtful, informed, and inquisitive citizen.

Specifically, the NOCCS community believes an educated person has the following knowledge, skills, and habits, all of which contribute to an ability to access, understand, apply, analyze, evaluate, and even contribute to the creation of an ever expanding body of knowledge and

refinement/deepening of necessary skill sets in an increasingly dynamic and interconnected world:

- The ability to access, read, understand, apply, analyze, and evaluate multiple genres of print and other forms of media.
- The ability to effectively communicate and demonstrate understanding, application, analysis, evaluation, and creativity to a range of audiences and using a range of media including speaking, writing, using technology, and through the arts.
- The ability to systematically and accurately access, gather, organize, represent, and analyze/interpret a range of information/data.
- The ability to access, understand, apply, analyze, and evaluate mathematical concepts and processes.
- The ability to access, understand, apply, analyze, and evaluate historic content and processes/methodologies.
- The ability to access, understand, apply, analyze, and evaluate scientific content and processes/methodologies, including a cycle of inquiry, action, and reflection.
- The ability to access, understand, apply, analyze, and evaluate technology and the arts as tools for learning, communication, and expression.
- The ability to autonomously demonstrate and use the habits and skills of successful students/workers including organization, neatness, promptness/timeliness, time management, and respectful use of materials.
- The ability to autonomously demonstrate and use the habits and skills of life-long learners including engagement/participation, perseverance, articulation of thoughts, responsibility, self-awareness, flexibility, and positivity.
- The ability to autonomously demonstrate and use the habits and skills of community building including empathy, leadership, honesty, cooperation, and conflict resolution.

How Learning Best Occurs

Guiding Principles

The founders of the North Oakland Community Charter School developed ten principles that anchor and guide our community and its work, and provide a vision to which we aspire, including how we structure and carry forth our educational programming. Our guiding principles are:

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

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

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

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

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

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

- **Families' contributions**: Families are their children's first and most important teachers. They create the bridge between the cultures that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles. When they share their wealth of knowledge with teachers, both are better able to support children's social, academic, and intellectual growth.

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

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

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

Educational Philosophy and Research-Based Pedagogical Principles

Directed by and aligned to our powerful guiding principles, NOCCS embraces and is built upon a progressive and equitable educational philosophy and program. A NOCCS education seeks to develop in all students the ability to think critically, express creatively, and to act thoughtfully in an increasingly complex and interconnected world.

We believe that deep and authentic learning – the type of understanding, thinking, and acting needed to succeed in the 21st century – occurs best when students are consistently challenged – from a very young age – to critically consider, analyze, and synthesize multiple viewpoints and sources of data; consciously understand and implement a variety of strategies when attempting to solve problems; effectively work both autonomously as well as collaboratively to develop, revise, expand and express their understanding of concepts and their demonstration of skills; and to authentically empathize and to work in a kind, caring manner to understand and resolve conflicts in a way that strengthens and builds our community of learners. As such, our educational program is centered around the following research–based pedagogical principles:

- *Cognitive:* The most powerful learning comes from developing sophisticated understanding of concepts and higher order thinking associated with various fields of inquiry. (Bruner, 1966 & 1996; Wiggins & McTighe, 2005)

- *Developmental:* Schooling matches its activities to the developmental level of children and then accelerates learning. Investigating students' own questions should take precedence when studying content and teachers must "hook" students when necessary content does not naturally pique student interest. (Bruner, 1966 & 1996; Piaget 1969; Wiggins & McTighe, 2005)

- *Rigorous:* Students learn best when faced with genuine challenges to think about new interpretations and possibilities, to see patterns and analyze them. (Doll, 1993; Bruner, 1966; Vygotsky, 1978; Wiggins & McTighe, 2005)

- *Promoting Critical Thinking:* Children should be taught how to think and be offered questions to think about. Through authentic dialogue students develop an awareness of reality and bias which then helps them examine new possibilities. (Burbules, 1993; Cortez, 1986; Freire, 1996; Olsen, 1999; Shor, 1992; Wiggins & McTigh,2005;)

- *Reflective:* Ample opportunities for learners to look back, to reflect, and to debrief about both what they know and don't yet know must be provided. (Dewey, 1971; Doll, 1993; Freire,1996)

- *Authentic:* Real, rich, complex ideas and materials are at the heart of the curriculum because active, hands-on, minds-on, concrete experiences are the most powerful form of learning. Children learn best when they encounter whole, real ideas, events, and materials in purposeful context and not by only studying sub-parts isolated from actual use. Content is made relevant by making connections to life outside the classroom (Doll, 1993; Gardner, 1991; Piaget, 1969; Wiggins & McTighe, 2005)

- *State Standards-Based*: To adequately prepare students for academic success as measured by state indicators, our students will be fully immersed in the articulated California State content standards. (Ainsworth, 2003)

- *Collaborative:* Cooperative learning activities tap the social power of learning especially for children learning a second language. Learning is socially constructed; students working together collaboratively in a variety of different groupings maximizes learning for all students regardless of their achievement levels (Cummins, 1986; Lindholm-Leary, 2001; Lazarowitz & Karsenty; Slavin, 1994; Vygotsky, 1978, 1990)

- *Recursive:* Ideas, concepts and themes are not just taught once and forgotten. They are revisited throughout a child's education, building understandings into more sophisticated levels each time. (Bruner, 1966; Dewey, 1971; Doll, 1993; Piaget, 1969; Whitehead, 1967; Wiggins and McTighe, 2005)

- *Transformational:* Children do not just receive knowledge; they create it within the cognitive systems they encounter; fostering new ways to see and do things. (Doll, 1993; Freire, 1996, Bruner,1966; Shor, 1992)

- *Promoting the Development of Character:* The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993)

- *Data-Driven:* In order to be effective, teachers must provide instruction within a child's zone of proximal development. In order to provide this finely calibrated instruction, teachers must use a variety of assessments and informational sources to effectively target their instruction to meet the needs of the learner. (Bruner, 1966 & 1996; Piaget 1969; Jamentz, 1996; McTighe, 2005; Wiggins, 1998; Leahy, Lyon, Thompson, Wiliam, 2005)

- *Professional Learning Community*: Students learn best when their teachers are engaged in continuous and collaborative reflection and professional learning. (Darling-Hammond, 1993; Nelson & Hammerman, 1996; McLaughlin & Oberman, 1996)

- *Parent and community involvement:* Students are successful when they are supported by caring adults and when school and home work as partners to set high expectations for student behavior and achievement (Brandt, 1989; Delgado-Gaitan, 1990)

Instructional Program Structures

Our educational program structure, school day, and culture are explicitly designed to support an ambitious and authentic vision of student achievement.

Kindergarten through fifth grade students are placed in multi-age classrooms for the majority of their academic subjects, as teachers loop with student cohorts over a two year period, thus enabling teachers to develop deep relationships with each student and his/her family that support both developmentally attentive academic learning and social-emotional growth, as well as built-in leadership and community-building opportunities among and between students. Students in 6 – 8th grade participate in a variety of structures including team-taught cored block-scheduled classes, advisory programming, and service-learning cohorts that enable them to develop deep and supportive relationships with both peers and their teachers over a three year period.

The school day is flexibly designed to enable teachers and students to work on both single lesson workshops, as well as multi-day/longer term projects that allow teachers many opportunities to individualize and/or differentiate support and instruction to meet the needs of a variety of learners. Electives are scheduled in order to both expand the educational opportunities available to students, as well as to support effective team planning, reflection, and collaboration among teaching staff.

Curriculum and Instruction

The NOCCS curriculum and modes of instruction are designed to enable students to develop strong foundational academic skills and meet and/or exceed grade level standards while also developing each child's cognitive capacity to gain and construct a deep understanding of concepts and higher order thinking associated with various disciplines and fields of inquiry. Our approaches and strategies to teaching each of the core K-8 curriculum areas of language arts, mathematics, science, and social studies are detailed below.

Because NOCCS also believes that in order for students to reach high academic standards and, more globally, to develop as thoughtful, engaged, and inquisitive citizens, there must be an explicit and thoughtful curriculum and school culture that supports and engages all stakeholders in this work, our school's peacemaking, service-learning, and enrichment programs and curriculum are also described in this section.

Each year, NOCCS updates and publishes its curriculum guide that describes to parents, guardians, and other stakeholders the content and sequence for our curriculum. Our most recent curriculum guide can be found on pages 37-60 of our Student and Family Handbook-provided in *Appendix A* of this charter renewal petition. Updates will also be made available to the district upon request and are also available on the NOCCS website (www.noccs.org).

NOCCS implements a balanced literacy program organized around two major school-wide formats (1) reading workshop, and (2) writing workshop. This literacy program is based on and incorporates practices outlined in the California Early Literacy Learning (CELL)/Extended Literacy Learning (ExLL) frameworks,[4] which organizes oral language, phonological skills, reading, and writing into a comprehensive system of instruction. CELL/ExLL's eight core instructional strategies are a research-based framework for teaching to the California English/Language Arts Content Standards, including concepts about print, decoding and word recognition, phonemic awareness, comprehension, structural features of texts, and vocabulary development. In addition, reading and writing occurs throughout and across the curriculum at NOCCS, especially through and connected to our Teaching for Understanding based science and social studies units.

These research based formats will enable students to demonstrate:

- Mastery of the California English-language arts content standards in grades K-8
- Use of thinking strategies that enhance reading comprehension
- Proficient use of reading for academic learning
- Proficient use of writing for academic learning
- Love of reading for pleasure and lifelong learning
- Love of writing for pleasure and lifelong learning

Reading Workshop

The NOCCS reading workshop component encompasses the development of reading fluency, comprehension strategies, and skills associated with literary analysis/critique needed for deep comprehension and understanding of a variety of narrative and expository genres and texts. This approach is based on in-depth research by a number of well-known education experts.[i] Within the reading workshop block, NOCCS teachers employ a variety of instructional strategies, including guided reading, strategy workshops, literature study, and self-selected reading. A word work component is also included within the NOCCS reading workshop component. The word work literacy component is a researched-based approach that encompasses the development of phonemic awareness, phonics skills, word attack strategies, spelling skills, and vocabulary/concept development needed for and associated with proficient reading and writing.[ii]

Guided Reading: Through guided reading, teachers work with students in small, flexible, homogeneous groups. Largely, students will work in guided reading groups according to their reading levels using leveled texts at their instructional reading level. In these guided reading groups, teachers work with students to learn and practice an increasing repertoire of reading skills/strategies and/or literary content knowledge needed for proficient independent reading and analysis. Guided reading involves the introduction of a teacher-selected text, setting a purpose for reading (such as utilizing a given strategy or content skill that is determined by the teacher), students reading independently, the

[4] For more information on California Early Literacy Learning/Extended Literacy Learning: 104 East State Street, Suite M, Redlands, CA 92373/909-335-3089-www.cell.exll.com

teacher listening to each child's reading (taking notes and correcting miscues), and coming back together to allow students to share how each child used the designated strategy and/or to give feedback to the learners. Guided reading is used as one of the primary teaching strategies for beginning to early fluent readers. As students progressively master fundamental reading strategies, guided reading tends to decrease and/or be used as an in-class differentiation strategy by NOCCS teachers while comprehension workshop, literature study, and independent reading formats increase in frequency in the upper elementary and middle school grades.

Comprehension Workshops: Throughout the K-8 reading workshop curriculum, NOCCS teachers utilize strategy workshops in order to build students' strategic reading skills and knowledge. NOCCS' strategy workshops emphasize the development of six key reading strategies used by proficient readers[iii]: (1) making connections, (2) questioning, (3) visualizing and inferring, (4) determining importance, (5) synthesizing information, and (6) monitoring and repairing comprehension. Strategy workshops involve the teacher first reading a selected text out loud using explicit modeling of a comprehension strategy using think-a-loud. This teacher modeling is followed by students applying the strategy on their own or in small groups using either teacher selected texts (such as textbooks, articles, text sets, short stories, biographies, poems, etc) or student-selected texts. As students engage in independent practice, the teacher holds conferences with individual or small groups of students. During independent work time students also complete a number of oral or written response assignments such as marking the most important passages and writing reader response journals. Comprehension workshops often conclude with students sharing and reporting out on their independent work time, through discussion, charting, or other discussion formats. Each strategy unit employs a gradual release of responsibility model[iv], beginning with high degrees of teacher modeling, and slowly releasing responsibility to the students as the unit progresses. Many of the comprehension strategies outlined above are introduced to early elementary students in grades K - 1 through guided and independent reading formats. As students enter 2nd grade, comprehension workshops become more frequent as students increase their independent reading levels. In the upper elementary and middle school levels, teachers employ larger, more in-depth comprehension workshops as students become increasingly sophisticated in their reading knowledge, skills, and strategies.

Literature Study: As students master the basic skills of reading, they are gradually introduced to the literature study format within their reading workshop time. Through literature study, students gain understanding of and practice literary response and analysis, as well as knowledge and skills outlined in the California English-language arts standards. In the literature study format, groups of students, ranging from pairs to whole class formats, discuss the literary elements and multiple dimensions of a text or set of related fiction and non-fiction texts, while the teacher guides their in-depth analysis. Groups meet with the teacher a minimum of two times per week to share, discuss, and extend their understandings of the text. In between meetings, students read independently or in pairs and complete a variety of expository-based literature response assignments. At the completion of a text, students often complete a literature study project or assignment such as a culminating expository essay, a report based on a non-

fiction text set, or an arts-infused project that extends the student's thinking/understanding of the text.

Independent Reading: Throughout NOCCS' K-8 curriculum, students also experience independent and/or self-selected reading within their reading workshop time. Through independent reading, students develop a love of reading as they are provided time to read and respond to a variety of texts of their own choosing. Students keep reading logs throughout their K-8 careers at NOCCS. Teachers monitor students' reading logs and provide continuous support and guidance to students by providing them with suggestions to expand their reading repertoire, reading goals for the quantity of books a student reads each year, and authentic opportunities to share exciting books with others.

Word Work: Because the development of phonics skills is critical to learning to read, all early elementary students receive explicit direct instruction in phonics and phonemic awareness as a part of their daily literacy instruction. In these early elementary settings, NOCCS teachers utilize a variety of materials such as letter charts, big books, word building kits, and decodable texts as a part of the phonics instruction program with our early and emergent readers.

As students develop and master phonemic awareness and phonics-based decoding skills, NOCCS' word work component shifts to skills associated with spelling, more advanced word attack skills, and on-going vocabulary development. Our early fluent, fluent and advanced fluency readers use word sorts, developmental spelling programs, and a variety of vocabulary development strategies to support their continued development as powerful readers and writers. These approaches are delivered through a variety of instructional contexts and strategies including direct instruction, the use of guided language acquisition design (GLAD), inclusion within a literacy centers model, and/or integrated within guided reading, comprehension workshops, literature study, and/or independent reading instruction and assignments.

Throughout the reading workshop component of the NOCCS literacy program, students use a variety of reading materials that include leveled and/or decodable books, anthologies, original works, magazines, reference books/materials, newspapers, and textbooks. Leveled texts are shared among the entire school community. Each classroom is equipped with a plentiful classroom library that includes a number of authors and titles from the California Department of Education Recommended Literature list. Often, expository texts pertaining to science and social studies content for each grade level are utilized within reading workshop in order to build students' subject matter knowledge in these disciplines as well as their comprehension skills in order to deeply understand the information they are reading.

Assessment is critical to the NOCCS reading workshop program.

All students in grades K-8 are assessed at the beginning of the year using the Developmental Reading Assessment (DRA)[v] to determine the student's independent and instructional reading level as designated using the Fountas & Pinnell leveling system[vi]. For early and upper emergent readers or students whose independent reading levels are at

levels A – J, teachers conduct on-going running records a minimum of every six weeks. For early to advanced fluent readers or students whose independent reading levels range from levels K – Z, NOCCS teachers administer a leveled reading assessment such as the Village Academies Leveled Text Reading Assessment (© Copyright 2006 Village Academies. **www.villageacademies.org**). These early to advanced fluency benchmark assessments are administered by NOCCS teachers every six weeks and assess student application of a range of comprehension strategies and understanding of a variety of literary features set forth by the California English-language arts standards. The data from the reading assessments are used for several purposes including the provision of (1) accurate grouping of students for targeted reading instruction, (2) feedback for students, teachers, and families in terms of student growth in reading fluency and comprehension, (3) data concerning the efficacy of instructional practices, (4) information for on-going professional development and support needs of NOCCS teachers, (5) data for identification of students in need of extra support/practice/acceleration, and (6) critical information for the monitoring of school-wide progress towards literacy goals/objectives.

Phonemic awareness and phonics inventories are administered to all early and emergent readers a minimum of four times per year or until they demonstrate mastery of sound-letter correspondence and other phonics skills. Developmental spelling assessments are administered students in order to track each child's orthographic knowledge and skill and appropriately group each child for targeted instruction and/or placement into an appropriate developmental spelling group.

As needed and on an on-going basis, teachers also implement a variety of classroom based assessments to monitor student achievement towards instructional objectives through a variety of measures such as reader response assignments/journals, anecdotal notes, checklists, student conferences, spelling/vocabulary tests, labeling exercises, etc. Currently, our portfolio assessment system houses all reading assessments administered throughout a student's career at NOCCS. Throughout this new charter term we will continue to further develop and refine our portfolio assessment system to include a number of reading artifacts and work samples that demonstrate development towards and attainment of grade level standards in reading. Included in consideration for the portfolio will be reading logs, literary response work samples, and reflections from a variety of reading projects. Portfolios will be used as a basis for the student's tri-annual standards-based progress reports and will be reviewed in family conferences a minimum of two times per year. Portfolios will follow the student throughout their career at NOCCS.

Writer's Workshop

The NOCCS writing workshop component encompasses the development of a variety of expressive writing forms and genres, an emphasis on applying the writing process, as well as the development of printing, handwriting, and the use of technology to aid writing fluency. Often, our writing curriculum is matched to and integrated with our "Teaching for Understanding" based science and social studies units explained below, with an emphasis on the development of research-based writing skills. Within the writer's workshop block, NOCCS teachers employ a number of instructional strategies, including mini-lessons, one-on-one conferences, shared writing, think-aloud, and explicit/direct instruction.

Mastering the Writing Process: The writing process is taught throughout the NOCCS K-8 Writer's Workshop curriculum. From Kindergarten onward, students are taught the writing process of taking a piece of work from its early pre-writing stages, onward through crafting multiple drafts and gathering both peer and teacher feedback, and finally culminating in publication. Through this structure, students also work to develop the habits of strong writers, such as building writing fluency, noticing details, organizing their work, and collaborating within a community of writers. NOCCS teachers also use the Writer's Workshop approach to teach and emphasize writing conventions, author's craft, voice, and to emphasize specific skills and/or formats such as essay structures, paragraphing, sentence structure, and transitional word choice.

Genre-Based Writing Instruction: Throughout the K-8 writing curriculum, students are exposed to and expected to practice and produce a number of writing genres and purposes, including both narrative and expository forms. Within our expository writing program, and often connected to/integrated with our science and/or social studies units, research processes and forms are emphasized. Examples range from first grade where students use a variety of developmentally appropriate picture books to learn and write about famous jazz musicians through 7th where students produce multi-section expository research projects related to their study of medieval history.

Handwriting and Keyboarding Instruction: Writing readiness, printing and cursive instruction is taught using the *Handwriting Without Tears* Program developed by an experienced occupational therapist. The program utilizes a sequential method that makes printing and cursive writing accessible, while enabling students to master handwriting skills fluently. The developmentally-appropriate program is taught one-on-one or in small group sessions. As students grow older, and their need to use technology increases, NOCCS recognizes the need to implement technology-based keyboarding instruction and will over the course of our new charter term research, select, and implement a strategy for teaching students to proficiently use technology, including keyboarding, within their writing.

Frequent, on-going, authentic feedback and assessment are critical parts of the NOCCS writer's workshop program. Through the writing process, students receive frequent on-going feedback on their writing through a variety of formats and resources ranging from a self-assessment checklist and peer feedback to teacher-directed one-on-one conferences, editing, and assessment. While many genre-based writing rubrics exist at the classroom level, over the next five years of our charter term, NOCCS will work to develop, use, and publish genre/form-specific rubrics and/or checklists for each K-8 writing unit. Within our portfolio assessment system, students document both writing product and evidence of use of the writing process, as they are currently required to place one fully "work-shopped" writing sample into their portfolio a minimum of every other month. These writing samples are published quality work and include the final version of a piece, evidence of drafts that reflect revision and editing, pre-writing drafts, and the students' reflections on the piece and/or the process. Writing portfolios are maintained for each year and throughout the time a student is enrolled at NOCCS. The portfolios, along with other student writing samples, are used as a basis for the student's tri-annual progress report and reviewed in family conferences a minimum of two times per year.

Cross Curricular Reading and Writing

Literacy skills are also emphasized, taught, and used across and throughout the curriculum at NOCCS. Within our Teaching for Understanding Science and Social Studies units, students learn and practice a number of critical literacy skills, such as accessing and analyzing multiple expository sources by understanding and utilizing the structural features of texts, writing reflections to demonstrate on-going understanding of historical or scientific concepts, and documenting processes of research and inquiry through written reports. Reading and writing is also used within our mathematics program as students explain their thinking in math journals, and apply mathematical skills, processes, and thinking in analyzing and solving word problems and other math explorations.

Mathematics Curriculum and Instruction

The NOCCS mathematics curriculum is aligned to the California Mathematics Content Standards. Students develop mastery of mathematical concepts, skills, language, and thinking strategies in the areas of number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning. It is our school-wide goal that all of our students are ready for Algebra at grade 8. Successful completion of Algebra by the end of grade 8 is an objective for all students.

Mathematics units begin with the building of conceptual knowledge using a variety of hands-on modalities to help students to develop a deep understanding of the content. Units also include an emphasis on the use of mathematical language and understanding of symbolic representation, the investigation of problem solving strategies, and the mastery of computational and procedural skills necessary for academic success in this discipline.

In our K-5th grade mathematics program, NOCCS uses Pearson Education's *Investigations in Number, Data, and Space®,* and other supplemental lessons and materials in order to create a rich and rigorous standards-based curriculum. In our 6th – 8th grade mathematics program, NOCCS uses the CGP Education Course I, Course II, and Algebra curricula as well as a number of the Connected Mathematics units and other resources to supplement and extend our math curriculum. NOCCS has also begun to implement a school-wide facts mastery program to ensure our students are able to develop computational proficiency. Finally, within our mathematics acceleration programming, we use Scholastic's Do the Math intervention program.

The NOCCS mathematics curriculum is mapped to standards and assessments at each grade level. Students are assessed using teacher constructed and curriculum-embedded assessments throughout and at the conclusion of each mathematics unit. Data from these assessments are used by teachers to identify students in need of extra support and remediation of the skills and content from that unit. At the end of each trimester, students are assessed using a school-wide assessment that addresses all standards covered to date. The data from these assessments are used for several purposes including (1) accurate identification of students in need of review, remediation, and/or acceleration of skills and concepts through either in-class or enrichment activities, (2) feedback for students, teachers, and families in terms of student growth in this subject area, (3) provision of data concerning the efficacy of instructional practices and materials, (4) information pertaining to teachers' needs for professional development and support pertaining to mathematics instruction and subject matter

knowledge, and (5) data for monitoring school-wide progress towards mathematics goals and objectives.

Science & Social Studies Curriculum & Instruction

NOCCS presents science and social studies content in three interconnected formats. These formats include: (1) incorporating science and 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 science and social studies content within the NOCCS writer's workshop program through an emphasis on expository writing and research, and (3) presenting standards-based science and social studies content through integrated, thematic units of instruction using the *Harvard Project Zero Teaching for Understanding*® (TFU) curriculum design framework[vii]. This framework allows teachers to design curriculum, instruction, and assessments focused on developing deep understandings of important ideas. Through these units students understand and demonstrate:

- the processes, methods and real-world applications of scientific inquiry
- the ability to research, describe and analyze current and historical events from multiple perspectives and apply historical concepts and thinking skills to real-world situations
- the ability to learn and express understanding through the arts and/or technology

Using the TFU framework, teachers create/revise and implement rich cross-disciplinary units that incorporate the California Science and Social Studies content standards. 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 science and 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. Over the course of this charter term, as we continue to develop our 6 – 8th grade program and TfU curriculum, we intend to find ways to closely connect and align core subject matter content and move towards larger interdisciplinary, team-taught themes and units. Our current TfU curriculum map can be viewed in our curriculum guide on pages 37-60 of our Student and Family Handbook- provided in *Appendix A*, and examples of some of our trimester long TfU units are provided in *Appendix B* of our 2010 charter renewal petition.

Our teaching for understanding units utilize and integrate science curricular materials such as units of study and materials from Delta Education's Full Options Science System®, as well a number of other inquiry-based science resources. Social studies content units draw on curriculum materials such as Teacher's Curriculum Institute's History Alive!® and other textbooks. Other supplemental texts and materials include literature on the recommended list from the California Department of Education, content specific resource books, and other print, electronic/internet-based, and artistic media. NOCCS' science/social studies TFU-based units include hands-on inquiry-based learning, integration of the arts both as a learning modality and a way to demonstrate understanding, community-based field and/or service-learning experiences, and project-based outcomes that are displayed at the school's annual spring Exhibition Night as well as other performances of understanding that are scheduled by each grade level team throughout the year.

In designing these units, NOCCS teachers construct standards-based project rubrics for each understanding goal within a unit of study. These rubrics become the basis for standards-based report cards. In addition, each NOCCS student develops and keeps a science/social studies portfolio with assessments and student work from each unit of study from their career at NOCCS. Over the course of this charter term, NOCCS intends to develop a system whereby students will present and defend these portfolios at key promotion points for students such as matriculating from 5th to 6th grade and out of middle school.

Peacemaking, Service-Learning, and Enrichment Curriculum and Instruction

Peacemaking: At NOCCS, one of our key strategies for supporting a safe, positive, and productive school climate and culture is enacted through our peacemaking philosophy, practices, and curriculum. Through a variety of practices, strategies, structures, and explicit lessons derived from a range of resources and partnerships including Educators for Social Responsibility, Positive Discipline, the MOSAIC Project, Project DESTINY, Mindfulness in Education, and more, NOCCS has worked over the past decade to develop and refine our approach to peacemaking. Examples of our peacemaking approach are:

- Fostering a sense of shared ownership and responsibility among students to support a positive learning environment through the "beginning of the almost perfect school year" (BAPSY) process;
- Building strong classroom communities through daily morning meetings;
- Holding weekly classroom meetings to empower students to collectively resolve conflicts and other community issues.
- Supporting a shared experience centered around themes of peacemaking through a weekly all school meeting,
- Alignment of our disciplinary system with reflective, supportive, conflict resolution-based practices;
- Building students' skills and knowledge about peacemaking through regularly scheduled lessons which are often integrated into our science and social studies units.

Currently, NOCCS is in the midst of a multi-year process of compiling, documenting, and refining our K-8 Peacemaking Curriculum. This two year curriculum is based around six major peacemaking themes. Each Peacemaking theme is taught over the course of a trimester and tends to integrate with and support the TfU units covered over the same time period. Year one of our Peacemaking Curriculum is included in *Appendix B.* Over the course of our new charter term, we intend to complete the year two version of this curriculum and work to further integrate our peacemaking and TfU unit content.

Peacemaking lessons and practices are implemented at various points in a school day. Generally, all classes begin with a short classroom meeting. Often after key transition points, classes resume with a refocusing or mindfulness activity in order to support students to prepare for the rigors of learning. Classroom activities that rely on strong group/collaborative work regularly include mini-lessons and/or reflections on cooperative behaviors. Teachers also set

aside time each week for long classroom meetings in which students work to continuously build and improve their work together as a community. Finally, in our 6 – 8th grades, students participate in advisory classes where both the peacemaking and other age-appropriate activities and lessons related specifically to adolescent development are implemented throughout the year.

NOCCS is committed to continuously improving our assessment practices as they relate to our Peacemaking curriculum and program. Currently, all NOCCS students are expected to submit one peacemaking artifact and one peacemaking lesson reflection per trimester, as well as an year-end peacemaking program reflection. As we continue to refine our portfolio assessment system, we will work to strengthen this component of our assessment system. In addition to portfolio assessment, students receive formal feedback on their peacemaking habits and skills through our progress reports and conferences, a minimum of four times per year. NOCCS has developed and is in the process of piloting a rubric to describe/measure each peacemaking skills/habit outlined in our progress reports. These documents are included in *Appendix B* of this renewal document.

Service-Learning: Students engage in service-learning each year and throughout their careers at NOCCS. NOCCS is currently engaged in a multiyear project to strengthen our use of service-learning as an instructional strategy within our K-5 TfU curriculum and our 6 – 8th grade Community Action Learning (CAL) Program. In addition to being a strategy to deepen our educational programming, our service-learning program is also a key outreach and community building strategy aimed at strengthening NOCCS' role in supporting our local Linden Park Neighborhood area.

Through our service-learning program, all NOCCS students will: (1) build, deepen, and enhance their understanding of grade-level specific academic content, (2) use and apply a range of academic skills in service to others and our neighborhood community, (3) connect academic content and skills to real-world issues through classroom learning, service work, and reflection, (4) develop and use a range of civic skills and behaviors necessary for work and success in a diverse and interconnected world, and (5) develop, practice, and engage the skills necessary for success in the 21st century. Additionally, as our students develop and progress through our service-learning program, we will build their understanding of high quality service-learning project design. As a capstone for our K-8 service-learning program, over the term of our new charter, we intend to build a service-learning program that includes a component whereby all 8th graders will work in teams to design and implement self-selected trimester-long projects that use academic skills to address a real community need.

In our K-5 TfU units, within a minimum of one unit per year teachers are expected to integrate service-learning practices and projects to help students learn new material, deepen understanding of complex concepts, and/or enable students to "show what they know" in a meaningful, public context that is of benefit to our local community. These service-learning projects often include an environmental stewardship component. For example, in a recent 2nd/3rd grade "Water Works" unit, students studied the properties of water, the water cycle, and watershed ecology. As a culminating project for this unit, students conducted a field study to evaluate the health of a local creek in partnership with a local organization, The Friends of Sausal Creek, who used the results of the student study on their organization's website.

As we have developed our 6 – 8th grade programs, service-learning, and specifically the creation of our Community Action Learning (CAL) Program has been an important component in our work. The overall academic goal of our CAL program is to engage 6th – 8th grade students in learning and using a real-life cycle of inquiry. Within this process, students use a variety of skills including mapping, public speaking, writing, data collection and analysis, and more. This year we are piloting a cycle of inquiry, community-immersion process where students first investigate and create an asset map of the area. In the second phase, students will collect both qualitative and quantitative data from neighborhood residents through both interviews and surveys. The data from these investigations will then be used by our students to propose a series of projects that would benefit the community. These projects will be proposed to community stakeholders who will give feedback and additional ideas. In the spring, students will organize and implement their proposed projects. Students will document and reflect on their work both at the end and throughout the process.

Throughout the term of our new charter we intend to continue to develop and refine the CAL program and process. For example, in future years, we will explore using the Cycle of Inquiry to investigate a number of specific issues in our neighborhood, such as the environment, food, housing, recreation, education, and more. We will also work to implement service-learning portfolio sections/requirements as well as a promotion/capstone process and requirement for 8th grade students within the next two years of our charter term.

Enrichment Curriculum and Instruction: In addition to core academic, peacemaking, and service-learning curriculum and instruction, NOCCS students receive a variety of enrichment programs that both support and expand their growth and development. Currently, NOCCS' K-8 students participate in both physical education and performing arts enrichments a minimum of two days per week. Students in grades 6 – 8th also choose from and participate in an elective enrichment a minimum of three days per week. Each of our current enrichment offerings are described below. Throughout our new charter term we will continue to refine these enrichment offerings.

> *Performing Arts:* Through our K-8 performing arts enrichment program, students explore a range of performing arts content and formats that are aligned to the California State Content Standards and include musical history, song, rhythm, spoken word, musical notation, drama, and more. Students also learn, practice, and use a range of Studio Habits[viii] as defined by Harvard Project Zero. In addition, a minimum of one trimester per year, the performing arts are integrated within our K-5 TfU curriculum as students use the arts to both learn and express new understanding. Students' studio habit[5]development is assessed in the performing arts three times per year through our progress report system.
>
> *Physical Education:* Through our K-8 physical education program, students develop a range of physical and athletic skills, as well as a number of habits of teamwork,

[5] The Studio Habits of Mind, as developed by Lois Hetland of Project Zero include (1) develop craft, (2) engage and persist, (3) envision, (4) express, (5) observe, (6) reflect, (7) stretch and explore, (8) understand the art world.

cooperation, and fair play as they participate in a curriculum that is aligned to the California State Content Standards. Students' physical skill and cooperative/teamwork development is assessed in physical education three times per year through our progress report system. In addition, all NOCCS students in grades 5 and 7 participate in the California Physical Fitness Test, which is administered once per year.

Media Arts: Students in grades 6 – 8 may take media arts as an elective enrichment which meets three days per week. Through our Media Arts curriculum, students explore a number of questions such as: What is media literacy? Why is being media literate important to me? What are the different media that were created in the 21st century? What are the different audiences, conventions and purposes of each medium? What questions do I need to ask of each medium? How do race, class, and gender stereotypes play into advertising and the media? Through this elective students use various forms of media and learn to be more critical consumers of a range of information sources. Students are assessed each trimester in media arts through our progress report system.

Spanish: Students in grades 6 – 8 may take Spanish as an elective enrichment which meets three days per week. Through the NOCCS Spanish curriculum, students are introduced to the Spanish language and develop beginning conversational skills. Students are assessed each trimester in Spanish through our progress report system.

Academic Support: Students in grades 6 – 8 may take Academic Support as an elective enrichment which meets three days per week. Through the NOCCS Academic Support program, students receive academic support strategies ranging from additional instruction and workshop time to additional mathematics curriculum to support the acceleration of mathematics skills in critical areas such as computational fluency and fractions/decimal concepts. Students are assessed each trimester in Academic Support through our progress report system.

Plan for Students who are Academically Low Achieving

NOCCS uses a variety of assessment tools to diagnose the needs of students who are in need of additional support to meet the rigorous grade level standards.

For students who are new to NOCCS, assessment of each child's needs begins with our comprehensive student registration form. Included in the registration form are questions used to obtain the following:

- A home language survey that asks families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian most frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home. The home language survey is used by the school to identify students for additional language assessment using the California English Language Development Test (CELDT), which is administered on an annual basis.

- Information about the child's educational background, such as previous schools. If the child is entering in Kindergarten, families are asked to report the educational model or philosophy of the pre-school program.

- Previous educational program information that asks families to report if the child has ever received special education, 504 services, and/or if the child has undergone an SST process, or received additional academic support, and/or received counseling/social-emotional support outside of school. Families are asked to share formal assessments (IEPs, SSTs, etc.) prior to the first day in order to accurately inform our staff about each child and ensure that support services are in place for the child at the onset of the education at NOCCS.

- Families are asked to report on their home environments such as availability of reading resources, computers, and internet access in the home.

- Families are also welcome to fill out additional information about their students including student's interests/strengths, areas of need, how the child learns best, and other background information that helps our staff to learn about the child. Additionally, families are asked to provide the school with copies of the child's most recent CST scores if available.

Based on and in addition to the data reported in the registration form, assessment and action plans are created for new students:

- Students who are identified as potential English Language Learners via the home language survey are given the CELDT.

- Early meetings, including the parents, teacher(s), and a member of the administration team are held for students who enter the school with IEPs, 504 plans, and/or student success team plans in order to share effective strategies from previous placements, help the staff to learn about the child's unique needs, create an assessment plan for the start of the school year, and/or modify (as needed) any existing plans to begin the year.

- All entering Kindergarten students are given a baseline Kindergarten readiness assessment.

- All students in grades 1 and up are given a standards-based mathematics pre-assessment. The mathematics pre-assessment is based on the previous grade level's key mathematics assessments.

- All students in grades 1 and up (as well as Kindergarten students who demonstrate sound literacy skills on the kindergarten assessment) are given a baseline Developmental Reading Assessment to gauge each child's baseline reading interest, fluency, and comprehension level.

- All students complete an initial, grade level appropriate writing sample using the writing process. Writing samples, including process documents and related reflections, are placed in the child's portfolio.

For students who are continuing at NOCCS, teachers review a variety of student data at the start of the year, in addition to administering a number of pre-assessments to each student. This includes:

- Individual CST data from the previous school year(s).
- Prior year(s) progress reports.
- Student portfolios that include the following:
    - Kindergarten Assessment Data
    - Prior year(s) Developmental Reading Assessment or Leveled Reading Assessment Data/Forms
    - Prior year(s) trimester mathematics assessments
    - Prior year(s) writing samples
    - Prior year(s) science and social studies/TfU unit artifacts and reflections
- Prior year(s) SSTs, 504 Plans, and/or IEPs are shared with and reviewed by the current year teachers, often with the support of the previous year teacher, special education staff, and/or administration team.
- Baseline DRAs/LRAs are administered to all students in the fall.
- If the student is missing a prior year third trimester mathematics assessment, a mathematics assessment is administered.
- Baseline writing samples are completed in the first month of school.

NOCCS also implements beginning of the year student hand-off conferences for students who are identified by their prior year teachers as students in need of additional support. In these meetings the prior year teacher shares student data, as well as effective strategies for supporting/challenging the student. For each of the students discussed in the hand-off conferences, teachers complete student form that is kept and built upon by the current year teacher. These forms give current year teachers information and resources that enable them to more quickly get to know the child and identify/use effective strategies to support each learner.

After all baseline data is completed, students in need of additional support and/or challenge are identified for differentiated instruction, acceleration, and/or support services. In addition, if students show a decline in their academic performance throughout the school year, one or more the following academic intervention strategies may be applied:

- Students who scored below basic or far below basic on the mathematics portion of the CST and/or the NOCCS pre-assessment or subsequent trimester assessments in mathematics are evaluated as candidates for the mathematics intervention program (Math Squad). These students undergo a mathematics interview to evaluate if they are strong candidates for intervention services. If a student qualifies, s/he is placed into one of six learning modules that best suits his/her mathematics remediation needs. Within

the math intervention program, students are given a module pre and post assessment. In addition, students are also provided a number of on-going assessments. Parents/families of students enrolled in the mathematics intervention program are provided with mid and end of trimester progress reports that detail students' performance on each section of the unit module, including specific assessment results.

- Students who demonstrate difficulty with reading according to the CST or our DRA data are grouped according to their instructional reading level and are provided small group guided reading instruction related to their areas of need. Teachers meet with their lower reading groups for longer durations and/or with greater frequency in order to accelerate the learning and skills acquisition of these students. For reading groups that include English Language Learners, teachers will employ additional instructional strategies, such as GLAD techniques, explicit vocabulary support and instruction, and/or other appropriate language acquisition strategies. In addition, teachers work with each student in order to assist them in selecting independent reading material that is appropriate for each child's independent reading level. Teachers conference with students to discuss each child's independent reading selection and ensure the child is selecting a text that is adequately matched to the child's independent reading level, discuss/monitor strategies used by the child to comprehend the text, and to provide individualized instruction and support tailored to the child's reading goals and needs.

- Students who demonstrate difficulty with writing according to historical progress report data, writing samples, and fall baseline pieces are identified for differentiated classroom support. This support includes specific mini-lessons that target the student's writing challenges, additional conferencing time/duration to address specific learning needs, differentiated handwriting support, and/or other strategies aimed at helping the child to improve all deficient aspects in his/her writing.

- $6^{th} - 8^{th}$ grade students who demonstrate difficulty in any of the core subject areas are eligible for the Academic Support elective. Students enrolled in this class receive additional assessment, instruction, and support to pinpoint and target interventions that enable the students to accelerate their academic skills and understanding.

The student assessment data described above and administered in the first month of school is reviewed with parents/guardians (and with the students themselves in grades 4 – 7) through our Fall Family Conferences. At these conferences, goals are set for the remainder of the Fall Trimester. Progress towards these goals is reviewed in the Fall Trimester Progress Report, and new goals, if applicable, are set for the Winter Trimester. Families attend a second conference at the end of the Winter Trimester where the second trimester progress report is discussed and end of the year goals are established. For students with significant learning needs or who are at risk of retention, an additional conference is scheduled in the middle of the last trimester. The final progress report of the year is completed and sent to parents/families at the end of the school year.

Initial Student Success Team Meetings are scheduled for students in need of additional support within the first several months of school and/or on an on-going basis throughout the year. The SST process enables the family, teacher, child, administrative team, and/or other support providers to work together to construct a differentiated learning and/or behavior plan to address

the child's needs and areas of growth. Follow up SSTs are scheduled for the SST team to check on progress towards the goals identified in the SST and/or to reflect/review data on the viability of the strategies implemented as a result of the SST. Additional steps, such as a referral for special education assessment and/or 504 services are taken, should the SST process fail to yield adequate progress of the child.

Plan for Students that are Academically High Achieving

NOCCS is committed to providing a rich and challenging curriculum to all students. Therefore, all students achieving above grade level as measured by CST, interim assessments, progress reports, portfolio assessment, and/or other means, will receive appropriate academic extensions within the classroom.

- Students reading above grade level will be given reading materials and literature at their independent and/or instructional levels within their reader's workshop time. Academically high achieving students may also be given a more challenging culminating assignment upon completing the book, such as a literary analysis task that is considered above grade level.

- Students who demonstrate high levels of skill/accomplishment in the area of writing receive individualized coaching and support in this area through the writer's workshop process. These students are also often called upon to develop and apply their leadership skills in this area as they serve as peer-editors for their classmates.

- In mathematics, students are often given challenge problems and longer explorations through which they are able to apply their mathematical skills and concepts in unique contexts.

- Our teaching for understanding science and social studies units allow high achieving students opportunities to stretch and explore by providing a number of opportunities to conduct processes of research and inquiry.

- Our service-learning and peacemaking curriculum and programs provide high achieving students with additional challenges and opportunities to apply their learning and build their leadership skills. Within many of our service-learning projects, students may take on specific leadership roles within a group. Students with an aptitude for conflict resolution may elect to become peer mediators within the school community.

At our Family Conferences (addressed above), the achievement of each child – including high achieving students – is discussed and individualized goals are set and revisited throughout the year. The goal setting process embedded in these conferences allows teachers, students, and families to work together to ensure that all high achieving students are being appropriately challenged in areas where they have strengths and supported in areas where they need to continue to grow and develop.

NOCCS uses a variety of assessment tools, including those discussed above to diagnose the needs of our English Language Learners (ELL). For ELL students, specific assessment tools include a home language survey that asks families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian must frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home. The home language survey is used by the school to identify students for additional language assessment using the California English Language Development Test (CELDT), which is administered on an annual basis before October 31 of each year. Based on the CELDT as well as the range of assessments administered to all NOCCS students, students in need of additional support and/or challenge – including English Language Learners – are identified for differentiated instructional, acceleration, and/or support services.

NOCCS uses and will continue to strengthen its use of effective, research-based instructional strategies to support our ELL students. Specifically, this includes the following:

- Sheltered Instruction. Using sheltered instruction, teachers enable ELL students to access grade level content and concepts as they continue to improve their language proficiency. This instructional approach integrates language and content while also infusing socio-cultural awareness. Teaching and learning is appropriately scaffolded to aid comprehension of content and objectives by adjusting delivery of instruction, modifying tasks, and providing students with appropriate background information and experiences.

- Sheltered English Observation Protocol (SIOP). To effectively support all ELL students at NOCCS and strength our teachers' knowledge and skills in effectively serving their needs, over the term of our new charter, NOCCS will integrate the SOIP Model into our existing equity-focused professional development, teacher-inquiry practices, and coaching/evaluation system. Using the SIOP, lessons will be evaluated to ensure they include three critical components: (1) preparation (determining content objectives, selecting concepts and vocabulary, and assembling supplementary materials to contextualize lessons for ELL students), (2) instruction (using strategies such as activating and connecting background experiences and prior learning, modulating teacher speech, emphasizing vocabulary development, using multi-modal techniques, promoting higher-order thinking skills, grouping students appropriately for language and content development, and providing hands-on materials and experiences), and (3) review/assessment (conducting informal assessment of student comprehension and learning of lesson objectives).

- Guided Language Acquisition Design (GLAD). GLAD strategies are used within instruction to support our ELL population. These strategies include: (1) holding high expectations and standards for all ELL students and providing authentic opportunities for use of academic language, (2) utilizing and integrating metacognitive strategies such as activating prior knowledge, charting, clustering, graphic organizers, "think a-louds"/chalk-talks, (3) utilizing and integrating second language acquisition methods such as including a student set purpose for learning, inclusion of cooperative activities and

problem solving, and use of flexible grouping, (4) emphasizing reading and writing to, with, and by students such as conferencing and maintaining a language functional environment, (5) providing active participation in all components of a curricular unit, (6) fostering respect, identify, and voice, and (6) a use of on-going assessment and evaluation to provide reflection on what has been learned, how it was learned, and what will be done with the information.

In addition, if ELL students show a decline in their academic performance throughout the school year, one or more the following academic intervention strategies may be applied:

- ELL students who scored below basic or far below basic on the mathematics portion of the CST and/or the NOCCS pre-assessment or subsequent trimester assessments in mathematics are evaluated as candidates for the mathematics intervention program (Math Squad). These students undergo a mathematics interview to evaluate if they are strong candidates for intervention services. If a student qualifies, s/he is placed into one of six learning modules that best suits his/her mathematics remediation needs. Within the math intervention program, students are given a module pre and post assessment. In addition, students are also provided a number of on-going assessments. Parent/families of students enrolled in the mathematics intervention program are provided with mid and end of trimester progress reports that detail students' performance on each section of the unit module, including specific assessment results.

- ELL students receive additional in-class support in mathematics through the use of a variety of differentiated instruction strategies, including strategies designed to support language acquisition such as GLAD techniques, explicit vocabulary support/instruction, and/or other appropriate language acquisition strategies.

- ELL students who demonstrate difficulty with reading according to the CST or our DRA data are grouped according to their instructional reading level and are provided small group guided reading instruction related to their areas of need. Teachers meet with their lower reading groups for longer durations and/or with greater frequency in order to accelerate the learning and skills acquisition of these students. For reading groups that include English Language Learners, teachers employ additional instructional strategies, such as GLAD techniques, explicit vocabulary support and instruction, and/or other appropriate language acquisition strategies. In addition, teachers work with each student in order to assist them in selecting independent reading material that is appropriate for each child's independent reading level. Teachers conference with students to discuss each child's independent reading selection and ensure the child is selecting a text that is adequately matched to the child's independent reading level, discuss/monitor strategies used by the child to comprehend the text, and to provide individualized instruction and support tailored to the child's reading goals and needs.

- ELL students who demonstrate difficulty with writing according to historical progress report data, writing samples, and fall baseline pieces are identified for differentiated classroom support. This support includes specific mini-lessons that target the student's writing challenges, use of graphic organizers, additional conferencing time/duration to address specific learning needs, differentiated handwriting support, and/or other strategies aimed at helping the child to improve all deficient aspects in his/her writing.

- 6th – 8th grade ELL students who demonstrate difficulty in any of the core subject areas are eligible for the Academic Support elective. Students enrolled in this class receive additional assessment, instruction, and support to pinpoint and target interventions that enable the students to accelerate their academic skills and understanding.

At our Family Conferences (addressed above), the achievement of each child – including English Language Learners – is discussed and individualized goals are set and revisited throughout the year. The goal setting process embedded in these conferences allows teachers, students, and families to work together to ensure that all English Language Learners are being appropriately challenged in areas where they have strengths and supported in areas where they need to continue to grow and develop.

Throughout the term of our new charter, ELL students will be reclassified using the following protocol:

- After CELDT scores are received each year, students combined points on the CELDT and CST-ELA are figured.

Points	CELDT	CST-ELA
1	Beginning	Far Below Basic
2	Early Intermediate	Below Basic
3	Intermediate	Basic
4	Early Advanced	Proficient
5	Advanced	Advanced

- Students are eligible for redesignation when they have 7 or more total points between the CELDT from the current year and CST-ELA from the previous spring.

- A reclassification team consisting of prior and current year classroom teachers and the administration will review the list of of students with 7 or more points and recommend students to be classified as Redesignated Fully English Proficient (R-FEP). Additional student work product, portfolios, and previous progress reports will be used in this process.

- Families will be notified of all potential reclassifications and given the opportunity to meet with members of the reclassification team to discuss the recommendation of the team.

- Reclassified students will be reviewed, at a minimum, on an annual basis for two years. If a student's CST-ELA scores fall below Basic, the student will be considered for reclassification as a language learner.

- NOCCS will document and maintain records of all reclassifications including language and academic performance assessments, participants in the reclassification and annual review teams, notification to parents/guardians of reclassification, and decisions regarding reclassification.

NOCCS is committed to hiring an instructional staff that can meet the needs of all students, including English Language Learners, by prioritizing the hiring of teachers who have already obtained CLAD certification. For promising instructors who are hired without CLAD certification, NOCCS will support them in acquiring this certification within three years of their employment. Finally, NOCCS teachers will be supported in their on-going growth and professional development in serving ELL student through professional development training and other resources to support the use of best practices to support the academic acceleration of our English Learner population.

NOCCS complies with all applicable federal law in regard to services and the education of English Language Learner ("ELL") students. NOCCS has developed and implemented policies and procedures for the provision of services to ELL students in accordance with guidelines published by the Office of Civil Rights of the U.S. Department of Education. At a minimum, these policies and procedures shall ensure the following:

- identify students who need assistance (through CELDT and a Home Language Survey);
- implement the NOCCS program which, based on research by experts in the field, has a reasonable chance for success;
- ensure that necessary staff, curricular materials, and facilities are in place and properly used;
- apply appropriate evaluation standards, including program exit criteria for measuring the progress of students; assess the success of the program and modify it where needed.

Plan for Special Education and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)

Initial Student Success Team Meetings are scheduled for students in need of additional support within the first several months of school and/or on an on-going basis throughout the year. The SST process enables the family, teacher, child, administrative team, and/or other support providers to work together to construct a differentiated learning and/or behavior plan to address the child's needs and areas of growth. Follow up SSTs are scheduled for the SST team to check on progress towards the goals identified in the SST and/or to reflect/review data on the viability of the strategies implemented as a result of the SST. Additional steps, such as a referral for special education assessment and/or 504 services are taken should the SST process fail to yield adequate support measures for the child.

Special Education

NOCCS shall not deny nor discourage any student from enrollment due to a disability or due to NOCCS' concerns about its ability to provide appropriate services. NOCCS will comply with all provisions of federal law and implementing regulations related to the rights of disabled students and their parents (20 U. S.C. Chapter 33, the IDEA).

The NOCCS facility shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program offered by NOCCS.
NOCCS shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act (Section 504), the

Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

NOCCS pledges full compliance with the IDEA and Education Code provisions regarding special education as well as all Oakland Unified School District and SELPA policies as they relate to special education.

NOCCS shall be deemed a public school of the District for special education purposes for the first year of the term of the charter. A child with disabilities attending NOCCS shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of the District. The District shall work with NOCCS to ensure that all children with disabilities enrolled in NOCCS receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA.

NOCCS will "search and serve" as required by law, seeking out students who may have a disability, referring them for assessment, and ensuring that a free and appropriate public education is provided. Students suspected of having a disability by teachers, parents, or others will undergo the student study team process as described above.

NOCCS and the District intend that NOCCS will be treated as any other public school in the District with respect to the provision of special education services, including the allocation of duties between on-site staff and resources and the District staff and resources. All individuals employed by the district and providing services to the NOCCS students shall be appropriately credentialed under California and Federal law.

NOCCS shall have the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

In the case of a special education student, or a student who receives 504 accommodations, NOCCS will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Support providers, consisting of teachers, family members, learning specialists, members of the administrative team, and others will meet, at a minimum, on an annual basis to review and construct individualized education goals for students with IEPs. The IEPs goals will be implemented in the classrooms by NOCCS teachers. Additional meetings are scheduled as needed to support the success of all students with IEPs.

Progress towards IEP goals will be reported to parents/guardians by the student's special education service provider (RSP Teacher, Speech Therapist, Occupational Therapist, and/or others designated as per the IEP as having responsibility for implementing IEP goals) a minimum of three times per year, as a part of the NOCCS progress report.

Section 504

NOCCS recognizes its legal responsibility to ensure that no qualified person with a disability, on the basis of disability, be excluded from participation, be denied benefits of, or otherwise be subjected to discrimination under any program of NOCCS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning and accessing the NOCCS curriculum, is eligible for reasonable accommodation by NOCCS.

NOCCS will be responsible for ensuring compliance with Section 504. A student may be refereed by anyone, including a parent/guardian, teacher, other NOCCS employees, and/or community agency, for consideration as to whether the student qualifies as a student with a disability under Section 504.

When appropriate, a 504 team will be assembled by the Director or designee. The 504 team will include, but is not limited to, the student (where appropriate), teacher(s), parent/guardians, and other qualified persons knowledgeable about the student, means of evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records and assessments, and is responsible for making a determination as to whether an evaluation of 504 is appropriate. If the student has already been found ineligible for special education services or related services, those evaluations may be used to help determine eligibility under Section 504.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and is provided to the parent or guardian of the student. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education, pursuant to Section 104.33 of Title 34 of the Code of Federal Regulations. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing on a variety of sources, including, but not limited to, assessments conducted by NOCCS staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers, and other participants in the student's education receive a copy of each student's 504 plan. A copy of the 504 Plan will be maintained in the student's file.

Support providers, consisting of teachers, family members, learning specialists, members of the administrative team, and others meet, at a minimum, on an annual basis to review and construct individualized support plans for students with 504 plans. Additional meetings will be scheduled as needed to support the success of all students with 504 plans. Progress towards these goals is reported in additional family conferences held by both the teacher and administration team.

Section B. Measurable Pupil Outcomes

NOCCS is committed to ensuring that all students are supported to meet our high and peacemaking standards. Because we believe that growth and learning are complex and sophisticated endeavors, we support a system of measuring student achievement that utilizes and embraces multiple lenses and modalities in order to allow students to demonstrate new understanding and skill. As such, for each of our defined pupil outcomes, we have created a diverse set of summative assessment tools that we will use to measure student achievement and progress.

Each of our measurable pupil outcomes and defined summative assessment tools and benchmarks are as follows:

Outcome #1: NOCCS students will demonstrate annual academic growth in the core subject areas of language arts according to the California Standards Test and a minimum of one out of two[6] measures of student achievement.

Measurement
CST ELA – Using Matched Student Data • Over the first four years of the charter term, an average of 70% or more of all NOCCS 3rd – 5th grade students will, each year, demonstrate one year's academic growth as defined by: o Moving from Far Below Basic up to Below Basic or above o Moving from Below Basic to Basic or above o Moving from Basic to Proficient or above o Achieving a score of either Proficient or Advanced • Over the first four years of the charter term, an average of 65% or more of all NOCCS 6th – 8th grade students will, each year, demonstrate one year's academic growth as defined by: o Moving from Far Below Basic up to Below Basic or above o Moving from Below Basic to Basic or above o Moving from Basic to Proficient or above o Achieving a score of either Proficient or Advanced
Internal Reading Assessments: Developmental Reading Assessment and/or Leveled

[6] Special Education students will demonstrate annual academic growth according to a minimum of 1 out of 3 internal measures of student achievement.

Reading Assessments
• Over the first four years of the charter term an average of 70% or more of all NOCCS students will, each year, be classified as having an advanced or proficient grade level equivalence on both narrative and expository Developmental Reading Assessment and/or Leveled Reading Assessment annual post assessments
Progress Reports – ELA
• Over the first four years of the charter term, an average of 80% or more of all NOCCS students will earn a rating of proficient (meets) or advanced (exceeds) on composite[7] end of year English Language Arts rating.
* SPED – IEP Goals – ELA
• Over the first four years of the charter term, an average of 70% or more of all NOCCS students with IEPs will, each year, meet or exceed annual individualized education plan goals related to English Language Arts

Outcome #2: NOCCS students will demonstrate annual academic growth in the core subject area of mathematics according to the California Standards Test and a minimum of one out of two[8] measures of student achievement.

Measurement
CST Mathematics – Using Matched Student Data
• Over the first four years of the charter term, an average of 70% or more of all NOCCS 3rd – 5th grade students will, each year, demonstrate one year's academic growth as defined by: o Moving from Far Below Basic up to Below Basic or above o Moving from Below Basic to Basic or above o Moving from Basic to Proficient or above o Achieving a score of either Proficient or Advanced
• Over the first four years of the charter term, an average of 65% or more of all NOCCS 6th – 8th grade students will, each year, demonstrate one year's academic growth as defined by: o Moving from Far Below Basic up to Below Basic or above o Moving from Below Basic to Basic or above

[7] Composite ELA scores include an average of all reading and writing scores included on the NOCCS Progress Report.

[8] Special Education students will demonstrate annual academic growth according to a minimum of 1 out of 3 internal measures of student achievement.

○ Moving from Basic to Proficient or above ○ Achieving a score of either Proficient or Advanced
Internal Mathematics Assessments • Over the first four years of the charter term, an average of 70% or more of all NOCCS students will, each year, score proficient or advanced on their Spring and/or Composite Mathematics Trimester Assessment
Progress Reports – Mathematics • Over the first four years of the charter term, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on composite end of year mathematics ratings
* SPED – IEP Goals – Mathematics • Over the first four years of the charter, an average of 70% or more of all NOCCS students with IEPs will, each year, meet or exceed annual individualized education plan goals related to mathematics

Outcome #3: NOCCS students will demonstrate annual academic growth in the core subject area of science according to the Science portion of the CST and a minimum of one out of two internal measures of student achievement.

Measurement
CST Science • Over the first four years of the charter term an average of 70% or more of all NOCCS 5th and 8th grade students will score proficient or advanced on the science portion of the California Standards Test.
Progress Reports – Science • Over the first four years of the charter term, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient or advanced on composite end of year science ratings
Portfolio Submissions – Science • Over two of the first four years of the charter term 80% or more of all NOCCS students will, each year, earn a rating of proficient or advanced on a portfolio submission that demonstrates understanding and/or use of the inquiry process, and/or science content or process understanding goals

Outcome #4: NOCCS students will demonstrate annual academic growth in the core subject area of social studies according to the social studies portion of the CST a minimum of one out of two measures of student achievement.

Measurement
CST Social Studies • Over the first four years of the charter term, an average of 70% or more of all NOCCS 8th grade students will score proficient or advanced on the social studies portion of the California Standards Test.
Progress Reports – Social Studies • Over the first four years of the charter term, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on composite end of year social studies ratings
Portfolio Submissions – Social Studies • Over two of the first four years of the charter term 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on a portfolio submission related to a social studies content or process understanding goal

Outcome #5: NOCCS students will demonstrate annual growth in the areas of peacemaking and study skills according to the NOCCS Progress Reports.

Measurement
Progress Reports – Work Habits • Over the first four years of the charter term, an average of 80% or more of all NOCCS students will, each year earn a rating of proficient (meets) or advanced (exceeds) on end of year work habits ratings
Progress Reports – Life Long Learner Habits • Over the first four years of the charter term, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on end of year life-long learner habits ratings
Progress Reports – Community Habits • Over two of the first four years of the charter term, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on end of year community ratings

Outcome #6: NOCCS will maintain or exceed an annual attendance rate of 94% or higher.

Outcome #7: NOCCS will meet annual API targets a minimum of three out of the first four years of the charter term.

Outcome #8: NOCCS will demonstrate Adequate Yearly Progress as defined by NCLB a minimum of three out of the first four years of the charter term.

Section C. Methods for Assessing Pupil Progress

NOCCS uses a variety of formative, summative, and on-going performance assessments that measure how well students demonstrate understanding and mastery of skills and content as defined by the California Content Standards as well as learning goals and benchmarks established by the school. Below are NOCCS's main forms of assessments utilized by the school in assessing pupil progress:

Annual State Mandated Standardized Testing. State mandated standardized assessments will be administered each year to all students required to take each battery of tests. These tests include the California Standards Test (CST), the California Alternative Performance Assessment (CAPA), and the California English Language Development Test (CELDT). In addition, the California Physical Fitness Test will also be administered in grades 5 and 7.

Progress Reports are one of the assessment cornerstones of our academic program. Our progress reports describe the level of development for each child in relation to key, standards-based grade level skills and content.

Our Progress Reports are designed to describe a continuum of learning stages (beginning, developing, approaching, meeting, and exceeding) towards and including mastery and beyond. For each of these stages, we have established a number of assessment system correlations that enable us to translate our developmental system for use by other educational institutions such as letter grades, percentages, five point rubrics, check systems, and others. We are currently working to create grade-level specific rubrics that describe, in detail, a child's progression towards mastering and/or exceeding a given learning goal or standard. Once completed, we will publish these rubrics in our curriculum guide that is published to our community and on our website on an annual basis. Our progress reports also contain several narrative sections where teachers detail examples of a child's level of development/mastery based on observations, student work, portfolio submissions, projects/performances of understanding, and/or various classroom-based and school-wide assessments.

Developmental progress is measured in the following areas: reading (fluency, comprehension, and literary analysis), writing (content and conventions), mathematics (number sense, algebra and functions, measurement and geometry, statistics-data analysis-probability, and reasoning and communication), social studies/history (content and process), science (content and process), music/performing arts, physical education, electives (grades 6 – 8), and peacemaking and study skills (work habits, life-long learner habits, and community habits). Samples of our progress report forms and assessment system correlations are included in *Appendix B.*

Developmental Reading Assessment (DRA) and Leveled Reading Assessment (LRA). All students in grades K-8 are assessed at the beginning of the year using the Developmental Reading Assessment (DRA)[ix] to determine the student's independent and instructional reading level as designated using the Fountas & Pinnell leveling system[x].

For early and upper emergent readers, generally students in grades K-3, and/or students whose independent reading levels are at levels A – J, teachers conduct on-going running records a minimum of every six weeks.

For early to advanced fluent readers or students, generally in grades 4 – 8, whose independent reading levels range from levels K – Z, NOCCS teachers administer a leveled reading assessment such as the Village Academies Leveled Text Reading Assessment (© Copyright 2006 Village Academies. **www.villageacademies.org**). These early to advanced fluency benchmark assessments are administered by NOCCS teachers every six weeks and assess student application of a range of comprehension strategies and understanding of a variety of literary features set forth by the California English-language arts standards.

The data from the reading assessments are used for several purposes including the provision of (1) accurate grouping of students for targeted reading instruction, (2) feedback for students, teachers, and families in terms of student growth in reading fluency and comprehension, (3) data concerning the efficacy of instructional practices, (4) information for on-going professional development and support needs of NOCCS teachers, (5) data for identification of students in need of extra support/practice/acceleration, and (6) critical information for the monitoring of school-wide progress towards literacy goals/objectives.

Trimester Mathematics Assessments. The NOCCS mathematics curriculum is mapped to standards and assessments each grade level. At the end of each trimester, students are assessed using a school-wide assessment that cover all standards covered to date. These assessment include both multiple choice and constructed response questions. The data from these assessments are used for several purposes including (1) accurate identification of students in need of review, remediation, and/or acceleration of skills and concepts through either in-class or enrichment activities, (2) feedback for students, teachers, and families in terms of student growth in this subject area, (3) provision of data concerning the efficacy of instructional practices and materials, (4) information pertaining to teachers' needs for professional development and support pertaining to mathematics instruction and subject matter knowledge, and (5) data for monitoring school-wide progress towards mathematics goals and objectives.

Portfolios are used as a record of learning that includes samples of work and students' reflection on their work. Portfolios display the individual nature of children's learning over time, provide evidence of academic achievement for progress reports, and assist NOCCS' teachers with targeted instructional planning. Portfolios are reviewed by students, parents/guardians, and teachers at each family conference as well as at the end of the school year. As a learning record, portfolios ensure teacher knowledge of

student work from class to class. Each trimester, students – in consultation with their teachers – select work samples from all core subject areas as well as peacemaking and service-learning to place in their portfolios. The current list of required portfolio items is included in *Appendix B.*

NOCCS is currently embarking on a process to refine and improve our portfolio assessment system. Through this process we will continue to update and standardize required portfolio submissions, create a standardized submission process and form, develop a school-wide protocol for portfolio review at conferences and other points in the year, and consider a portfolio presentation/defense process for key transition points in a student's academic career (such as moving from grade level span to the next and 8th grade promotion).

Initial and Guided Performances of Understanding. Within our Teaching for Understanding (TfU) science and social studies units, teachers design a number of initial and guided performances of understanding to assess the on-going development of student understanding and/or mastery of process-related skills related to the defined understanding goals of each unit. These assessments are used to provide teachers with a picture of what each learner is understanding so that curriculum and instruction may be adapted and/or differentiated so that the teacher can direct and guide the student(s) towards mastery of content and skills.

Culminating Performances of Understanding. Each TfU unit also includes a culminating performance of understanding for each defined understanding goal of a given unit. Culminating performances of understanding are carefully constructed student tasks and projects that promote reflective engagement and challenge students to demonstrate and apply new understanding and/or skills in a unique context. Often these culminating performances of understanding are public demonstrations, such as our annual Exhibition Night. In designing these units, NOCCS teachers construct standards-based project rubrics for each understanding goal within a unit of study (see *Appendix B*). These rubrics also become the basis for standards-based report cards. In addition, each NOCCS student develops and keeps a science/social studies portfolio with assessments and student work from each unit of study from their career at NOCCS.

Spelling, Phonics, and Phonemic Awareness Inventories. Phonemic awareness and phonics inventories are administered to all early and emergent readers a minimum of four times per year or until they demonstrate mastery of sound-letter correspondence and other phonics skills. Developmental spelling assessments are administered students in order to track each child's orthographic knowledge and skill and appropriately group each child for targeted instruction and/or placement into an appropriate developmental spelling group.

Writing Rubrics. NOCCS uses locally developed rubrics that align to grade-specific content standards for writing. While many genre-based writing rubrics exist at the classroom level, over the next five years of our charter term, NOCCS will work to develop, use, and publish genre/form-specific rubrics and/or checklists for each K-8 writing unit.

Observation. Teachers record their observations about students' learning and thinking and use them in evaluation and instruction. Observations include both anecdotal records, where teachers take notes on what a student does, and systematic observation that allows teachers to observe a specific child or group of children at a particular time with a specific objective in mind.

Interviews. Systematic interviews during student-teacher conferences at the beginning of the year and at various times throughout provide information to guide instruction.

For each school-wide objective, NOCCS will employ multiple assessment measures. The following chart describes the assessment tools that will be applied to each student outcome:

NOCCS Outcome	Sample NOCCS Internal NOCCS Assessment Tools	External State Accountability Measures
1. NOCCS students will understand and demonstrate the ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data as outlined by the California English language arts content standards.	• Developmental Spelling Inventories • Emergent Reader Phonics & Phonemic Awareness Assessment Battery (K-1) • Individual Reading Inventories (DRA) • Leveled Text Reading Assessments • Progress Reports: Fluency, Comprehension, and Literary Analysis • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	• California ELA Standards Test (Grades 2 – 8) • CELDT
2. NOCCS students will understand and demonstrate the ability to communicate effectively and creatively, with a range of audiences and within a range of genres, through writing, speaking, listening, and the use of visual forms as outlined by the California English language arts content standards.	• Genre Unit Writing Rubrics • Writing Portfolio Submissions • Progress Reports: Content and Conventions • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	• California ELA Standards Test (Grades 2 – 8) • California ELA Standards Test (Grades 4 & 7) • CELDT
3. NOCCS students will understand and demonstrate basic computational and procedural skills related to mathematics, problem solving using multiple strategies, mathematical logic and language, and the	• Trimester Mathematics Assessments • Mathematics Portfolio Submissions • Progress Reports: Number Sense, Algebra & Functions, Statistics-Data Analysis-Probability, Reasoning &	• California Mathematics Standards Test

use and real-world applications of mathematical concepts and processes as outlined by the California Mathematics content standards.	Communication • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	

NOCCS Outcome	NOCCS Internal Assessment Tools	External Accountability Measures
4. NOCCS students will understand and demonstrate processes and methods of scientific inquiry (including experimentation, data collection, analysis, problem solving, and writing/communication), real-world applications of scientific concepts, thinking skills, technologies, and processes, and scientific content knowledge as outlined by the California Science content standards.	• TfU Unit Initial and Guided Performances of Understanding • TfU Unit Culminating Performances of Understanding and Rubrics • Student Projects & Exhibitions • Science/Social Studies Portfolio Submissions • Progress Reports: Science Content and Process • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	• California Science Standards Test (Grades 5 & 8)
5. NOCCS students will understand social studies content; demonstrate the ability to research, investigate, describe, and analyze present and historical events from multiple perspectives; and apply historical concepts, thinking skills, and processes to real-world situations as outlined by the California Social Studies	• TfU Unit Initial and Guided Performances of Understanding • TfU Unit Culminating Performances of Understanding and Rubrics • Student Projects & Exhibitions • Science/Social Studies Portfolio Submissions • Progress Reports: Social Studies Content and	• California Social Studies Standards Test (Grade 8)

content standards.	Process • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	

NOCCS Outcome	NOCCS Internal Assessment Tools	External Accountability Measures
6. NOCCS students will understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/ meaning making, creative problem solving, expression, and communication.	• TfU Unit Initial and Guided Performances of Understanding • TfU Unit Culminating Performances of Understanding and Rubrics • Student Projects & Exhibitions • Science/Social Studies Portfolio Submissions • Progress Reports: Social Studies Content and Process; Music/Performing Arts Studio Habits • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	
7. NOCCS students will understand and demonstrate the skills and habits associated with strong students, life-long learners, and peacemakers	• Peacemaking Portfolio Submissions • Progress Reports: Work Habits, Life-Long Learner Habits, and Community Habits • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	• California Healthy Kids Survey
8. NOCCS students will understand and demonstrate positive health habits and behaviors/strategies for maintaining mental and physical wellness.	• Progress Reports: Physical Skills and Teamwork/Attitude • Individualized Education Plan Annual Goals for Special Education Students	• California Physical Education Test (Grades 5 & 7)

	• Teacher Observations/Narratives	
9. The NOCCS school community will aim to maintain a 95% attendance rate.	• ADA Reports	• ADA Reports

Use and Communication of Assessment Data

NOCCS will use the internal and external assessments outlined above to inform instruction and curriculum development. After each assessment teachers will analyze the data and plan further instruction and differentiation strategies. This analysis will focus on the reasons behind any miscues such as concept, vocabulary, or skill. Each assessment will be followed by teacher planning with a focus on re-teaching and further differentiation of instruction. Teachers will have the opportunity to target whole group, small group, or individual classroom instruction for any standards, concepts, or skills students have not mastered. Students needing additional or more intensive support will be referred for school-based interventions.

The results of the assessments will be shared with parents/guardians at least three times per year, and more often for students who are struggling. Teachers and/or the community liaison will help parents understand the outcomes from the internal and external assessments and inform parents what they can do to support their student's education.

In order to best serve our students and community, NOCCS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state standards that support our mission. NOCCS will submit to the district board at any time prior to expiration a description of any changes to the above student outcomes as an amendment to the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in education Code Section 47605(b).

Section D. School Governance Structure

At NOCCS, students, teachers, parents and school leadership are a collaborative community of learners engaged in an ongoing cycle of reflection, planning, and action to continuously improve teaching and learning. The school regularly collects and analyzes qualitative and quantitative evidence about student learning and instructional practice to assess progress toward its common goals, set priorities for improvement, and develop a comprehensive school improvement plan.

Legal Structure

The North Oakland Community Charter School is a California Public Benefit Corporation pursuant to California law. The school is governed by the Bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The governing Board's major roles and responsibilities include establishing and approving all major educational and operational policies and overseeing their implementation; approving all major contracts; approving the school's annual budget and overseeing the school's fiscal affairs; and selecting and evaluating the top administrative staff. It shall also be responsible for any other provisions of California Corporations Code, its Articles of Incorporation, Bylaws or Charter necessary to ensure proper operation of the School.

The Bylaws are evidence of the organizational and technical designs of the North Oakland Community Charter School's governance structure reflecting a seriousness of purpose to ensure that it remains a viable enterprise and that there is active and effective representation of interested parties, including, but not limited to parents and guardians. The Bylaws dearly delineate authority, responsibility, and the technical mechanisms by which the Board conducts itself, including appointment and removal of its own members. The Bylaws also include a strict Conflict of Interest policy.

North Oakland Community Charter School's Articles of Incorporation are evidence of its status as a California nonprofit public benefit corporation.

The Internal Revenue Service has certified the Non-Profit tax status of the school under section 501(c)(3) of the tax code.

The Appendix includes our current bylaws (*Appendix C*), Article of Incorporation (*Appendix D*), and 501(c)(3) status documentation (*Appendix L*).

Board Composition

The school's governing Board is comprised of Board-Elected Trustees, School-Elected Trustees, Ex-Officio Trustees and an OUSD representative. The school's Bylaws state that the number of Trustees will not be less than 8 or more than 16. The School-Elected Trustees are five members elected by the school community, which includes enrolled families and current staff. However, School-Elected Trustees need not be families or staff members themselves. The school's Bylaws permit one representative of the governing board of the Oakland Unified School

District to serve on the school's governing Board. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative may not be a district staff or Board member and may sit on the Board as a non-voting member who facilitates communications and mutual understanding between the charter school and the district. The school's Director serves on the Board as an ex-officio member. Under the conflict of interest policy the Director is not permitted to participate in Board decisions related to his or her employment.

The Board designates standing and ad hoc advisory committees and an executive committee under the terms of the Bylaws. The Board may create and terminate committees at will, but examples of current standing committees include personnel, finance and fundraising. Each committee is typically chaired by a Trustee and has several members, some of whom may be invited from the school community at large. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the board's attention.

Governance Experience and Operating Plan

The School's Board has functioned continuously since 2000, demonstrating its ability to govern effectively in the future. During this time it has operated as a cohesive body throughout the development of the school from inception to implementation to expansion and through the normal transition of leadership among Trustees, the Director and other key staff members as would be expected in a timeframe of this length. It has consistently maintained the highest standards of educational, legal, regulatory and fiscal integrity. This has been achieved as a result of sound policies and governance practices designed to ensure that the School fulfils the terms of its charter.

As provided for in the Bylaws, a Nominating Committee comprised of at least one Trustee and one non-Trustee is appointed to recruit new Board members. Potential Board members are assessed for their ability to contribute required time and skills in areas such as finance, law, education, human resources, governance, real estate and any other areas that are determined necessary and timely. The Board seeks to maintain a diverse membership and to include Trustees and advisors who contribute independent perspective by virtue of not otherwise being associated with the School. The Board term is three years.

The Board of Trustees typically meets once per month although this is not required. Interim meetings are scheduled as necessary. There are typically at least two annual Board retreats per year. One is for strategic planning and the other is for review of the annual budget.

The Director of the school reports to the Board of Trustees and is responsible for implementing Board policy and managing day to day operation of the school. The Board provides clear, written objectives to the Director and, with independent help if necessary, conducts evaluations to monitor progress, assess performance, hold the Director accountable and ensure that the Director is serving the needs of the school. These evaluations form the basis of constructive assessment that is given to the Director in writing and in person. The assessment is used to drive continuous improvement in Board objectives, Director performance and overall School excellence. It also forms the basis of Director replacement should that be necessary. New permanent directors are selected through a rigorous process conducted by a committee created

expressly for this purpose. The process includes inviting worthy candidates to address the school community as part of ensuring their fit with the culture of the school.

Compliance

The school maintains general liability and Board errors and omissions insurance policies.

NOCCS is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

NOCCS complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act.

The Board of Trustees complies with the Brown Act. It also provides time for public comment at all Board meetings.

The School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. North Oakland Community Charter School acknowledges that it is subject to audit by OUSD. If OUSD seeks an audit of the School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the School by law or charter provisions.

Members of the School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

The School and its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

The School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

Section E. Employee Qualifications

The North Oakland Community Charter School seeks to employ and retain high-quality educators who will maximize student achievement at all levels of the school. In order to do so, NOCCS will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing. These teachers teach the core academic classes of mathematics, language arts, science, and history/social studies. They are responsible for overseeing students' academic progress, for monitoring grading, and for student advancement decisions as specified in the school's operational policies. In compliance with the No Child Left Behind Act (NCLB) of 2002, NOCCS will continue to employ teachers with multiple subject teaching credentials or single subject credentials in the following core areas: mathematics, English/language arts, science, history, social science. Currently all NOCCS core teachers are fully credentialed in accordance with the Highly Qualified Teacher requirement of NCLB.

NOCCS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff do not assign grades or approve students' work assignments without the approval of a non-certificated teacher except in non-core classes and activities. All non-instructional staff possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and personnel policies.

All NOCCS employees undergo FBI and DOJ fingerprint clearance, submit a TB clearance every two years, and undergo a thorough orientation that includes training in child abuse mandated reporter requirements and sexual harassment policies.

NOCCS staff participate in extensive professional development prior to and throughout each school year. Professional development is aligned to the school's established annual educational priorities. Staff are also provided additional professional development and coaching related to their individual growth areas and needs.

All school personnel are supervised and evaluated, on an annual basis, by the school's director. A copy of the evaluation process is included in *Appendix H.*

The director manages the day-to-day operations of the school. In turn, the director is supervised and evaluated on an annual basis by the school's board of trustees. A copy of the director evaluation process is included in *Appendix G.*

Section F. Health and Safety Procedures

The school has a comprehensive set of health, safety, and risk management policies. These policies address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunization to the extent required for enrollment in non-charter public schools.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshall approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as drug, alcohol, and tobacco free workplace.
- A requirement that each school employee to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies are incorporated as appropriate into the school's family and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and governing board policies. A copy of the Student-Family Handbook is included in *Appendix A*.

NOCCS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Section G. Means to Achieve Racial/Ethnic Balance Reflective of the District

The school implements a student recruitment strategy to ensure a racial and ethnic balance among students that is reflective of the district. NOCCS will conduct a variety of outreach activities throughout the year to attract an applicant pool that reflects the racial and ethnic diversity of the district. These include:

- An enrollment timeline and process that allows for a broad-based recruiting and application process.
- The development of promotional and informational materials in languages other than in English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a wide variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings to preschools, community organizations and neighborhood groups throughout the district to reach prospective students and parents.
- Open houses and school tours for prospective families. These will be publicized on the NOCCS website, as well as through flyers posted in a wide variety of Oakland neighborhoods.

Section H. Admissions Requirements

The school is non-sectarian in its programs, admissions policies, employment practices and all other operations. It does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, physical disability or mental disability. It will notify applicants accordingly, and specifically state that it is required to comply with Title IX and Section 504.

NOCCS actively recruits a diverse community of families who understand and value the school's mission and who are committed to the school's instructional and operational philosophy.

The school is open to all students who reside in California and wish to attend, provided that the number of students who wish to attend does not exceed the school's capacity. If the number of applicants exceeds the school's capacity, admission is determined by a combination of lawful preferences and a public random selection process. The NOCCS Board of Trustees maintains Admission Procedures for implementing the school's preferences including the public random selection process.

Admissions Requirements are as follows:

- At least one responsible adult member of the applicant family must attend an orientation meeting, if offered by the school.
- The applicant family must sign a document saying that they have read the introductory materials provided to them as part of enrollment.
- The applicant family must submit an application form provided by the school.

As stated in the core principles, NOCCS is committed to building a stable community of learners, representing the diversity of Oakland, and providing educational opportunities to underserved children. To reflect these values, admission to NOCCS shall be granted in the following order of preference and according to the following rationale:

- Currently enrolled students: to ensure educational continuity
- Siblings of enrolled and admitted students: to keep families together
- Children of NOCCS staff: to honor those committed to public education
- Children of NOCCS board members who have completed a minimum of two years of service: to honor those committed to public education
- Students from underperforming schools within OUSD: to provide an equitable, high quality public school option to Oakland students and families
- Other prospective students residing within OUSD boundaries: to serve as a public school option for students and families of Oakland
- All other applicants

Prior to a lottery, the NOCCS Board may deactivate by public resolution any preference other than the preference for returning students and the preference for students residing within the borders of Oakland Unified School District.

NOCCS recognizes admissions as only part of an effort to build a diverse, equitable community of students. There is a permanent board-level committee charged with outreach and recruiting in underrepresented neighborhoods.

By October 1 of each year, the School will notify the District in writing of the application deadline and proposed lottery date. The School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Section I. Financial and Programmatic Audit

The school's trustees form a finance committee to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit verifies the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. The audit is conducted in accordance with generally acceptable accounting principles applicable to the school. To the extent required under applicable federal law, the audit includes items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit is completed within six months of the close of the fiscal year and a copy of the audit's findings is forwarded to OUSD and other entities as required by law. The school's finance committee reviews any audit exceptions or deficiencies and report them to the school's Board of Trustees with recommendations on how to resolve them. The board reports to OUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process contained in Element N.

Our most recent financial audit can be found in *Appendix J.*

To the extent that NOCCS is a recipient of federal funds, including federal Title I, Part A funds, NOCCS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. NOCCS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parent/guardian at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

NOCCS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues. The school and OUSD will jointly develop the content, evaluation criteria, timelines, and processes for the annual performance reports.

The school and OUSD will also jointly develop an annual site visitation process and protocol to enable OUSD to gather information needed to confirm the school's performance and compliance with the terms of this charter.

If the School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If the School moves or expands to another facility during the term of this charter, it shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. NOCCS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

The District may charge for the actual costs of supervisorial oversight of NOCCS not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if NOCCS is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

Section J: Pupil Suspension and Expulsion

NOCCS maintains a comprehensive set of student disciplinary policies and procedures, including appropriate due process to be followed in the event that a student violates school policies and expectations.

These policies and procedures are distributed as part of the school's Student Family Handbook (*Appendix A*) and are also available via the NOCCS website. The policies clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits.

When a student violates any of NOCCS' behavioral expectations, s/he will be provided with a process and opportunities to reflect on, learn, and practice a new, different, and/or more appropriate behavior or strategy that supports a safe and respectful learning environment.

As a student demonstrates a frequency and/or pattern of violating school-wide behavior expectations, additional resources, strategies, and personnel will be progressively applied in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful learning environment. These strategies may include, but are not limited to, suspension, family conferences, probation contracts, and performance of community service.

If a student demonstrates a frequency and/or pattern of violating school-wide behavior expectations, and after the school has progressively attempted to provide the student with additional resources, strategies, and personnel in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful learning environment, the student continues to display disrespectful physical and/or emotional behaviors, the Director may recommend the student for expulsion from NOCCS.

Students who present an urgent threat to safety or health may also be immediately suspended and later expelled. This includes but is not limited to the following:

- Possession, selling, and/or furnishing of firearm, knife, explosive, or dangerous object on a school campus. California Education Code (§48900-b)

- Possession of an imitation firearm (toy gun, knife, weapon, explosive, etc.). California Education Code (§48900-m)

- Unlawful possession, using, selling, or otherwise furnishing, and/or being under the influence of, any controlled substance listed in chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind. California Education Code (§48900-c)

- Unlawfully offering, arranging, or negotiating to sell any controlled substance listed in chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety

Code, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering, or otherwise furnishing to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. California Education Code (§48900-d)

- Unlawfully possessing, offering, arranging, or negotiating to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. Education Code (§48900-j)

- Possession or use of tobacco, or any products containing tobacco, or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, close cigarettes, smokeless tobacco, snuff, chew packets, and betel. California Education Code (§48900-h)

- Engaging in sexual harassment as defined in the Education Code section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. California Education Code (§48900.2).

- Causing, threatening to cause, or participating in an act of hate violence, as defined in the Education Code 233. Hate violence means the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation or the perception that the other person has one or more such characteristics. (Penal code sections 422.6, 422.7, and 422.75). California Education Code (§48900.3)

- Intentionally engaging in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual or reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group or pupils by creating an intimidating or hostile educational environment. California Education Code (§48900.4).

- Making terroristic threats against school officials or school property, or both. For the purposes of Education Code section 48900.7, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school, or the personal property of the person threatened or his or her immediate family. California Education Code (§48900.7)

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Suspected violations of the physical/emotional respect policies and/or any of the California Education Code policies outlined above will be considered highly serious infractions and will be dealt with in a swift and serious manner. Procedures for dealing with violations of this nature are as follows:

1. The Director (or designee) will investigate the alleged incident. Whenever possible, information regarding the alleged violations will be recorded in writing (personal accounts or dictations).

2. While the Director (or designee) is conducting the investigation, the Director (or designee) may direct the student to stay away from school or may suspend the student for up to five days.

3. The Director will contact the student's parent/guardian(s) to discuss the results of the investigation and to administer further consequences for the violation(s). Whenever possible, this meeting will take place in person. The Director may, however, elect to hold this meeting over the phone in certain situations.

4. Based on the findings of the investigation, the Director may administer consequences up to and including the following:

    a. Return to school with a mandatory intervention/support plan for the student
    b. In-School Suspension for up to five days and a mandatory intervention/support plan for the student
    c. Out of School Suspension for up to five days and a mandatory intervention/support plan for the student
    d. Recommendation for expulsion from school.

5. Parents/guardians will be provided a written notice of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

6. The Director or designee will meet with the student and his/her parent/guardians to create an intervention/support plan (probation contract). In most cases this meeting will take place prior to the student's return to school. In certain cases, however, this meeting may be arranged at a date following the student's return and/or a probation contract may be created in the absence of the parent/guardian's presence.

7. If the student is recommended for expulsion from the school, the Director will:
    a. Notify the board of his/her recommendation for consideration of expulsion.
    b. Notify the family in writing.
    c. Whenever possible, the Director will meet with the student and his/her parent/guardian/representative to determine if the suspension for the student should be extended pending an expulsion hearing.
    d. Upon this determination, student's suspension may be extended pending the results of an expulsion hearing.

8. A student may be expelled only by the NOCCS Board of Trustees following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will consist of at least three members.

9. Within thirty school days after the Director or designee has determined that the student has committed an expellable offense, students recommended for expulsion will be provided a hearing in front of the NOCCS Board of Trustees or Administrative Panel to determine whether the student should be expelled. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:
    a. The date and place of hearing.
    b. A statement of the specified facts, charges and offense upon which the proposed expulsion is based.
    c. A copy of the NOCCS disciplinary rules which related to the alleged violation.
    d. Notification of the student's or parent/guardian's obligation to provide information about the student's status in NOCCS to any other district in which the student seeks enrollment.
    e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel at the sole cost and expense of the parent of the expelled student.
    f. The right to inspect and obtain copies of all documents to be used at the hearing.
    g. The opportunity to confront and question all witnesses who testify at the hearing.
    h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

10. The hearing will be presided over by the Board Chair or the Chair of the Administrative Panel. The hearing shall be held in closed session unless the parent of the pupil requests a public hearing in writing. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete transcription of the proceedings can be made.

11. The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Trustees who will make a final determination regarding the expulsion. The final decision of expulsion by the Board of Trustees shall be made within ten school days following the conclusion of the hearing.

12. Should the Board move to expel the student, they will create a rehabilitation plan which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the student may reapply for readmission.

13. The Director or designee, following a decision of the Board of Trustees to expel shall send written notice of the decision to expel to the student or parent/guardian. The notice will include"
    a. Notice of the specific offense committed by the student
    b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with NOCCS.

14. The Director or designee shall send written notice of the decision to expel to the student's district of resident and the County Office of Education. This notice shall include the following:
    a. The student's name
    b. The specified expellable offense committed by the student

The school's policies provide all students with due process and have been developed to conform to applicable federal law regarding students with exceptional needs. In the case of a special education student, or a student who receives 504 accommodations, NOCCS will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

The school accounts for suspended or expelled students in its average daily attendance accounting in relation to Federal, State, and OUSD attendance requirements and the revenues it anticipates receiving.

Section K. Retirement System

All NOCCS' employees who qualify for membership in California State Teachers' Retirement System (STRS) or California Public Employees' Retirement System (PERS) are covered under the appropriate system. Employees contribute at the rate established by STRS or PERS. NOCCS makes all employer contributions as required by STRS and PERS. NOCCS will rely on the district or county to cooperate as necessary and forward any required payroll deductions and related data. NOCCS retains the option for its Trustees to elect to participate in another retirement or reciprocal systems in the future, should it find that participation enables the school to attract and retain a high quality staff.

Section L. Attendance Alternative

Students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Section M. Employee Rights

Any right to leave the District and take employment at the School, as well as the right to return to the District for School employees who were previously District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code Section 47604.

Section N. Dispute Resolution Process, Oversight, Reporting, and Renewal

Intent: The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments: The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. School staff and governing board members will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes arising from within the school: Disputes arising from with the school, including all disputes among and between students, parents, staff, volunteers, advisors, consultants, partner organizations, and governing board members of the school, will be resolved pursuant to policies and processes developed by the school.

The district will not intervene in any such internal disputes without the school's governing board's consent, and the District will refer any complaints or reports regarding such disputes to the school's governing board and/ or the school's director for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless: (1) the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, (2) the school's governing board has requested that the district intervene in the dispute, or (3) the district has cause to believe that there is an imminent threat to the health and safety of students.

Disputes between the school and OUSD: In the event that the school or OUSD have disputes regarding the terms of this charter, the provisions of the charter resolution, or any other issue regarding the school and the district's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and OUSD, the school's staff and the governing board and the district agree to first frame the issue in writing and refer it to the district superintendent and the director of the school. In the event that the district believes that the dispute relates to an issue that could lead to revocation of the charter, this will be specifically noted in the written dispute statement.

The director and the superintendent or his/her representative will informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties will identify two governing board members from their respective boards who will jointly meet with the superintendent and the director and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the director will identify a neutral third party arbitrator. The format of the arbitration session will be jointly developed by the superintendent or his/her representative and the school director, and will incorporate informal rules of evidence and procedures unless both parties agree otherwise. The findings and recommendations of the arbitrator will be non-binding, unless the governing boards of the school and OUSD jointly agree to bind themselves.

Oversight, reporting, revocation, and renewal: OUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the school's director prior to any such observation or inspection. OUSD will provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

NOCCS submits quarterly fiscal reports in accordance with the timelines stated in the school law.

Section O. Labor Relations

The school is the exclusive public school employer to the employees of the charter school for the purpose of the Education Employment Relations Act.

Section P. School Closure Procedure

In accordance with the California Department of Education's suggested process for charter school closures, NOCCS shall adopt the following process in the event of school closure.

1. Document closure action: NOCCS' Board of Trustees will document with a formal action the closure of the school, identifying the reason for the action whether voluntary or revocation of the charter.

2. Notification to educational agencies: NOCCS will notify any school districts that may be responsible for providing educational services to the former students of the charter school and will comply with OUSD's Office of Charter Schools' School Closure Procedure Checklist to ensure that all aspects of the closure are appropriately completed. NOCCS shall also send notice of the school closure to the Charter School Unit at CDE.

3. Notification to students and parents: Parents and students of NOCCS shall be notified as soon as possible when it appears that the school closure will be imminent.

4. Transfer of Student and school records: NOCCS will establish a process for the transfer of student records and assist parents in the transfer of students to other appropriate schools. The school and OUSD will agree to a plan for the maintenance of all school records.

5. Financial Closeout: NOCCS will conduct an independent audit within 6 months of the closure of the school. The audit will include an assessment of all of the school's assets, liabilities, and accounts receivable. NOCCS shall also submit any required year-end financial reports as soon as possible after the close, but no later than the required deadline for year-end reporting.

6. Dissolution of Assets: NOCCS shall develop a plan for dissolution of assets and repayment of any liabilities as determined by the audit in conjunction with applicable law for a nonprofit corporation.

Section Q. Miscellaneous Clauses

Term. The term of this charter will begin on the day of OUSD approval and expire five years thereafter.

NOCCS must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of NOCCS in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Amendments. Any amendments to this charter will be made by the mutual agreement of the governing boards of the school and district. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severablity. The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by the district and the governing board of the school. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidating provisions in a timely fashion and in good faith.

Compliance with State and Federal Laws. The school will comply with all Federal, State Constitution, court determined, and other laws applicable to its operation, and will comply with OUSD guidelines and requirements for charters.

Student Records. Student records will be maintained and used in the manner required by law. In addition, records will be maintained so as to conform to OUSD requirements for student records and record formats in order for student transfers to/from OUSD and the school to be facilitated. Student records will be transferred to/from the school and OUSD schools when students are accepted into either.

Public Records. NOCCS acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including NOCCS to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at NOCCS and of the District. NOCCS further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that NOCCS does not have that NOCCS needs in order to meet its obligations, the District shall provide the same to NOCCS in a reasonably timely manner upon request.

Reporting and Accountability. If NOCCS does not test (i.e., STAR) with the District, NOCCS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

External Reporting. NOCCS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

Facilities. The school does not currently use OUSD property or facilities to house its operation, nor does it use OUSD equipment, but it retains the option to do so in the future.

Addressing Parent Complaints. NOCCS will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. NOCCS will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

NOCCS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with NOCCS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. NOCCS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

NOCCS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

NOCCS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Dispute Resolution Procedures. "The staff and Governing Board members of NOCCS agree to attempt to resolve all disputes between the District and NOCCS regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and NOCCS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To NOCCS, c/o School Director:

North Oakland Community Charter School

1000 42nd Street

Oakland, CA 94608

To Coordinator, Office of Charter Schools

Office of Charter Schools

Oakland Unified School District

1025 Second Avenue, Room 206

Oakland, California 94606

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures o f the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

District Impact Report.

Facilities. The school is located at 1000 42nd Street, Oakland, CA 95608

Administrative Services. NOCCS has an experienced administrative staff that is responsible for services such as payroll, accounting, and purchasing. NOCCS is responsible for its personnel salary and benefits, and other costs. No administrative services will be provided by OUSD.

Potential Civil Liability Effects. NOCCS, a 501(c)(3) nonprofit corporation, is responsible for all matters of civil and financial liability resulting from operation of the school. OUSD will not be liable for NOCCS' debts or obligations, and the school will hold OUSD harmless from all matters of liability for its operation under this charter. NOCCS will be responsible for its own costs and attorney's fees during its operation under the charter, and will be fully liable for such costs, including those that extend beyond the term of the charter that result from any claims associated with the school.

NOCCS assumes these responsibilities and will purchase and maintain as general liability, property, workers' compensation, and unemployment insurance. Insurance coverage will meet industry standards and amounts set forth in a certificate of insurance and other documents satisfactory to the District Risk Manager. NOCCS will be responsible for claims resulting from its operation that are made during or after the existence of the charter school.

The school will be responsible for all supplies and equipment purchased. In the event of loss by fire, disaster, or theft, OUSD will have no responsibility for such items. Further, OUSD will have no responsibility for the losses of student and staff property for any reason, and will hold the district harmless from any such losses.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

NOCCS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- NOCCS is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of NOCCS.

- The District is authorized to revoke this charter for, among other reasons, the failure of NOCCS to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit NOCCS' books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

NOCCS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to NOCCS When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to NOCCS operations is received by the District, NOCCS shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools , at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by NOCCS by law or charter provisions.

Section R. Assurances

The North Oakland Community Charter School will meet all state standards and conduct the student assessments required, pursuant to Education Code 60605, and any other state standards authorized in statute, or student assessments applicable to students in on-charter public schools.

The North Oakland Community Charter School will be deemed the exclusive public school employers of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with 3540) of Division 4 of Title 4 of Title 1 of the Government Code.)

The North Oakland Community Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations.

The North Oakland Community Charter School will not charge tuition.

The North Oakland Community Charter School will admit all pupils who wish to attend the School subject to capacity.

The North Oakland Community Charter School will not discriminate against any pupil on the basis of race, ethnicity, national origin, gender, sexual orientation, perceived sexual orientation, home language, or disability.

The North Oakland Community Charter School shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act.

The North Oakland Community Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

The North Oakland Community Charter School will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.

The North Oakland Community Charter School will at all times maintain all necessary and appropriate insurance coverage.

The North Oakland Community Charter School will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

All meetings of the Board of Trustees of the North Oakland Community Charter School shall be held in compliance with the Brown Act.

Section S. Conclusion

Today more than ever, school plays a crucial role in children's development. It has the power to provoke reflection, introspection, and imagination. It can inspire students to invent and explore new ideas. It can ignite their curiosity about the world and invite deep intellectual engagement with important subject matter. It can shape students' relationships to one another and how they understand their role in the wider community. It can bring them into close, sustained, caring relationships with adults. Thus it is an awesome and humbling responsibility to conceive of a school, for it situates between four walls so many of the expectations and aspirations we have for children and what they can become. A school can accomplish these things if it is founded on a compelling vision of teaching and learning that involves deep knowledge of students' learning, as well as ongoing opportunities for teachers to assess and develop their practice. Because we will not rest on past success, but strive to learn and grow, because we cherish each and every student, because we invite all on a shared journey of discovery, NOCCS is such a school.

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[v] Beaver, J., Carter, M. *Developmental Reading Assessment, 2nd Edition.* Lebanon, IN: Celebration Press.

[vi] Fountas, I.C., Pinnell, G.S. (1996). *Guided Reading: Good First Teaching for All Children.* Portsmouth, NH: Heinemann.

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B. MEASURABLE PUPIL OUTCOMES

NOCCS is committed to ensuring that all students are supported to meet our high and peacemaking standards. Because we believe that growth and learning are complex and sophisticated endeavors, we support a system of measuring student achievement that utilizes and embraces multiple lenses and modalities in order to allow students to demonstrate new understanding and skill. As such, for each of our defined pupil outcomes, we have created a diverse set of summative assessment tools that we will use to measure student achievement and progress.

Each of our measurable pupil outcomes and defined summative assessment tools and benchmarks are as follows:

Outcome #1: ~~70% of~~ NOCCS students will demonstrate annual academic growth in the core subject areas of language arts according to the California Standards Test and a minimum of ~~two~~ one out of ~~two~~three[1] measures of student achievement.

Measurement
CST ELA – Using Matched Student Data • Over the ~~five year~~first four years of the charter ~~renewal period~~term, an average of ~~75~~70% or more of all NOCCS 3rd – 5th grade students will, each year, demonstrate one year's academic growth as defined by: o Moving from Far Below Basic up to Below Basic or above o Moving from Below Basic to Basic or above o Moving from Basic to Proficient or above o Achieving a score of either Proficient or Advanced • Over the first four years of the charter term~~Over the five year charter renewal period~~, an average of 65% or more of all NOCCS 6th – 8th grade students will, each year, demonstrate one year's academic growth as defined by: o Moving from Far Below Basic up to Below Basic or above o Moving from Below Basic to Basic or above o Moving from Basic to Proficient or above o Achieving a score of either Proficient or Advanced
Internal Reading Assessments: Developmental Reading Assessment and/or Leveled Reading Assessments • Over the first four years of the charter term ~~Over the five year charter renewal period~~, an average of 70% or more of all NOCCS students will, each year, be classified as having an advanced or proficient grade level equivalence on both narrative and expository Developmental Reading Assessment and/or Leveled Reading Assessment annual post assessments
Progress Reports – ELA • Over the first four years of the charter term, an average of 80% or more of all NOCCS students will earn a rating of proficient (meets) or advanced (exceeds) on composite[2] end of year English Language Arts rating. ~~Progress Reports – ELA~~ • ~~Over the five year charter renewal period, an average of 80% or more of all NOCCS~~

[1] Special Education students will demonstrate annual academic growth according to a minimum of ~~1~~2 out of ~~3~~4 internal measures of student achievement. ~~See the additional criteria for special education students on page xx~~

[2] Composite ELA scores include an average of all reading and writing scores included on the NOCCS Progress Report.

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~~students will earn a rating of proficient (meets) or advanced (exceeds) on composite end of year English Language Arts ratings~~
* SPED – IEP Goals – ELA • Over the first four years of the charter term~~Over the five year charter renewal period~~, an average of 70% or more of all NOCCS students with IEPs will, each year, meet or exceed annual individualized education plan goals related to English Language Arts

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Outcome #2: ~~70% of~~ NOCCS students will demonstrate annual academic growth in the core subject area of mathematics according to
the California Standards Test and a minimum of one out of two[3] measures of student achievement.
~~a minimum of two out of three[4] measures of student achievement.~~

Measurement
CST Mathematics – Using Matched Student Data • Over the first four years of the charter term, an average of 70% or more of all NOCCS 3rd – 5th grade students will, each year, demonstrate one year's academic growth as defined by: • ~~Over the five year charter renewal period, an average of 70% or more of all NOCCS 3rd – 5th grade students will demonstrate one year's academic growth as defined by:~~ o Moving from Far Below Basic up to Below Basic or above o Moving from Below Basic to Basic or above o Moving from Basic to Proficient or above o Achieving a score of either Proficient or Advanced • Over the first four years of the charter term, an average of ~~Over the five year charter renewal period, an average of~~ 65% or more of all NOCCS 6th – 8th grade students will, each year, demonstrate one year's academic growth as defined by: o Moving from Far Below Basic up to Below Basic or above o Moving from Below Basic to Basic or above o Moving from Basic to Proficient or above o Achieving a score of either Proficient or Advanced
Internal Mathematics Assessments • Over the first four years of the charter term~~Over the five year charter renewal period~~, an average of 70% or more of all NOCCS students will, each year, score proficient or advanced on their Spring and/or Composite Mathematics Trimester Assessment
Progress Reports – Mathematics • Over the first four years of the charter term~~Over the five year charter renewal period~~, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on composite end of year mathematics ratings
* SPED – IEP Goals – Mathematics • Over the first four years of the charter~~Over the five year charter renewal period~~, an average of 70% or more of all NOCCS students with IEPs will, each year, meet or exceed annual individualized education plan goals related to mathematics

[3] Special Education students will demonstrate annual academic growth according to a minimum of 1 out of 3 internal measures of student achievement.
[4] ~~Special Education students will demonstrate annual academic growth according to a minimum of 2 out of 4 measures of student achievement. See the additional criteria for special education students on page xx~~

Outcome #3: ~~75% of~~ NOCCS students will demonstrate annual academic growth in the core subject area of science according to the Science portion of the CST and a minimum of one~~two~~ out of two~~three~~ internal measures of student achievement.

Measurement
CST Science • Over the first four years of the charter term ~~Over the five year charter renewal period,~~ an average of 70% or more of all NOCCS 5th and 8th grade students will score proficient or advanced on the science portion of the California Standards Test.
Progress Reports – Science • Over the first four years of the charter term~~Over the five year charter renewal period~~, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient or advanced on composite end of year science ratings
Portfolio Submissions – Science • Over two of the first four years of the charter term ~~Over three of the next five years of the charter renewal period~~ 80% or more of all NOCCS students will, each year, earn a rating of proficient or advanced on a portfolio submission that demonstrates understanding and/or use of the inquiry process, and/or science content or process understanding goals

Outcome #4: ~~75% of~~ NOCCS students will demonstrate annual academic growth in the core subject area of social studies according to the social studies portion of the CST a minimum of ~~two~~ one out of ~~three~~ two measures of student achievement.

Measurement
CST Social Studies • Over the first four years of the charter term~~Over the five year charter renewal period~~, an average of 70% or more of all NOCCS 8th grade students will score proficient or advanced on the social studies portion of the California Standards Test.
Progress Reports – Social Studies • Over the first four years of the charter term~~Over the five year charter renewal period~~, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on composite end of year social studies ratings
Portfolio Submissions – Social Studies • Over two of the first four years of the charter term ~~Over three of the next five years of the charter renewal period~~ 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on a portfolio submission related to a social studies content or process understanding goal

Outcome #5: ~~75% of~~ NOCCS students will demonstrate annual growth in the areas of peacemaking and study skills according to the NOCCS Progress Reports

Measurement
Progress Reports – Work Habits • Over the first four years of the charter term~~Over the five year charter renewal period~~, an average of 80% or more of all NOCCS students will, each year earn a rating of proficient (meets) or advanced (exceeds) on end of year work habits ratings
Progress Reports – Life Long Learner Habits • Over the first four years of the charter term~~Over the five year charter renewal period~~, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on end of year life-long learner habits ratings
Progress Reports – Community Habits • Over two of the first four years of the charter term~~Over the five year charter renewal period~~, an average of 80% or more of all NOCCS students will, each year, earn a rating of proficient (meets) or advanced (exceeds) on end of year community ratings

Outcome #6: NOCCS will maintain or exceed an annual attendance rate of 94% or higher.

Outcome #7: NOCCS will meet annual API targets a minimum of ~~four out of five years~~three out of the first four years of the charter term.

Outcome #8: NOCCS will demonstrate Adequate Yearly Progress as defined by NCLB a minimum of three out of the first four years of the charter term.
~~four out of five years.~~

C. METHODS FOR ASSESSING PUPIL PROGRESS

~~In addition to STAR tests,~~ NOCCS uses a variety of formative, summative, and on-going performance assessments that measure how well students demonstrate ~~Teaching for Understanding learning goals.~~understanding and mastery of skills and content as defined by the California Content Standards as well as learning goals and benchmarks established by the school. Below are NOCCS's main forms of ~~classroom and school performance~~ assessments utilized by the school in assessing pupil progress:

Annual State Mandated Standardized Testing. State mandated standardized assessments will be administered each year to all students required to take each battery of tests. These tests include the California Standards Test (CST), the California Alternative Performance Assessment (CAPA), and the California English Language Development Test (CELDT). In addition, the California Physical Fitness Test will also be administered in grades 5 and 7.

~~*Developmental*~~ *Progress Reports* are one of the assessment cornerstone of our academic program. Our progress reports describe the level of development for each child in relation to key, standards-based grade level skills and content. ~~Each stage of development represents a cluster of skills, strategies, and behaviors that are necessary to meet the California Content Standards. The Developmental~~

Our Progress Reports are designed to describe~~is~~ a continuum of learning stages (beginning, developing, approaching, meeting, and exceeding) towards and including mastery and beyond. For each of these stages, we have established a number of assessment system correlations that enable us to translate our developmental system for use by other educational institutions such as letter grades, percentages, five point rubrics, check systems, and others.~~, reflecting developmental overlap among a span of years~~ We are currently working to create grade-level specific rubrics that describe, in detail, a child's progression towards mastering and/or exceeding a given learning goal or standard. Once completed, we will publish these rubrics in our curriculum guide that is published to our community and on our website on an annual basis. Our progress reports also contain several narrative sections where teachers detail examples of a child's level of development/mastery based on observations, student work, portfolio submissions, projects/performances of understanding, and/or various classroom-based and school-wide assessments.

Developmental progress is measured in the following areas: reading (fluency, comprehension, and literary analysis), writing (content and conventions), ~~conceptual~~ mathematics (number sense, algebra and functions, measurement and geometry, statistics-data analysis-probability, and resoning and communication), ~~applied math,~~ social studies/history (content and process), science (content and process), music/~~visual~~/performing arts, ~~music,~~ physical education, ~~Spanish~~electives (grades 6 – 8), ~~personal/social skills, and applications~~and peacemaking and study skills (work habits, life-long learner habits, and community habits). Samples of our progress report forms, rubrics, and assessment system correlations are included in appendix XXX.

Developmental Reading Assessment (DRA) and Leveled Reading Assessment (LRA). All students in grades K-8 are assessed at the beginning of the year using the Developmental Reading Assessment (DRA)[i] to determine the student's independent and instructional reading level as designated using the Fountas & Pinnell leveling system[ii].

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For early and upper emergent readers, generally students in grades K-3, and/or students whose independent reading levels are at levels A – J, teachers conduct on-going running records a minimum of every six weeks.

For early to advanced fluent readers or students, generally in grades 4 – 8, whose independent reading levels range from levels K – Z, NOCCS teachers administer a leveled reading assessment such as the Village Academies Leveled Text Reading Assessment (© Copyright 2006 Village Academies. **www.villageacademies.org**). These early to advanced fluency benchmark assessments are administered by NOCCS teachers every six weeks and assess student application of a range of comprehension strategies and understanding of a variety of literary features set forth by the California English-language arts standards.

The data from the reading assessments are used for several purposes including the provision of (1) accurate grouping of students for targeted reading instruction, (2) feedback for students, teachers, and families in terms of student growth in reading fluency and comprehension, (3) data concerning the efficacy of instructional practices, (4) information for on-going professional development and support needs of NOCCS teachers, (5) data for identification of students in need of extra support/practice/acceleration, and (6) critical information for the monitoring of school-wide progress towards literacy goals/objectives.

~~*Classroom and grade level rubrics.* NOCCS uses locally developed rubrics that align to grade-specific content standards. Sets of performance tasks at each grade allow teachers to assess students' understanding of core academic content.~~

~~*Spelling inventories.* Students are given dictation of different words with different vowel patterns. The patterns allow the teachers to quickly identify students' understanding of word families and patterns while noting spelling rules and exceptions.~~

Trimester Mathematics Assessments. The NOCCS mathematics curriculum is mapped to standards and assessments each grade level. At the end of each trimester, students are assessed using a school-wide assessment that cover all standards covered to date. These assessment include both multiple choice and constructed response questions. The data from these assessments are used for several purposes including (1) accurate identification of students in need of review, remediation, and/or acceleration of skills and concepts through either in-class or enrichment activities, (2) feedback for students, teachers, and families in terms of student growth in this subject area, (3) provision of data concerning the efficacy of instructional practices and materials, (4) information pertaining to teachers' needs for professional development and support pertaining to mathematics instruction and subject matter knowledge, and (5) data for monitoring school-wide progress towards mathematics goals and objectives.

Portfolios are used as a record of learning that includes samples of work and students' reflection on their work. Portfolios display the individual nature of children's learning over time, provide evidence of academic achievement for progress reports, and assist NOCCS' teachers with targeted instructional planning. Portfolios are reviewed by students, parents/guardians, and teachers at each family conference as well as at the end of the school year. As a learning record, portfolios ensure teacher knowledge of student work from class to class. Each trimester, students – in consultation with their

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teachers – select work samples from all core subject areas as well as peacemaking and service-learning to place in their portfolios. The current list of required portfolio items is included in appendix XXX.

NOCCS is currently embarking on a process to refine and improve our portfolio assessment system. Through this process we will continue to update and standardize required portfolio submissions, create a standardized submission process and form, develop a school-wide protocol for portfolio review at conferences and other points in the year, and consider a portfolio presentation/defense process for key transition points in a student's academic career (such as moving from grade level span to the next and 8th grade promotion).

Initial and Guided Performances of Understanding. Within our Teaching for Understanding (TfU) science and social studies units, teachers design a number of initial and guided performances of understanding to assess the on-going development of student understanding and/or mastery of process-related skills related to the defined understanding goals of each unit. These assessments are used to provide teachers with a picture of what each learner is understanding so that curriculum and instruction may be adapted and/or differentiated so that the teacher can direct and guide the student(s) towards mastery of content and skills.

Culminating Performances of Understanding. Each TfU unit also includes a culminating performance of understanding for each defined understanding goal of a given unit. Culminating performances of understanding are carefully constructed student tasks and projects that promote reflective engagement and challenge students to demonstrate and apply new understanding and/or skills in a unique context. Often these culminating performances of understanding are public demonstrations, such as our annual Exhibition Night. In designing these units, NOCCS teachers construct standards-based project rubrics for each understanding goal within a unit of study (see Appendix XXX). These rubrics also become the basis for standards-based report cards. In addition, each NOCCS student develops and keeps a science/social studies portfolio with assessments and student work from each unit of study from their career at NOCCS.

Spelling, Phonics, and Phonemic Awareness Inventories. Phonemic awareness and phonics inventories are administered to all early and emergent readers a minimum of four times per year or until they demonstrate mastery of sound-letter correspondence and other phonics skills. Developmental spelling assessments are administered students in order to track each child's orthographic knowledge and skill and appropriately group each child for targeted instruction and/or placement into an appropriate developmental spelling group.

Writing Rubrics. NOCCS uses locally developed rubrics that align to grade-specific content standards for writing. While many genre-based writing rubrics exist at the classroom level, over the next five years of our charter term, NOCCS will work to develop, use, and publish genre/form-specific rubrics and/or checklists for each K-8 writing unit.

Observation. Teachers record their observations about students' learning and thinking and use them in evaluation and instruction. Observations include both anecdotal records, where teachers take notes on what a student does, and systematic observation that allows teachers to observe a specific child or group of children at a particular time

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with a specific objective in mind. An example is the Work Sampling System which provides focused observations cross content areas, valid criteria for evaluation, and supports standards-based curriculum and instruction. In mathematics, NOCCS teachers use a Checklist of Mathematical Emphases for each curricular unit which allows for systematic observation.

Leveled reading benchmarks. This includes structured observations using miscue analysis or running records to assess student reading.

The miscue analysis measures students' ability to use reading cue systems and strategies. This information allows the teacher to develop strategy lessons appropriate for the individual reader. Miscue analysis evaluates the efficiency of the strategies that a reader uses and indicates where help is needed.

Rigby benchmark for reading fluency and comprehension. Students are assessed on fluency, reading strategies, and comprehension questions to find their instructional and independent reading level. Students are then grouped by levels and are provided instructional leveled books. Students read and discuss in small groups. Their leveled books are tracked over time to observe progress. Data tracking allows teachers to plan instructional groups and provides intervention if adequate progress is not made.

Interviews. Systematic interviews during student-teacher conferences at the beginning of the year and at various times throughout provide information to guide instruction.

Projects. Students engage in extended projects which allow for opportunities for assessment and provide valuable information about what a student knows and is able to do at a particular point in time.

Performance Understandings provide students with an opportunity to exhibit their work to an audience, which includes peers, parents and community members. These might be the culmination of a project and include some physical representation that allows students to integrate what they have learned into a coherent work product. Evaluators include teachers, classmates, and outside experts. Like projects, performance understandings involve in-depth, complex work leading to a final work product that can be assessed at many different stages.

Schoolwide Exams. Our assessment system includes "on-demand" activities such as writing prompts, essays, open-ended math problems, and experiments that are done under test-like conditions. Students complete these tasks at a specific time and under specific guidelines.

Portfolios are used as a record of learning that includes samples of work and students' reflection on their work. Portfolios display the individual nature of children's learning over time, and assist NOCCS' teachers with targeted instructional planning. As a learning record, portfolios ensure teacher knowledge of student work from class to class.

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The following table illustrates how these assessments are aligned with the NOCCS's outcomes and the California State Content Standards and Frameworks.

Methods to Assess Student Progress Toward Outcomes		
Outcome	**California Content Standards/Frameworks**	**Assessment**
Proficiency in English/language arts	Appropriate to grade level… • Word analysis, fluency and systematic vocabulary development • Comprehension and analysis of grade level appropriate texts. • Student writes and speaks with a command of standard English conventions • Students listen critically and respond appropriately to oral communication. • Students demonstrate and understand different genres, conventions and traits of writing. • Students demonstrate and understand the different stages of the writing process. • Students read and respond to a wide variety of significant works of children's literature. • Students distinguish between the structural features of the text and literary terms or elements.	• California State tests (CST, CAT-6, CELDT) • Portfolios • Published written works • Schoolwide on-demand writing prompt. • Miscue analysis • Spelling Inventories • Rigby benchmark for reading comprehension • Teacher observations/narratives • Student work sampling • Performance understanding records.
Proficiency in history/social science	**Historical Literacy** • Develop research skills and sense of historical empathy. • Understand the meaning of time and chronology. • Analyze cause and effect. • Understand reasons for continuity and change. • Recognize history as a common memory, with political implications. • Understand the importance of religion, philosophy, and other major belief systems in history. **Ethical Literacy** • Recognize the sanctity of	• California State tests (CST, CAT-6, CELDT) • Portfolios • Published written works • Performance based projects • Teacher observations/narratives • Performance understanding records. • Developmental progress reports

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Methods to Assess Student Progress Toward Outcomes		
Outcome	California Content Standards/Frameworks	Assessment
	life and the dignity of the individual. • Understand the ways in which different societies have tried to resolve ethical issues. • Understand that the ideas people profess affect their behavior. • Realize that concern for ethics and human rights is universal. **Cultural Literacy** • Understand the rich, complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, science, education, social structure, and economy. • Recognize the relationship among the various parts of a nation's cultural life. • Learn about mythology, legends, values, and beliefs of a people. • Recognize that literature and art shape and reflect the inner life of a people. • Take pride in their own cultural heritages and develop a multicultural perspective that respects the dignity and worth of all people. **Geographic Literacy** • Develop awareness of place. • Understand human environmental interaction. • Understand human mobility. • Understand world regions and their historical, cultural, economic, and political characteristics **Civic Values, Rights and Responsibilities** • Understand what is required of citizens in a	

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Methods to Assess Student Progress Toward Outcomes		
Outcome	**California Content Standards/Frameworks**	**Assessment**
	participatory democracy. • Understand individual responsibility for the democratic system.	
Proficiency in mathematics	• Students understand the relationship between numbers and quantities • Students understand basic operations at appropriate grade level • Students estimate, calculate, model and solve problems involving addition, subtraction, division, and multiplication • Students demonstrate an understanding of measurement and geometry concepts at appropriate grade levels. • Students collect numerical data and record, organize, display, and interpret the data on graphs and other organizational charts. • Students understand the place value of whole numbers and decimals and how they relate to simple fractions. • Students use and interpret variables, mathematical symbols and properties.	• California State tests (CST, CAT-6, CELDT) • Portfolios • Performance-based tasks • Teacher observations/math skills checklists • Student work sampling • Classroom-based tests, quizzes, and homework assignments • Developmental progress reports
Proficiency in science	• Students use science process skills such as observe, predict, measure and compare. • Students use science tools and equipment to collect information. • Students design simple investigations to answer questions. • Communicates about science concepts orally and in writing. • Sequences and orders scientific information. • Identifies variables that affect an experiment.	• California State tests (CST, CAT-6, CELDT) • Portfolios • Inquiry-based projects • Performance-based projects • Teacher observations/narratives • Student work sampling • Performance understanding records. • Developmental progress reports

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Methods to Assess Student Progress Toward Outcomes		
Outcome	California Content Standards/Frameworks	Assessment
	• Students predict how objects would behave if you change the conditions. • Use scientific vocabulary appropriately and accurately • Basic conceptual understanding of physical, earth, and life sciences of as appropriate to grade level.	
Character and Community	• Students develop a relationship with community outside the school. • Students participate in collaborative community projects. • Students contribute to a caring community of learners.	• Teacher observations • Student community service log documenting successful participation and in community service projects/reflective journal
Skills and Habits	• Students contribute to a caring community of learners. • Students demonstrate their understanding of personal qualities that contribute to individual responsibility, intellectual curiosity, respect for diversity, self-management, self-confidence, and integrity	• Teacher observations/narratives • Developmental Progress Reports • Student self-assessments

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For each school-wide objective, NOCCS will employ multiple assessment measures. The following chart describes the assessment tools that will be applied to each student outcome:

NOCCS Outcome	Sample NOCCS Internal NOCCS Assessment Tools	External State Accountability Measures
1. NOCCS students will understand and demonstrate the ability to effectively and critically read, critique, and appreciate a range of literature, sources, and data as outlined by the California English language arts content standards.	• Developmental Spelling Inventories • Emergent Reader Phonics & Phonemic Awareness Assessment Battery (K-1) • Individual Reading Inventories (DRA) • Leveled Text Reading Assessments • Progress Reports: Fluency, Comprehension, and Literary Analysis	• California ELA Standards Test (Grades 2 – 8) • CELDT

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	• Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	
2. NOCCS students will understand and demonstrate the ability to communicate effectively and creatively, with a range of audiences and within a range of genres, through writing, speaking, listening, and the use of visual forms as outlined by the California English language arts content standards.	• Genre Unit Writing Rubrics • Writing Portfolio Submissions • Progress Reports: Content and Conventions • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	• California ELA Standards Test (Grades 2 – 8) • California ELA Standards Test (Grades 4 & 7) • CELDT
3. NOCCS students will understand and demonstrate basic computational and procedural skills related to mathematics, problem solving using multiple strategies, mathematical logic and language, and the use and real-world applications of mathematical concepts and processes as outlined by the California Mathematics content standards.	• Trimester Mathematics Assessments • Mathematics Portfolio Submissions • Progress Reports: Number Sense, Algebra & Functions, Statistics-Data Analysis-Probability, Reasoning & Communication • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	• California Mathematics Standards Test

NOCCS Outcome	NOCCS Internal Assessment Tools	External Accountability Measures
4. NOCCS students will understand and demonstrate processes and methods of scientific inquiry (including experimentation, data collection, analysis,	• TfU Unit Initial and Guided Performances of Understanding • TfU Unit Culminating Performances of Understanding and	• California Science Standards Test (Grades 5 & 8)

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problem solving, and writing/communication), real-world applications of scientific concepts, thinking skills, technologies, and processes, and scientific content knowledge as outlined by the California Science content standards.	Rubrics • Student Projects & Exhibitions • Science/Social Studies Portfolio Submissions • Progress Reports: Science Content and Process • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	
5. NOCCS students will understand social studies content; demonstrate the ability to research, investigate, describe, and analyze present and historical events from multiple perspectives; and apply historical concepts, thinking skills, and processes to real-world situations as outlined by the California Social Studies content standards.	• TfU Unit Initial and Guided Performances of Understanding • TfU Unit Culminating Performances of Understanding and Rubrics • Student Projects & Exhibitions • Science/Social Studies Portfolio Submissions • Progress Reports: Social Studies Content and Process • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	• California Social Studies Standards Test (Grade 8)
6. NOCCS students will understand and demonstrate an appreciation and skillful use of the arts as a tool for understanding/ meaning making, creative problem solving, expression, and communication.	• TfU Unit Initial and Guided Performances of Understanding • TfU Unit Culminating Performances of Understanding and Rubrics • Student Projects & Exhibitions • Science/Social Studies Portfolio Submissions • Progress Reports: Social Studies Content and Process; Music/Performing Arts Studio Habits • Individualized Education	

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	Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	

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NOCCS Outcome	NOCCS Internal Assessment Tools	External Accountability Measures
7. NOCCS students will understand and demonstrate the skills and habits associated with strong students, life-long learners, and peacemakers.	• Peacemaking Portfolio Submissions • Progress Reports: Work Habits, Life-Long Learner Habits, and Community Habits • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	• California Healthy Kids Survey
8. NOCCS students will understand and demonstrate positive health habits and behaviors/strategies for maintaining mental and physical wellness.	• Progress Reports: Physical Skills and Teamwork/Attitude • Individualized Education Plan Annual Goals for Special Education Students • Teacher Observations/Narratives	• California Physical Education Test (Grades 5 & 7)
9. The NOCCS school community will aim to maintain a 95% attendance rate.	• ADA Reports	• ADA Reports

Use and Communication of Assessment Data

NOCCS will use the internal and external assessments outlined above to inform instruction and curriculum development. After each assessment teachers will analyze the data and plan further instruction and differentiation strategies. This analysis will focus on the reasons behind any miscues such as concept, vocabulary, or skill. Each assessment will be followed by teacher planning with a focus on re-teaching and further differentiation of instruction. Teachers will have the opportunity to target whole group, small group, or individual classroom instruction for any standards, concepts, or skills students have not mastered. Students needing additional or more intensive support will be referred for school-based interventions.

The results of the assessments will be shared with parents/guardians at least three times per year, and more often for students who are struggling. Teachers and/or the community liaison will help parents understand the outcomes from the internal and external assessments and inform parents what they can do to support their student's education.

In order to best serve our students and community, NOCCS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state standards that support our mission. NOCCS will submit to the district board at any time prior to expiration a description of any changes to the above student outcomes as an amendment to the charter. The district board agrees to hear and render an amendment

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decision pursuant to the timelines and processes as specified in education Code Section 47605(b).

~~*Special Ed and ELL Students:*~~
~~All students demonstrate academic proficiency in the core academic areas of reading/language arts, mathematics, social studies/history and science. For non-special needs and non-limited English proficient (LEP) students, proficiency is defined as making one year's worth of progress on the developmental progress report or better on all year end assessments and passage of academic portfolio requirements. Proficiency for special needs students and LEP students will be defined appropriately according to their Individualized Education Plans and English proficiency levels as measured on the CELDT.~~

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[i] Beaver, J., Carter, M. *Developmental Reading Assessment, 2nd Edition.* Lebanon. IN: Celebration Press.

[i] Fountas, I.C., Pinnell, G.S. (1996). *Guided Reading: Good First Teaching for All Children.* Portsmouth, NH: Heinemann.
Fountas, I.C., Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3 – 6.* Portsmouth, NH: Heinemann.

D. SCHOOL GOVERNANCE STRUCTURE~~OFSCHOOL~~

At NOCCS, students, teachers, parents and school leadership are a collaborative community of learners engaged in an ongoing cycle of reflection, planning, and action to continuously improve teaching and learning. The school regularly collects and analyzes qualitative and quantitative evidence about student learning and instructional practice to assess progress toward its common goals, set priorities for improvement, and develop a comprehensive school improvement plan.

1. Legal Structure

~~Governance structure~~ The North Oakland Community Charter School is a California Public Benefit Corporation pursuant to California law. The school is governed by the Bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The governing Board's major roles and responsibilities include establishing and approving all major educational and operational policies and overseeing their implementation; approving all major contracts; approving the school's annual budget and overseeing the school's fiscal affairs; and selecting and evaluating the top administrative staff. It shall also be responsible for any other provisions of California Corporations Code, its Articles of Incorporation, Bylaws or Charter necessary to ensure proper operation of the School.

The Bylaws are evidence of the organizational and technical designs of the North Oakland Community Charter School's governance structure reflecting a seriousness of purpose to ensure that it remains a viable enterprise and that there is active and effective representation of interested parties, including, but not limited to parents and guardians. The Bylaws dearly delineate authority, responsibility, and the technical mechanisms by which the Board conducts itself, including appointment and removal of its own members. The Bylaws also include a strict Conflict of Interest policy.

North Oakland Community Charter School's Articles of Incorporation are evidence of its status as a California nonprofit public benefit corporation.

The Internal Revenue Service has certified the Non-Profit tax status of the school under section 501(c)(3) of the tax code.

2. Board Composition

The school's governing Board is comprised of Board-Elected Trustees, School-Elected Trustees, Ex-Officio Trustees and an OUSD representative.~~parents, staff, an OUSD member, and community representatives.~~ The school's Bylaws state that the number of Trustees will not be less than 8 or more than 16. The School-Elected Trustees are five members ~~of the board are~~ elected by the school community, which includes enrolled families and current staff. However, School-Elected Trustees need not be families or staff members themselves. The school's Bylaws ~~also~~ permit one representative of the governing board of the Oakland Unified School District to serve on the school's governing Board. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative may not be a district staff or Board member and may sit on the Board as a non-voting member who facilitates communications and mutual understanding between the charter school and the district. The school's Director serves on the Board as an ex-officio member. Under the conflict of interest policy the Director is not permitted to participate in Board decisions related to his or her employment.

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The Board designates standing and ad hoc advisory committees and an executive committee under the terms of the Bylaws. The Board may create and terminate committees at will, but examples of current standing committees include personnel, finance and fundraising. Each committee is typically chaired by a Trustee and has several members, some of whom may be invited from the school community at large. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the board's attention.

2. Governance Experience and Operating Plan

The School's Board has functioned continuously since 2000, demonstrating its ability to govern effectively in the future. During this time it has operated as a cohesive body throughout the development of the school from inception to implementation to expansion and through the normal transition of leadership among Trustees, the Director and other key staff members as would be expected in a timeframe of this length. It has consistently maintained the highest standards of educational, legal, regulatory and fiscal integrity. This has been achieved as a result of sound policies and governance practices designed to ensure that the School fulfils the terms of its charter.

As provided for in the Bylaws, a Nominating Committee comprised of at least one Trustee and one non-Trustee is appointed to recruit new Board members. Potential Board members are assessed for their ability to contribute required time and skills in areas such as finance, law, education, human resources, governance, real estate and any other areas that are determined necessary and timely. The Board seeks to maintain a diverse membership and to include Trustees and advisors who contribute independent perspective by virtue of not otherwise being associated with the School. The Board term is three years.

The Board of Trustees typically meets once per month although this is not required. Interim meetings are scheduled as necessary. There are typically at least two annual Board retreats per year. One is for strategic planning and the other is for review of the annual budget.

The Director of the school reports to the Board of Trustees and is responsible for implementing Board policy and managing day to day operation of the school. The Board provides clear, written objectives to the Director and, with independent help if necessary, conducts evaluations to monitor progress, assess performance, hold the Director accountable and ensure that the Director is serving the needs of the school. These evaluations form the basis of constructive assessment that is given to the Director in writing and in person. The assessment is used to drive continuous improvement in Board objectives, Director performance and overall School excellence. It also forms the basis of Director replacement should that be necessary. New permanent directors are selected through a rigorous process conducted by a committee created expressly for this purpose. The process includes inviting worthy candidates to address the school community as part of ensuring their fit with the culture of the school.

3. Compliance

The school maintains general liability and Board errors and omissions insurance policies.

NOCCS is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition and does not discriminate on the basis of race,

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ethnicity, national origin, gender, or disability.

NOCCS ~~will~~ complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act.

The Board of Trustees complies with the Brown Act. It also provides time for public comment at all Board meetings.

The School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. North Oakland Community Charter School acknowledges that it is subject to audit by OUSD. If OUSD seeks an audit of the School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the School by law or charter provisions.

Members of the School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

The School and its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

The School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

~~NOCCS functions as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641 (b).~~

~~The charter school and district will annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school will enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). The school and the district will work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.~~

Associated evidence to be included in the charter as attachments or appendices:
Articles of Incorporation
Bylaws
501(c)(3) evidence of status
Would like description of committees and director selection and removal policies.

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E. EMPLOYEE QUALIFICATIONS

The North Oakland Community Charter School seeks to employ and retain high-quality educators who will maximize student achievement at all levels of the school. In order to do so, NOCCS will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing. These teachers teach the core academic classes of mathematics, language arts, science, and history/social studies. They ~~se teachers~~ are responsible for overseeing students' academic progress, ~~and~~ for monitoring grading, and ~~matriculation~~ for student advancement decisions as specified in the school's operational policies. In compliance with the No Child Left Behind Act (NCLB) of 2002, NOCCS will continue to employ teachers with ~~elementary,~~ multiple subject teaching credentials or single subject credentials in the following core areas: mathematics, English/language arts, science, history, social science. Currently all NOCCS core teachers are fully credentialed in accordance with the Highly Qualified Teacher requirement of NCLB.

NOCCS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff do not assign grades or approve students' work assignments without the approval of a non-certificated teacher except in non-core classes and activities. All non-instructional staff possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and personnel policies.

All school personnel are supervised and evaluated, on an annual basis, by the school's director. A copy of the certificated evaluation process is included in Appendix XXX. The director manages the day-to-day operations of the school. In turn, the director is supervised and evaluated by the school's board of trustees.

K. RETIREMENT SYSTEM

All NOCCS' employees who qualify for membership in California State Teachers' Retirement System (STRS) or California Public Employees' Retirement System (PERS) are covered under the appropriate system. Employees contribute at the rate established by STRS or PERS. NOCCS makes all employer contributions as required by STRS~~,~~ and PERS ~~and Social Security~~. NOCCS will rely on ~~T~~the district or county ~~will to~~ cooperate as necessary ~~to~~ and forward any required payroll deductions and related data. NOCCS retains the option for its Trustees to elect to participate in another retirement or reciprocal systems in the future, should it find that participation enables the school to attract and retain a high quality staff.

L. ATTENDANCE ALTERNATIVE

Students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

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Comment [AW1]: This section seems fine b would this be a good place to say that all employees will undergo FBI and DOJ fingerprint clearance, submit a TB clearance very four years, and undergo a thorough orientation that will include training in child abuse reporting requirements and sexual harassment policies?
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~~O.~~ P. SCHOOL CLOSURE PROCEDURE

In accordance with the California Department of Education's suggested process for charter school closures, NOCCS shall adopt the following process in the event of school closure.

1. Document closure action: NOCCS' Board of Trustees will document with a formal action the closure of the school, identifying the reason for the action whether voluntary or revocation of the charter.

2. Notification to educational agencies: NOCCS will notify any school districts that may be responsible for providing educational services to the former students of the charter school~~.~~ and will comply with OUSD's Office of Charter Schools' School Closure Procedure Checklist to ensure that all aspects of the closure are appropriately completed. NOCCS shall also send notice of the school closure to the Charter School Unit at CDE.

3. Notification to students and parents: Parents and students of NOCCS shall be notified as soon as possible when it appears that the school closure will be imminent.

4. Transfer of Student and school records: NOCCS will establish a process for the transfer of student records and assist parents in the transfer of students to other appropriate schools. The school and OUSD will agree to a plan for the maintenance of all school records.

5. Financial Closeout: NOCCS will conduct an independent audit within 6 months of the closure of the school. The audit will include an assessment of all of the school's assets, liabilities, and accounts receivable. NOCCS shall also submit any required year-end financial reports as soon as possible after the close, but no later than the required deadline for year-end reporting.

6. Dissolution of Assets: NOCCS shall develop a plan for dissolution of assets and repayment of any liabilities as determined by the audit in conjunction with applicable law for a nonprofit corporation.

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F. HEALTH AND SAFETY PROCEDURES

The school has a comprehensive set of health, safety, and risk management policies. These policies address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunization to the extent required for enrollment in non-charter public schools.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshall approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as drug, alcohol, and tobacco free workplace.
- A requirement that each school employee to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies are incorporated as appropriate into the school's family and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and governing board policies. Copy of the Student-Family Handbook is included in Appendix XXX.

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NOCCS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

G. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

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The school implements a student recruitment strategy that includes, but is not ~~necessarily~~ limited to, the following ~~elements or~~ strategies to ensure a racial and ethnic balance among students that is reflective of the district:

NOCCS will conduct a variety of outreach activities throughout the year to attract an applicant pool that reflects the racial and ethnic diversity of the district. These include:

- An enrollment timeline and process that allows for a broad-based recruiting and application process.

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- The development of promotional and informational materials ~~that appeals to all of the various racial and ethnic groups represented in the district.~~
- ~~The appropriate development of promotional and informational materials~~ in languages other than in English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a ~~broad~~ wide variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings ~~in several areas of~~to preschools, community organizations and neighborhood groups throughout the district to reach prospective students and parents.
- Open houses and school tours for prospective families. These will be publicized on the NOCCS website, as well as through flyers posted in a wide variety of Oakland neighborhoods.

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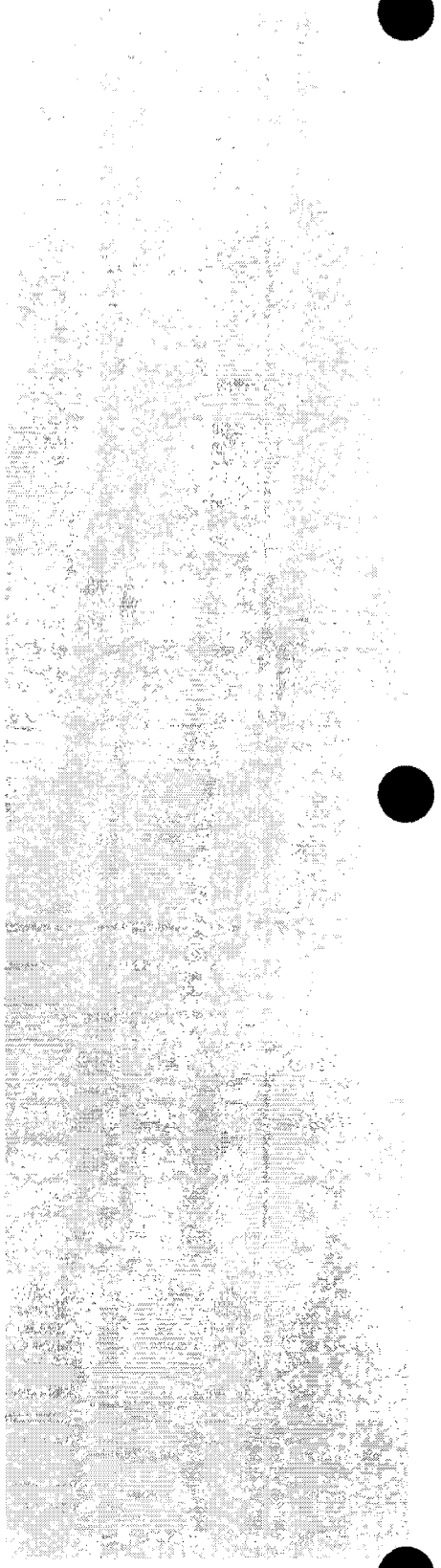

H. Admissions Requirements

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The school is non-sectarian in its programs, admissions policies, employment practices and all other operations. It does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

NOCCS ~~will~~ actively recruits a diverse community of families who understand and value the school's mission and who are committed to the school's instructional and operational philosophy.

The school ~~will be~~is open to all students who reside in California and wish to attend, provided that the number of students who wish to attend does not exceed the school's capacity. If the number of applicants exceeds the school's capacity, admission ~~will be~~ is determined by a combination of lawful preferences and a public random selection process. The NOCCS Board of Trustees ~~shall establish~~ maintains Admission P~~p~~Procedures for implementing the school's preferences ~~and~~ including the public random selection process.

Admissions Requirements are as follows:

- ~~At least one responsible adult member of the applicant family must attend an orientation meeting, if offered by the school.~~
- ~~The applicant family must sign a document saying that they have read the introductory materials provided to them as part of enrollment.~~
- The applicant family must submit an application form ~~as~~ provided by the school.

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As stated in the core principles, NOCCS is committed to building a stable community of learners, representing the diversity of Oakland, and providing educational opportunities to underserved children. To reflect these values, admission to NOCCS ~~will be~~shall be granted in the following order of preference and according to the following rationale:

- ~~a.~~ Currently enrolled students: to ensure educational continuity~~: To ensure educational continuity~~
- ~~b.~~ Siblings of enrolled and admitted students: to keep families together ~~: To keep families together~~
- ~~c.~~ Children of NOCCS staff: to honor those committed to public education
- Children of NOCCS board members who have completed a minimum of two years of service: to honor those committed to public education ~~: To honor the work of those committed to public education~~
- ~~d.~~ Students from underperforming schools within OUSD: to provide an equitable, high quality public school option to Oakland students and families ~~: To serve academically at-risk Oakland students~~
- ~~e.~~ Other prospective students residing within OUSD boundaries: to serve as a public school option for students and families of Oakland~~.~~
- ~~f.~~ All other applicants~~.~~

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~~Need to insert language about preference given to students from underperforming schools if fewer than 50% of applications fall into this category. I couldn't find this policy, but I believe it is part of the current admissions policy?~~

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~~As of this 2005 renewal, NOCCS will abandon its original preference for children of founding families. The sole exception will be to honor a binding commitment made to exactly one family under the original policy.~~

~~NOCCS also reserves the right to offer a preference based on the demographics of the attendance area of the nearest public elementary school per California Education Code Section 47605.3.~~
Prior to a lottery, the NOCCS Board may deactivate by public resolution any preference other than the preference for returning students and the preference for students residing within the borders of Oakland Unified School District.

NOCCS recognizes admissions as only part of an effort to build a diverse, equitable community of students. There is a permanent board-level committee charged with outreach and recruiting in underrepresented neighborhoods.

By October 1 of each year, the School will notify the District in writing of the application deadline and proposed lottery date. The School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Comment [RO1]: Required text

I. FINANCIAL AND PROGRAMMATIC AUDIT

The school's trustees form ~~an audit~~a finance committee ~~each fiscal year~~ to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit verifies the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. The audit is conducted in accordance with generally acceptable accounting principles applicable to the school. To the extent required under applicable federal law, the audit includes items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit is completed within six months of the close of the fiscal year and a copy of the audit's findings is forwarded to OUSD and other entities as required by law. The school's ~~audit~~ finance committee reviews any audit exceptions or deficiencies and report them to the school's board of directors with recommendations on how to resolve them. The board reports to OUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process contained in Element N.

"To the extent that NOCCS is a recipient of federal funds, including federal Title I, Part A funds, NOCCS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs NOCCS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parent/guardian at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

NOCCS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."

The school and OUSD will jointly develop the content, evaluation criteria, timelines, and processes for the annual performance reports.

The school and OUSD will also jointly develop an annual site visitation process and protocol to enable OUSD to gather information needed to confirm the school's performance and compliance with the terms of this charter.

If the School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is

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scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If the School moves or expands to another facility during the term of this charter, it shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. NOCCS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

~~NOCCS will submit a certificate of occupancy or other valid documentation to the the District verifying that its facility in which the school operates complies with Education Code Section 47610. If NOCCS moves or expands to another facility during the term of this charter, NOCCS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. NOCCS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.~~

The District may charge for the actual costs of supervisorial oversight of NOCCS not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if NOCCS is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

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J. PUPIL SUSPENSION AND EXPULSION

NOCCS maintains a comprehensive set of student disciplinary policies and procedures, including appropriate due process to be followed in the event that a student violates school policies and expectations.

These policies and procedures are ~~printed and~~ distributed as part of the school's Sstudent Family Hhandbook and are also available via the NOCCS website. The policies ~~and~~ clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. ~~Students and their parents or guardians are required to verify that they have reviewed and understand the policies prior to enrollment. Any~~

When a student violates any of NOCCS' behavioral expectations, s/he will be provided with a process and opportunities to reflect on, learn, and practice a new, different, and/or more appropriate behavior or strategy that supports a safe and respectful learning environment.

As a student demonstrates a frequency and/or pattern of violating school-wide behavior expectations, additional resources, strategies, and personnel will be progressively applied in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful learning environment. These strategies may include, but are not limited to, suspension, family conferences, probation contracts, and performance of community service.

If a student demonstrates a frequency and/or pattern of violating school-wide behavior expectations, and after the school has progressively attempted to provide the student with additional resources, strategies, and personnel in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful learning environment, the student continues to display disrespectful physical and/or emotional behaviors, the Director may recommend the student for expulsion from NOCCS.~~student who engages in repeated violations of the school's behavioral expectations is required to attend a meeting with the school's staff and the student's guardian or parent. The school will prepare a specific written remediation agreement outlining future student conduct expectations, timeframes and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The school may, pursuant to the school's policies, discipline and ultimately suspend or expel students who fail to comply with terms of a remediation agreement.~~

Students who present an urgent threat to safety or health may also be immediately suspended and later expelled. This includes but is not limited to the following:

- Possession, selling, and/or furnishing of firearm, knife, explosive, or dangerous object on a school campus. California Education Code (§48900-b)
- Possession of an imitation firearm (toy gun, knife, weapon, explosive, etc.). California Education Code (§48900-m)
- Unlawful possession, using, selling, or otherwise furnishing, and/or being under the influence of, any controlled substance listed in chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind. California Education Code (§48900-c)

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- Unlawfully offering, arranging, or negotiating to sell any controlled substance listed in chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering, or otherwise furnishing to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. California Education Code (§48900-d)

- Unlawfully possessing, offering, arranging, or negotiating to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. Education Code (§48900-i)

- Possession or use of tobacco, or any products containing tobacco, or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, close cigarettes, smokeless tobacco, snuff, chew packets, and betel. California Education Code (§48900-h)

- Engaging in sexual harassment as defined in the Education Code section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. California Education Code (§48900.2).

- Causing, threatening to cause, or participating in an act of hate violence, as defined in the Education Code 233. Hate violence means the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation or the perception that the other person has one or more such characteristics. (Penal code sections 422.6, 422.7, and 422.75). California Education Code (§48900.3)

- Intentionally engaging in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual or reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group or pupils by creating an intimidating or hostile educational environment. California Education Code (§48900.4).

- Making terroristic threats against school officials or school property, or both. For the purposes of Education Code section 48900.7, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school, or the personal property of the person threatened or his or her immediate family. California Education Code (§48900.7)

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A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

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Suspected violations of the physical/emotional respect policies and/or any of the California Education Code policies outlined above will be considered highly serious infractions and will be dealt with in a swift and serious manner. Procedures for dealing with violations of this nature are as follows:

1. The Director (or designee) will investigate the alleged incident. Whenever possible, information regarding the alleged violations will be recorded in writing (personal accounts or dictations).

2. While the Director (or designee) is conducting the investigation, the Director (or designee) may direct the student to stay away from school or may suspend the student for up to five days.

3. The Director will contact the student's parent/guardian(s) to discuss the results of the investigation and to administer further consequences for the violation(s). Whenever possible, this meeting will take place in person. The Director may, however, elect to hold this meeting over the phone in certain situations.

4. Based on the findings of the investigation, the Director may administer consequences up to and including the following:

    a. Return to school with a mandatory intervention/support plan for the student
    b. In-School Suspension for up to five days and a mandatory intervention/support plan for the student
    c. Out of School Suspension for up to five days and a mandatory intervention/support plan for the student
    d. Recommendation for expulsion from school.

5. Parents/guardians will be provided a written notice of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

6. The Director or designee will meet with the student and his/her parent/guardians to create an intervention/support plan (probation contract). In most cases this meeting will take place prior to the student's return to school. In certain cases, however, this meeting may be arranged at a date following the student's return and/or a probation contract may be created in the absence of the parent/guardian's presence.

7. If the student is recommended for expulsion from the school, the Director will:
    a. Notify the board of his/her recommendation for consideration of expulsion.
    b. Notify the family in writing.

c. Whenever possible, the Director will meet with the student and his/her parent/guardian/representative to determine if the suspension for the student should be extended pending an expulsion hearing.
d. Upon this determination, student's suspension may be extended pending the results of an expulsion hearing.

8. A student may be expelled only by the NOCCS Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will consist of at least three members.

9. Within thirty school days after the Director or designee has determined that the student has committed an expellable offense, students recommended for expulsion will be provided a hearing in front of the NOCCS Board of Directors or Administrative Panel to determine whether the student should be expelled. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:
   a. The date and place of hearing.
   b. A statement of the specified facts, charges and offense upon which the proposed expulsion is based.
   c. A copy of the NOCCS disciplinary rules which related to the alleged violation.
   d. Notification of the student's or parent/guardian's obligation to provide information about the student's status in NOCCS to any other district in which the student seeks enrollment.
   e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel at the sole cost and expense of the parent of the expelled student.
   f. The right to inspect and obtain copies of all documents to be used at the hearing.
   g. The opportunity to confront and question all witnesses who testify at the hearing.
   h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

10. The hearing will be presided over by the Board Chair or the Chair of the Administrative Panel. The hearing shall be held in closed session unless the parent of the pupil requests a public hearing in writing. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete transcription of the proceedings can be made.

11. The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision of expulsion by the Board of Directors shall be made within ten school days following the conclusion of the hearing.

12. Should the Board move to expel the student, they will create a rehabilitation plan which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the student may reapply for readmission.

13. The Director or designee, following a decision of the Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. The notice will include"

a. Notice of the specific offense committed by the student
b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with NOCCS.
c.

14. The Director or designee shall send written notice of the decision to expel to the student's district of resident and the County Office of Education. This notice shall include the following:
    a. The student's name
    b. The specified expellable offense committed by the student

The school's policies provide all students with due process and have been developed to conform to applicable federal law regarding students with exceptional needs. In the case of a special education student, or a student who receives 504 accommodations, NOCCS will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

The school accounts for suspended or expelled students in its average daily attendance accounting in relation to Federal, State, and OUSD attendance requirements and the revenues it anticipates receiving.

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M. EMPLOYEE RIGHTS

Any~~The~~ right to leave the District and take employment at the School, as well as the right to return to the District for School employees who were previously District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code Section 47604.

N. DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL

Intent: The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments: The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. School staff and governing board members~~Both~~ will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes arising from within the school: Disputes arising from with the school, including all disputes among and between students, parents, staff, volunteers, advisors, consultants, partner organizations, and governing board members of the school, will be resolved pursuant to policies and processes developed by the school.

The district will not intervene in any such internal disputes without ~~the consent of~~ the school's governing board's consent. ~~of the school,~~ and the District will refer any complaints or reports regarding such disputes to the school's governing board ~~of the school~~ and/ or the school's director ~~of the school~~ for resolution pursuant to the school's policies. The district agrees

not to intervene or become involved in the dispute unless: (1) the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, (2) the school's governing board ~~of the school~~ has requested that the district ~~to~~ intervene in the dispute, or (3) the district has cause to believe that there is an imminent threat to the health and safety of students.

Disputes between the school and OUSD: In the event that the school or OUSD have disputes regarding the terms of this charter, ~~disputes relating to~~ the provisions of the charter resolution, or any other issue regarding the school and the district's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and OUSD, the school's staff and the governing board ~~of the school~~ and the district agree to first frame the issue in ~~written format~~ writing and refer it ~~the issue~~ to the district superintendent ~~of the district~~ and the director of the school. In the event that the district believes that the dispute relates to an issue that could lead to revocation of the charter, this will be specifically noted in the written dispute statement.

The director and the superintendent or his/her representative will informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties will identify two governing board members from their respective boards who will jointly meet with the superintendent and the director and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the director will identify a neutral third party arbitrator. The format of the arbitration session will be jointly developed by the superintendent or his/her representative and the school director, and will incorporate informal rules of evidence and procedures unless both parties agree otherwise. The findings and recommendations of the arbitrator will be non-binding, unless the governing boards of the school and OUSD jointly agree to bind themselves.

Oversight, reporting, revocation, and renewal: OUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the school's director ~~of the school~~ prior to any such observation or inspection. OUSD will provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. ~~Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the district without the mutual consent of the governing board of the school.~~ [[[this is an odd provision. It's in "our favor", but I'd suggest deleting anyway.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting

the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

NOCCS submits quarterly fiscal reports in accordance with the timelines stated in the charter school law.

O. LABOR RELATIONS

The school is the exclusive public school employer to the employees of the charter school for the purpose of the Education Employment Relations Act.

Q. MISCELLANEOUS CLAUSES

Term. The term of this charter will begin on the day of OUSD approval and expire five years thereafter.

NOCCS must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of NOCCS in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Amendments. Any amendments to this charter will be made by the mutual agreement of the governing boards of the school and district. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severablity. The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by the district and the governing board of the school. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidating provisions in a timely fashion and in good faith.

Compliance with State and Federal Laws. The school will comply with all Federal, State Constitution, court determined, and other laws applicable to its operation, and will comply with OUSD guidelines and requirements for charters.

Student Records. Student records will be maintained and used in the manner required by law. In addition, records will be maintained so as to conform to OUSD requirements for student records and record formats in order for student transfers to/from OUSD and the school to be facilitated. Student records will be transferred to/from the school and OUSD schools when students are accepted into either.

Public Records. NOCCS acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including NOCCS to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at NOCCS and of the District. NOCCS further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that NOCCS does not have thatNOCCS needs in order to meet its obligations, the District shall provide the same toNOCCS in a reasonably timely manner upon request.

Reporting and Accountability. If NOCCS does not test (i.e., STAR) with the District, NOCCS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

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Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

External Reporting. NOCCS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

Facilities. The school does not currently use OUSD property or facilities to house its operation, nor does it use OUSD equipment, but it retains the option to do so in the future.

Addressing Parent Complaints. NOCCS will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. NOCCS will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

NOCCS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with NOCCS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. NOCCS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

NOCCS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

NOCCS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Dispute Resolution Procedures. "The staff and Governing Board members of NOCCS agree to attempt to resolve all disputes between the District and NOCCS regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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Any controversy or claim arising out of or relating to the charter agreement between the District and NOCCS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To NOCCS, c/o School Director:
North Oakland Community Charter School
1000 42nd Street
Oakland, CA 94608

To Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and

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procedures o f the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

District Impact Report.

Facilities. The school is located at ~~410 Alcatraz Street~~1000 42nd Street, Oakland, CA 956048

Administrative Services. NOCCS has an experienced administrative staff that is responsible for services such as payroll, accounting, and purchasing. NOCCS is responsible for its personnel salary and benefits, and other costs. No administrative services will be provided by OUSD.

Potential Civil Liability Effects. NOCCS, a 501(c)(3) nonprofit corporation, is responsible for all matters of civil and financial liability resulting from operation of the school. OUSD will not be liable for NOCCS' debts or obligations, and the school will hold OUSD harmless from all matters of liability for its operation under this charter. NOCCS will be responsible for its own costs and attorney's fees during its operation under the charter, and will be fully liable for such costs, including those that extend beyond the term of the charter that result from any claims associated with the school.

NOCCS assumes these responsibilities and will purchase and maintain as general liability, property, workers' compensation, and unemployment insurance. Insurance coverage will meet industry standards and amounts set forth in a certificate of insurance and other documents satisfactory to the District Risk Manager. NOCCS will be responsible for claims resulting from its operation that are made during or after the existence of the charter school.

The school will be responsible for all supplies and equipment purchased. In the event of loss by fire, disaster, or theft, OUSD will have no responsibility for such items. Further, OUSD will have no responsibility for the losses of student and staff property for any reason, and will hold the district harmless from any such losses.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

NOCCS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- NOCCS is subject to District oversight.

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- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of NOCCS.

- The District is authorized to revoke this charter for, among other reasons, the failure of NOCCS to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit NOCCS' books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

NOCCS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to NOCCS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to NOCCS operations is received by the District, NOCCS shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools , at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by NOCCS by law or charter provisions.

~~*Financial Statement* (see Appendix VIII.)~~

~~**Conclusion**~~

~~Today more than ever, school plays a crucial role in children's development. It has the power to provoke reflection, introspection, and imagination. It can inspire students to invent and explore new ideas. It can ignite their curiosity about the world and invite deep intellectual engagement with important subject matter. It can shape students'~~

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~~relationships to one another and how they understand their role in the wider community. It can bring them into close, sustained, caring relationships with adults. Thus it is an awesome and humbling responsibility to conceive of a school, for it situates between four walls so many of the expectations and aspirations we have for children and what they can become. A school can accomplish these things if it is founded on a compelling vision of teaching and learning that involves deep knowledge of students' learning, as well as ongoing opportunities for teachers to assess and develop their practice. Because we will not rest on past success, but strive to learn and grow, because we cherish each and every student, because we invite all on a shared journey of discovery, NOCCS is such a school.~~

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Appendix II

Assurances

The North Oakland Community Charter School will meet all state standards and conduct the student assessments required, pursuant to Education Code 60605, and any other state standards authorized in statute, or student assessments applicable to students in on-charter public schools.

The North Oakland Community Charter School will be deemed the exclusive public school employers of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with 3540) of Division 4 of Title 4 of Title 1 of the Government Code.)

The North Oakland Community Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations.

The North Oakland Community Charter School will not charge tuition.

The North Oakland Community Charter School will admit all pupils who wish to attend the School subject to capacity.

The North Oakland Community Charter School will not discriminate against any pupil on the basis of race, ethnicity, national origin, gender, sexual orientation, perceived sexual orientation, home language, or disability.

The North Oakland Community Charter School shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act.

The North Oakland Community Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

The North Oakland Community Charter School will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.

The North Oakland Community Charter School will at all times maintain all necessary and appropriate insurance coverage.

The North Oakland Community Charter School will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

All meetings of the Board of Directors of the North Oakland Community Charter School shall be held in compliance with the Brown Act.

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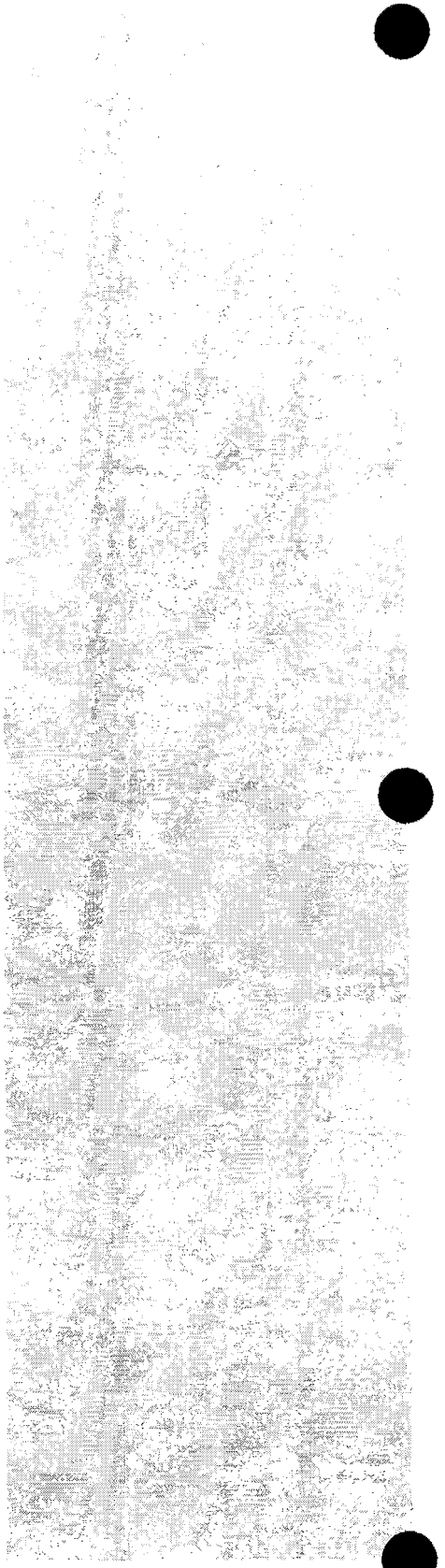

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S. Conclusion

Today more than ever, school plays a crucial role in children's development. It has the power to provoke reflection, introspection, and imagination. It can inspire students to invent and explore new ideas. It can ignite their curiosity about the world and invite deep intellectual engagement with important subject matter. It can shape students' relationships to one another and how they understand their role in the wider community. It can bring them into close, sustained, caring relationships with adults. Thus it is an awesome and humbling responsibility to conceive of a school, for it situates between four walls so many of the expectations and aspirations we have for children and what they can become. A school can accomplish these things if it is founded on a compelling vision of teaching and learning that involves deep knowledge of students' learning, as well as ongoing opportunities for teachers to assess and develop their practice. Because we will not rest on past success, but strive to learn and grow, because we cherish each and every student, because we invite all on a shared journey of discovery, NOCCS is such a school.

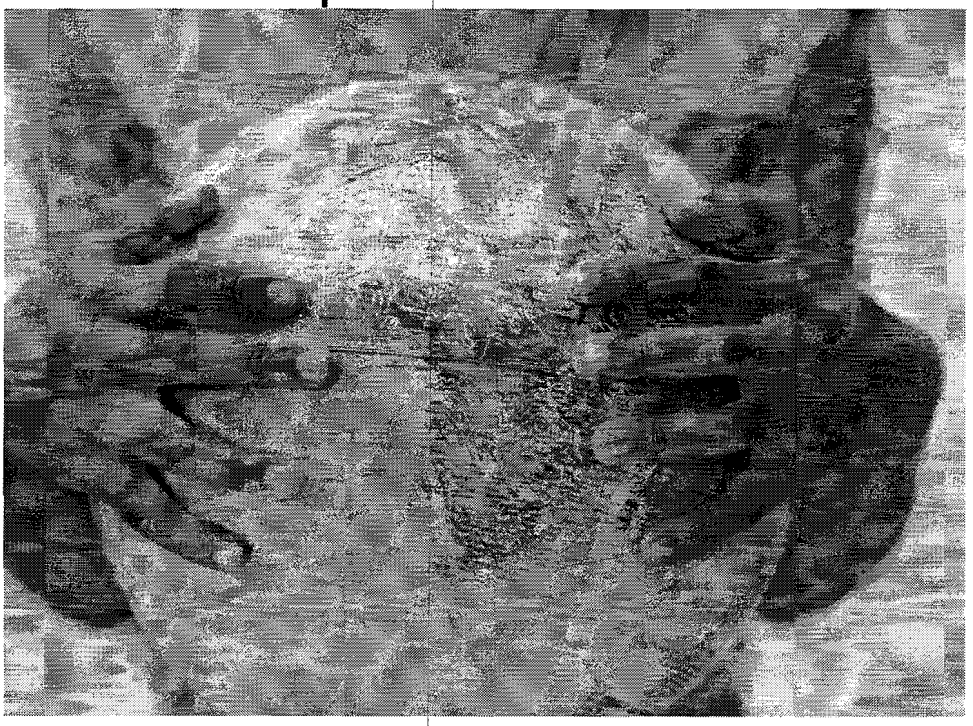
NOCCS
Family Handbook & Curriculum Guide

2009 – 2010

NOCCS Mission Statement

The North Oakland Community Charter School is a public school dedicated to helping children become thoughtful, informed, and inquisitive citizens.

NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. The school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child.



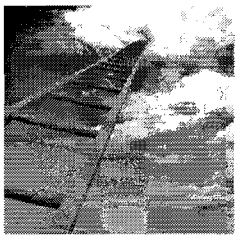
NOCCS Core Principles

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

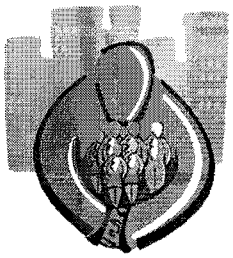
Respect for children and their learning

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

High expectations



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

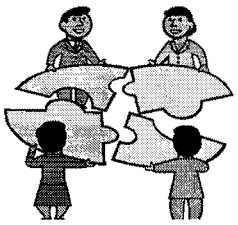


A caring community of learners

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

Valuing diversity

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

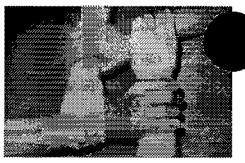


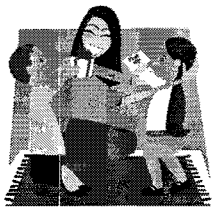
Connections to the world

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

A commitment to equity

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





Families' contributions

Families are their children's first and most important teachers. They create the bridge between the cultures that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles. When they share their wealth of knowledge with teachers both are better able to support children's social, academic, and intellectual growth.

Respect for teachers and teaching

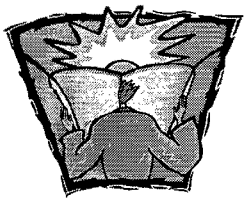
Our teachers bring a deep understanding of subject matter, children and their learning, and the craft of teaching. We respect their knowledge and support their growth and development as professionals and learners.

Creativity

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

Teaching for understanding

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



Welcome Letter from the School Director

Dear NOCCS families:

Welcome to the 2009 - 2010 school year at the North Oakland Community Charter School! On behalf of the board and the staff, we're pleased that you and your family will be part of our learning community this year. It promises to be filled with discovery, challenge, and fun.

This Family Handbook is an important resource for you as we begin the year together. Please read it carefully and keep it handy for reference.

In the following pages you will find a ton of information about NOCCS, ranging from our bell schedule to our pricing structure for ASP – and everything in between. In an attempt to make this as much of a "one stop shopping" document as possible, we have included in this document the volunteer and fundraising handbooks.

My favorite part of the NOCCS Handbook is the "What are we all about?" section that highlights our school mission and guiding principles. For me, these foundational elements of our school provide us the guidance we need to work together in order to build and realize the school we all dream of for our children – and for us as an adult community of learners. In this exciting year at NOCCS, a year in which we are striving for stability and moving towards sustainability as a school, I invite you to critically examine our mission and guiding principles and to challenge our entire community to continue to strive to exemplify these important concepts and ideas. I challenge you to latch onto your favorite part of the mission and/or guiding principle(s), and find a way to improve our stewardship of the school towards these ideals. I beckon you to help your children to learn about these ideals and to strive towards them in their daily life as a citizen of the NOCCS community.

Everything we need in order to create a strong, stable, sustainable, and excellent school and educational model. Our team of educators and support staff are not only skilled and experienced progressive educators, but also passionate and caring individuals. Our families are not only highly motivated and amazing individuals who care deeply about their own children and lives, but also a group that is drawn together by a common purpose and willing to do the extremely hard work of continuing to grow this great school. And finally, our children are not only a bright, curious, and articulate group of learner, but also an inspiring collective of future leaders who will move our communities and society towards a peaceful future.

Together, this small community can and will do great things – for children, for Oakland, and for education.

As the director of NOCCS, I am awed and humbled by the amazing gift I have in this community. I am excited to work with all of you in making NOCCS a school that truly "rocks"!

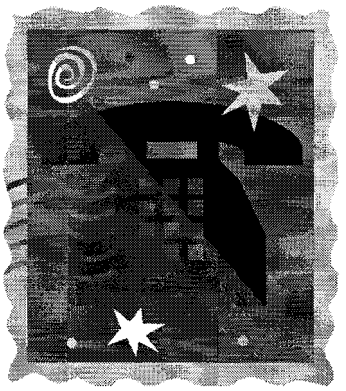
Let's have a fantastic 2009 - 2010 academic year!

With much love and respect!
Carolyn Gramstorff
Director

What's Happening?

• General Operations at NOCCS •

Address, Telephone & FAX

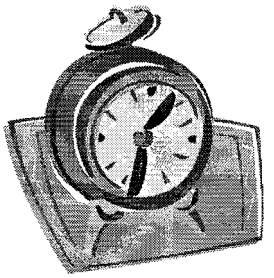


Address: 1000 42nd Street
Oakland, CA 94608

Phone: (510) 655 – 0540
FAX: (510) 655 – 1222

Email: office@noccs.org
Website: www.noccs.org

School Hours



Office Hours: 8:00 AM – 4:00 PM

Teacher Hours: 8:00 AM – 4:00 PM

TA Hours: 8:15 AM – 4:15 PM

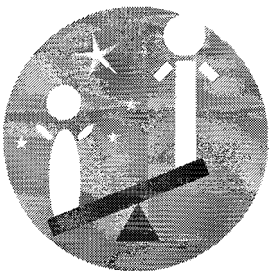
Student Hours (K): 8:30 AM – 1:30 PM

Student Hours (1 – 3): 8:30 AM – 3:00 PM

Student Hours (4 – 7): 8:30 AM – 3:00 PM

Student Hours - Wednesdays (K- 7): 8:30 AM – 1:30 PM

After School Program Hours



After School Program Hours (K): 1:30 PM – 5:30 PM

After School Program Hours (1 – 7): 3:00 PM – 5:30 PM

2009 - 2010
North Oakland Community Charter School
School Calendar

- Holiday/Vacation Days/No School
- Beginning/End of Trimester/Progress Report
- Professional Development Day - No School for Students
- 1:30 Release
- Community Event
- Special Event School Days
- Admissions/Lottery Event
- Testing Window
- Board Meeting

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16	17	18	19	20	21	22
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30	31					

August

12	NOCCS Board Meeting 6:15
24-28	Profession Dvlpmt Week
29 & 31	School Set Up Work Parties

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September

1	Bridge Day for New Students & Families 8:30 - 1:00 PM
2	1st Day
7	Labor Day
9	NOCCS Board Meeting 6:15
16	Back to School Night 6:15

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October

4	Board Retreat Time TBA
9	Walk-A-Thon
12	Profession Dvlpmt Day
16	Community Dinner
21	NOCCS Board Meeting 6:15
19-23	Conference Week 1:30 Release Days All Week

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November

4	Community Mtg/Potluck 6:15
11	Veteran's
18	NOCCS Board Meeting 6:15
19	GPSF Day & End of Trimester
20	Profession Dvlpmt Day
23-27	Thanksgiving Break

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December

1 & 15	Admissions Tours
4	Progress Reports Sent Home
9	NOCCS Board Meeting 6:15
11	Community Dinner
16	Winter Concert 6:15
22 - 1/1	Winter Break

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January

4	Profession Dvlpmt Day
6	NOCCS Board Meeting 6:15
12 & 26	Admissions Tours
15	MLK Service Learning Day
18	MLK Holiday
21	Community Mtg/Potluck 6:15
28	Admissions Open House 6:15

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21	22	23	24	25	26	27
28						

February

2, 9, 16	Admissions Tours
3	NOCCS Board Meeting 6:15
6	Open House 10 AM
11 & 12	PD - Staff Mid-Year Retreat
15	President's Day
19	Application Deadline
20	Board Budget Retreat
28	100th Day of School

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21	22	23	24	25	26	27
28	29	30	31			

March

3	End of Trimester
10	Lottery & Board Mtg 6:15
13	Read All Day
20	Auction
22-26	Conference Week 1:30 Release Days All Week
29 & 30	Spring Break

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April

29 & 30	Spring Break
5	Profession Dvlpmt Day
7	NOCCS Board Meeting 6:15
10	Cesar Chavez Community Day
13	Community Meeting 6:15
19-23	Turn Off TV Wk/Earth Day (21)

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30	31					

May

4/26-5/14	STAR Testing Window
3	Profession Dvlpmt Day
7	Talent Show 6:15
12	NOCCS Board Meeting 6:15
23-28	Spirit Week
26	Family Appreciation Breakfast 9:00
5/31	Memorial Day

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20	21	22	23	24	25	26
27	28	29	30			

June

2	Spring Concert 6:15
10	Exhibition Night 6:15
16	Step Up Ceremony 9:30
17	Last Day - Field Day - Early Release
18	Profession Dvlpmt Day

General School Day Schedule

Monday, Tuesday, Thursday, Friday	K/1st & 2nd/3rd	4th/5th	6th/7th
Morning Meeting / Peacemaking / Advisory	8:30 – 8:45	8:30 – 8:45	8:30 – 8:45
Early Morning Block	8:45 – 10:00	8:45 – 10:20	8:45 – 10:20
Morning Break/Recess	10:00 – 10:20	10:20 – 10:40	10:20 – 10:30
Mid-Morning Block	10:20 – 12:00	10:40 – 12:00	10:30 – 12:00
Lunch	12:00 – 12:20	12:20 – 12:40	12:20 – 12:40
Recess/Break	12:20 – 12:40	12:00 – 12:20	12:00 – 12:20
Afternoon Block	K: 12:40 – 1:30 1st – 3rd: 12:40 – 3:00	12:40 – 3:05	12:40 – 3:05

Early Release (Wednesdays 1:30 Dismissal) School Day Schedule

Monday, Tuesday, Thursday, Friday	K/1st & 2nd/3rd	4th/5th	6th/7th
Early Morning Block	8:30 – 10:00	8:30 – 10:20	8:30 – 10:20
Morning Break/Recess	10:00 – 10:20	10:20 – 10:40	10:20 – 10:30
Mid-Morning Block	10:20 – 12:00	10:50 – 12:00	10:30 – 12:00
Lunch	12:00 – 12:20	12:00 – 12:20	12:20 – 12:40
Recess/Break	12:20 – 12:40	12:20 – 12:40	12:00 – 12:20
Afternoon Block	12:40 – 1:30	12:40 – 1:30	12:40 – 1:30

After School Program General Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten Start Time 1:30	Kindergarten Start Time 1:30	All Students Start Time 1:30	Kindergarten Start Time 1:30	Kindergarten Start Time 1:30
1st – 3rd Start Time 3:00	1st – 3rd Start Time 3:00		1st – 3rd Start Time 3:00	1st – 3rd Start Time 3:00
4th – 7th Start Time 3:05	4th – 7th Start Time 3:05		4th – 7th Start Time 3:05	4th – 7th Start Time 3:05
End Time 5:30	End Time 5:30	End Time 5:30	End Time 5:30	End Time 5:30

6th/7th Grade Class Schedule

Monday, Tuesday, Thursday, Friday	6th	7th
8:30 – 8:45	Homeroom/Advisory	Homeroom/Advisory
8:45 – 10:20	Language Arts Social Studies	Math Science
10:20 – 10:30	Break	Break
10:30 – 12:00	Math Science	Language Arts Social Studies
12:00 – 12:20	Recess	Recess
12:20 – 12:40	Lunch	Lunch
12:40 – 1:25	Spanish Media Arts Tutoring	Spanish Media Arts Tutoring
1:25 – 2:10	Music PE	Music PE
2:10 – 3:05	Spanish Media Arts Tutoring	Spanish Media Arts Tutoring

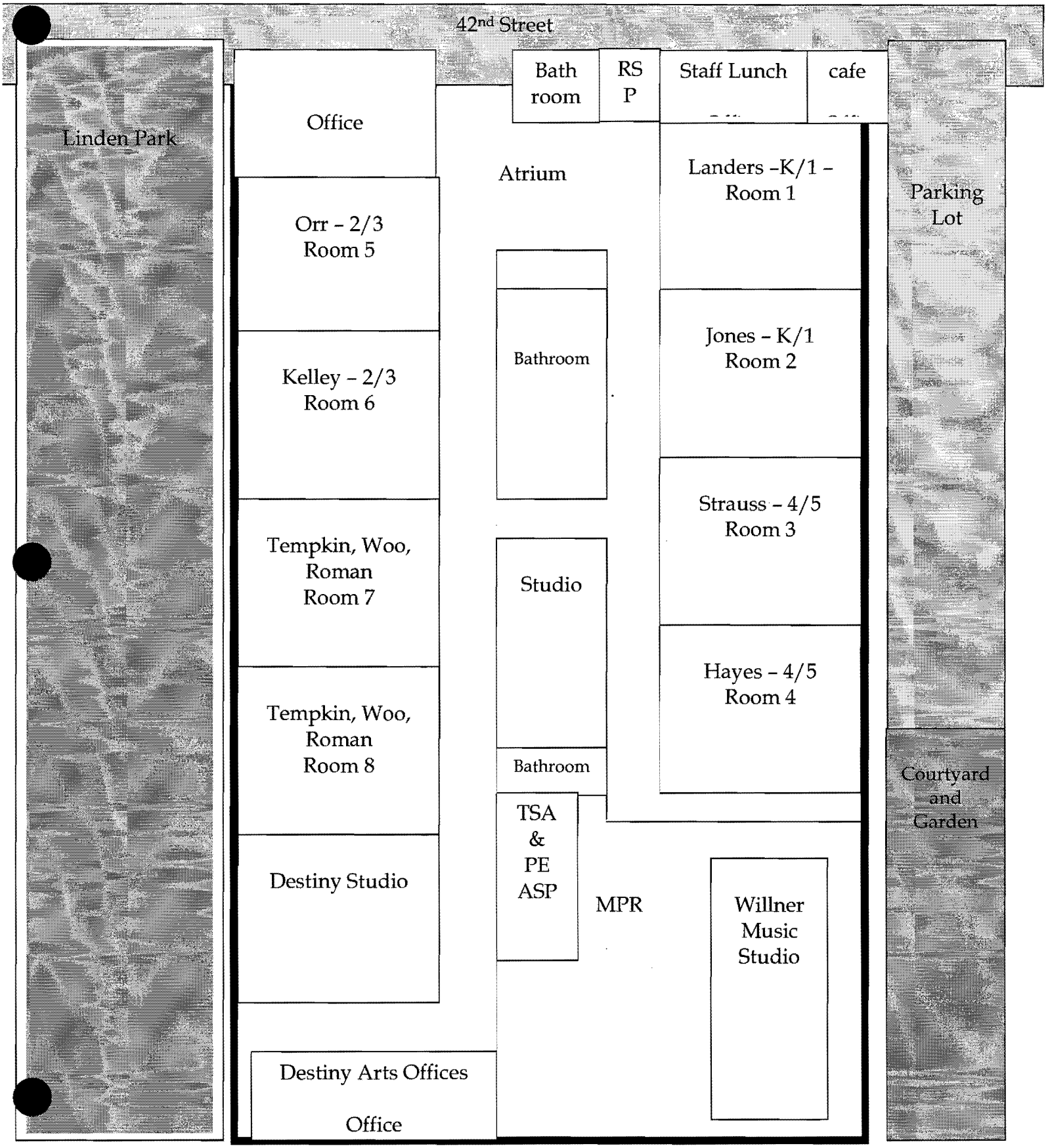
Music Enrichment Schedule (Two 45 minutes classes/week/class)

Monday	Tuesday	Thursday	Friday
9:15 – 10:00 Orr	9:15 – 10:00 Landers	9:15 – 10:00 Orr	9:15 – 10:00 Landers
10:20 – 11:05 Kelley	10:20 – 11:05 Jones	10:20 – 11:05 Kelley	10:20 – 11:05 Jones
11:15 – 12:00 Hayes	11:15 – 12:00 Strauss	11:15 – 12:00 Hayes	11:15 – 12:00 Strauss
1:30 – 2:15 6/7 Group A	1:30 – 2:15 6/7 Group A	1:30 – 2:15 6/7 Group B	1:30 – 2:15 6/7 Group B

Physical Education Enrichment Schedule (Two 45 minutes classes/week/class)

Monday	Tuesday	Thursday	Friday
9:15 – 10:00 Kelley	9:15 – 10:00 Jones	9:15 – 10:00 Kelley	9:15 – 10:00 Jones
10:20 – 11:05 Orr	10:20 – 11:05 Landers	10:20 – 11:05 Orr	10:20 – 11:05 Landers
11:15 – 12:00 Strauss	11:15 – 12:00 Hayes	11:15 – 12:00 Strauss	11:15 – 12:00 Hayes
1:30 – 2:15 6/7 Group B	1:30 – 2:15 6/7 Group B	1:30 – 2:15 6/7 Group A	1:30 – 2:15 6/7 Group A

NOCCS Map


42nd Street
Linden Park
Office
Bath room
RS P
Staff Lunch
cafe
Atrium
Landers -K/1 - Room 1
Parking Lot
Orr - 2/3 Room 5
Bathroom
Jones - K/1 Room 2
Kelley - 2/3 Room 6
Strauss - 4/5 Room 3
Tempkin, Woo, Roman Room 7
Studio
Hayes - 4/5 Room 4
Tempkin, Woo, Roman Room 8
Bathroom
Courtyard and Garden
TSA & PE ASP
Destiny Studio
MPR
Willner Music Studio
Destiny Arts Offices
Office

Glossary of NOCCS Rituals, Family Activities and School Events

Wednesday Morning All-School Meetings *Ongoing*
Once a week, all NOCCS kids gather in the NOCCS MPR for an all-school meeting from 8:30. Join them to hear announcements, news, and precious, precious presentations from the kids! It's also a great time to chat with other parents before or after the all-school meeting, catch a cup of coffee from the NOCCS coffee corner run by parents. Just a quick reminder: it is very important that kids presenting get our full attention – they work so hard on these presentations – and that we as adults model good listening skills! So, please help contribute to this important weekly NOCCS tone-setter: make sure all kids get to school on time, and that the assembly gets our full and quiet attention!

Wednesday Early Release & Staff Professional Development Days *Ongoing*
To bring quality education to our students, NOCCS staff has ongoing professional development and planning time. On Wednesdays, school gets out early at 1:30 in the afternoon for all students, enabling staff to have weekly professional development meetings. There are also a couple of days during the school year when NOCCS is closed for staff professional development days.

NOCCS Board of Trustee Meetings *Monthly*
The NOCCS Board meets monthly August thru June. All Board meetings are open to the public, with the exception of closed sessions regarding confidential personnel matters. Members of the NOCCS community are especially encouraged to attend. These meetings are a great way to see how things work at NOCCS.

Community Meetings *Ongoing*
Community Meetings are a major way parents keep informed at NOCCS. They happen on weekday evenings 3 – 4 times a year, 6:15 – 8 pm, and are often an opportunity for parents to give and get valuable information! NOCCS also tries its best to provide childcare for NOCCS kids so that all can attend.

Friday Night Community Dinners *Ongoing*
A beloved NOCCS tradition! Every other month, students, staff, and families join together to provide a hearty meal for the homeless at the College Avenue Presbyterian Church. Lots of fun – gives the kids a way to serve the community, and they love to do it!

Family Work Parties *Ongoing*
Family Work Parties happen at NOCCS intermittently the entire year, including summer, and are a great way to help out the school while getting to know other NOCCS parents and kids. Jobs at work parties can range from barn-raising activities, like setting up classrooms and re-planting gardens, to much needed smaller tasks like reorganizing supplies and setting up storage areas. Together, we beautify NOCCS and help it run better!

Family Dances *Once or twice a year!*
Fundraiser socials put on by NOCCS parents (just say if you want to help!), the best dance club in town. Where else can you go boogie as an entire family!

Original Art Works *September/October*
Art by your kids turned into the best holiday gifts you will give to all your relatives and friends! Look for information on how to order coming in the fall from the NOCCS parent volunteer organizer. Kids will start with artwork in the classrooms in September. Original Works will turn this art into high quality products, such as mugs, quilts, note cards, notebooks, etc. Never face holiday shopping madness again! You'll get information in October on how to order, and your gifts will come back from Original Works prior to the holiday season. A portion of every sale goes to NOCCS.

Back-To-School Night *September*

THE major academic orientation for the year – this is a parent/guardian only event, so that you can really concentrate taking a look at the academic plan for the year, familiarize yourself with key educational concepts, because having the excellent work of our teachers reinforced at home will help your kids have a successful and wonderful learning experience this year.

Annual Family Camping Trip ***TBD***

Our annual camping trip in **not an official NOCCS event**, but one that is coordinated every year by our families. Locations may vary from year to year depending on group campsite availability. Parents take turns cooking meals, coordinating games and sing a-longs around the camp fire, and all enjoy a fun filled weekend getting to know each other.

NOCCS Annual Walk-A-Thon ***October***

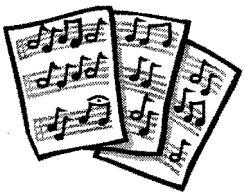
Our annual walk-a-thon is our annual fundraiser where every step counts! Students are encouraged to have family and friends pledge a certain amount for every lap they walk; the more laps the more money for NOCCS. The NOCCS community is encouraged to come out and assist our little walkers with water and moral encouragement.

Halloween Celebration: Costume Pageant *October*

A truly precious moment (and great photo op!) You'll pack your student's costumes (early to put on for kids by themselves) for a change at the end of the day, and all the kids will gather together to strut their cute stuff! Community-friendly costumes only please! (This includes no weapons or pointy objects, including light sabers, and nothing too scary or violent/bloody, such as scary masks or fake blood, etc).

Parent/Teacher Conferences *October & March*

Look for sign-up sheets the week prior to parent-teacher conferences in the front lobby atrium near the office. All conference days are early release days, with the school day ends at 1:30. It is essential that parents and guardians meet with teachers to talk about student progress during the first trimester, and how to support their learning for the rest of the year.



Winter & Spring Concerts *December & April/May*

A wonderful way to spend a weekday evening, mark your calendars now with the dates of these two events! The kids get to showcase what they have been working on with their music teacher. Look for ways to help out with these great events, and prepare to have your hearts and spirits warmed by lively voices and rhythms!

Fall Enrollment Verification Forms *February*

Every winter, prior to the annual admissions lottery, NOCCS asks families to fill in the Fall Enrollment Verification Form to let us know that you plan to return to NOCCS in the Fall. If you have an incoming sibling who is not yet attending NOCCS, this is also the form to let us know. Make sure you fill in this form by the published deadline to keep your spot for the Fall!

Read All Day *February*

As a way to encourage and excite our students to the joys of reading, students are treated to a day of storytelling and reading in their pajamas. NOCCS parents make homemade goodies for our bookworms and are invited into the classroom to read their favorite book to students.

100th Day of School *February*

The entire school gets into this annual celebration marking the 100th day of school, with various activities involving the number 100! Each classroom sets up special activity stations – look for notices of needed supplies and snacks!

Spring Auction *March*

Our auction is our biggest fundraising event of the year. Held every year (the last couple at the Mills College Faculty Lounge), the NOCCS community is asked to invite family, friends, co-workers and neighbors to come out, enjoy hor'douvres and bid on great auction items! The auction is a great way for NOCCS families to donate, not just great stuff such as airline passes and baseball tickets, their time and special talents. Even NOCCS students get in on the action by collectively making an item to put on the auction block.

Turn Off the TV Week ***April***

According to the Center for Screen Time Awareness, Americans watch approximately 4.5 hours of television a day. To combat this statistic, NOCCS students are ask to commit to 'turning off the tube' for one week. Students are encouraged to keep a log of the activities they participated in as an alternative to watching TV. Families are encouraged to participate also.

Talent Show ***May***

To honor the creative nature and self-esteem of our students, the After School Program hosts the annual talent show. Children are encouraged to try out at auditions held in early April and the show is held in May. Regardless of whether or not your child decides to try out and perform their amazing talents of dancing, singing, or any other entertaining skill, all families are encouraged to come out and celebrate our students.

State Standardized Testing *May*

Every Spring, students 3rd grade and higher take the STAR test as part of the state accountability system. We work to alleviate the stress that our students can feel taking these tests. Our students are learning and growing in our progressive curriculum. Taking a test, however, requires very different skills. We want them to transfer their knowledge as best they can onto the tests. You can help them by:

- Signing up to bring clean and quiet snacks for the class
- Giving your child a good breakfast in the morning
- Getting your child to school on time
- Making sure your child is getting a good night's sleep every night, even over the weekend
- Talking to your child about test taking strategies a little, but not making it a big deal
- Making sure your child is here EVERY DAY of testing
- Having a positive attitude about it--kids pick up on our attitudes!

Although some students can be vary nervous on the first day of testing, by lunch they are usually at ease with the process. Still others may feel the low-intensity stress that comes with changing our morning routines, especially sitting quietly for two hours daily. What can make standardized tests stressful? A major reason is the actual method by which they are administered. Standardized tests are timed, the instructions can be complicated, and the rules can be inflexible. Inflexibility and rigidity differs greatly from our day-to-day classroom life here at NOCCS. Even K/1 classes are affected because they will need to be quiet while the older grades are testing. Please be sure that you are in dialogue with your child about these changes and help them to manage these types of experiences. Standardized tests will be part of our students' lives throughout their school careers. Let's work together to help them feel good about this process!

Family Appreciation Breakfast **May/*June***

As a way to appreciate families for the time and effort they give to NOCCS throughout the year, NOCCS students and teachers host our great volunteers to a breakfast in the park. We ask all caregivers to head to school early with a blanket in tow to feast on fruit, pastries and coffee courtesy of our wonderful NOCCS students as a way to say "Thank You!" for all that you do to make NOCCS what it is!

Staff Appreciation Luncheon **May/*June***

The NOCCS staff always puts its students first and as a way to show our gratitude for keeping our students safe and always learning, we host them to a surprise lunch. Ssshhhhh! Parents are asked to bring homemade goodies and show your appreciation with whatever surprises you want to offer to show your appreciation for our great staff. To find out when, you'll have to keep your eye out for our secret notice an enterprising parent will sneak into your student's homework or other school packet…

Exhibition Night ***June***

Exhibition Night is our time to acknowledge our students for all the hard work and commitment that they have made throughout the school year to their education. Students plan for this special student and caregiver evening, creating projects that will highlight what they have learned and exhibit work that they are most proud of. Please count on coming to this event with your kids!

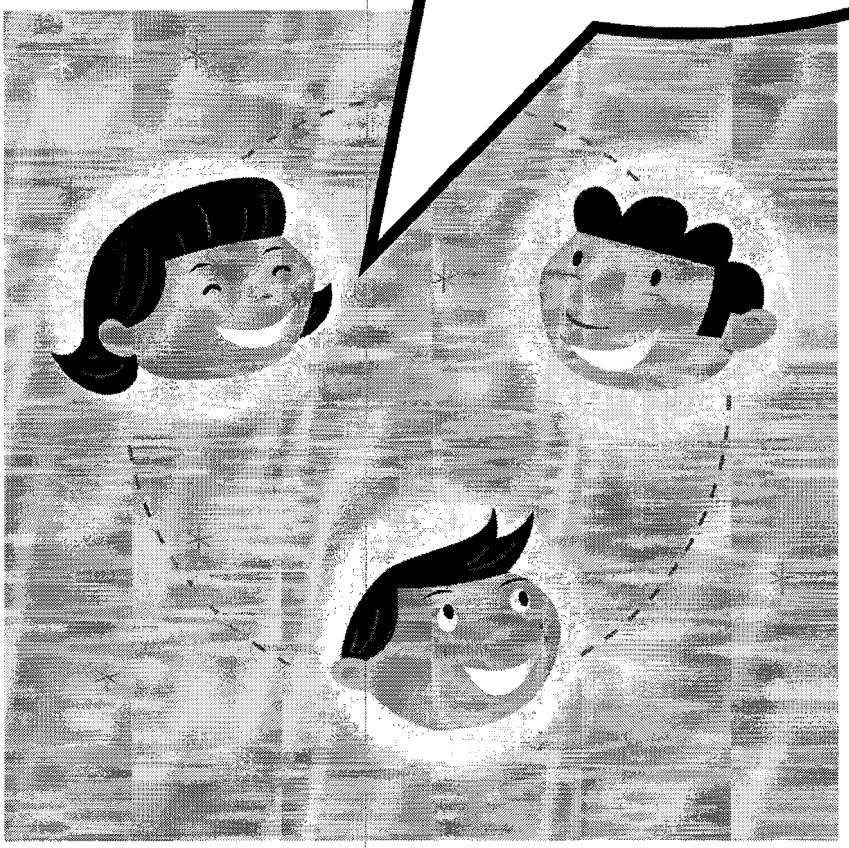
Step Up Ceremony *June*

Step-up is a special time to celebrate this important milestone and honor the transition our kids experience as they move onto their next grade level. In 5th grade we also mark the students' completion of what is traditionally considered their elementary education.

Last Day of School/Field Day *June*

NOCCS spends the last of school outside and enjoying fun games and a shared potluck meal at a public park with staff, kids and families! It is an all-school field trip, and caregivers bring food, help with transportation, apply sunscreen before school and dress kids in sports-activity friendly clothes.

Who's Who?



• Communications at NOCCS •

NOCCS Communication Guidelines & Protocols

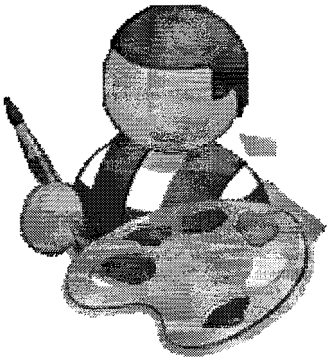
We believe that clear and timely communication is vital to the building of a healthy and respectful school community. We also believe that, as NOCCS is a diverse community, that diverse methods of communication are sometimes needed. We believe that communication between community members should uphold our Core Principles, and include a deep and abiding respect for teachers and teaching.

Because of this belief, the NOCCS community has developed and uses a variety of communication tools and guidelines. Communication methods include:

1. This Handbook
2. Direct communication pathways
3. Community Meetings
4. Friday Folders and Class Newsletters
5. Online communication through the NOCCS yahoo group

Who should I communicate with on staff if I have a problem?

First and foremost, you should always first try to speak directly with the person involved.

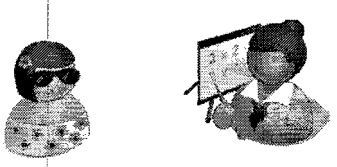


NOCCS Communication Guidelines & Protocols

Below is the basic sequence in which communication with staff should occur. In general, we ask you to please:

- Try to limit the use of email only to scheduling meetings and/or asking quick questions.
- Try your best to respect the many time commitments of the staff involved. A great way you can do this is by asking the staff member "When is a good time to speak with you?"
- Except in urgent situation, please refrain from interrupting people in the middle of their work.
- Do your best to trust and treat teachers and other staff as professionals.
- Work hard to respect and hear other parents'/party's view points.

1. Speak directly and respectfully to the teacher or staff member involved.

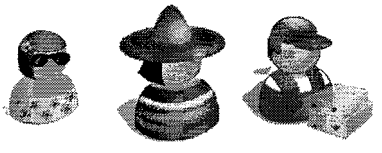


2a. If your issue is not resolved or you have further questions beyond the scope of the classroom, make an appointment to speak with the director.

-or-

2b. If you have further questions beyond the scope of the classroom and would like facilitated help in bringing this to the administration, contact a family liaison representative

3. If you feel that an issue has important school-wide/policy implications, talk with a board member about placing this item on a board agenda or come to a board meeting and speak during the public comment time period.



NOCCS STAFF

Office Team:
Carolyn Gramstorff - Ms. G, School Director: director@noccs.org ; cgramstorff@noccs.org
Nory Tadeo - Ms. Tadeo, Admin, Admissions, Biz-Ops, Compliance Coordinator: ntadeo@noccs.org
Sharon Clark – Ms. Clark Student, Family, Safety, and Facilities Coordinator: sclark@noccs.org
Marissa Berman – Ms. Berman, Teacher on Special Assignment: mberman@noccs.org
Deborah Haynes – Ms. Haynes, Bookkeeper: dhaynes@noccs.org
Joshua Newman, Director of Finance: jnewman@noccs.org

K/1 Team:
Lily Jones - Ms. Jones, Lead Teacher: ljones@noccs.org
Mariah Landers - Ms. Landers, Lead Teacher: mlanders@noccs.org
Oscar Trujillo – Mr. Trujillo, Teaching Assistant: otrujillo@noccs.org

2/3 Team:
Katherine Orr – Ms. Orr, Lead Teacher: korr@noccs.org
Ember Kelley – Ms. Kelley, Lead Teacher: ekelley@noccs.org
Chris Darby – Mr. Darby, Teaching Assistant: cdarby@noccs.org

4/5 Team:
Kate Hayes – Ms. Hayes, Lead Teacher: khayes@noccs.org
Serian Strauss – Ms. Strauss/Ms. S, Lead Teacher: sstrauss@noccs.org
Iliana Phirippidis – Ms. Phirippidis, Teaching Assistant: iphirippidis@noccs.org

$6^{th}/7^{th}$ Grade Team:
Lee Tempkin – Mr. T, 6/7 Lead Teacher: ltempkin@noccs.org
Natalie Roman – Ms. Roman, 6/7 Lead Teacher: nroman@noccs.org
Jah-Yee Woo – Ms. Woo, 6/7 Lead Teacher: jwoo@noccs.org

Enrichment/Integration Team
Sarah Willner – Ms. Willner, Music & Performing Arts Integration Teacher: swillner@noccs.org
Michelle Remy – Ms. Remy, PE: mremy@noccs.org
Amos Lans – Mr. Lans, Garden Integration: alans@noccs.org

After School Team:
Michelle Remy – Ms. Remy, After School and Recreation Manager: mremy@noccs.org
Joanna Giddens, After School and Recreation Assistant: jgiddens@noccs.org
Chris Joy-Webb, After School and Recreation Assistant: cjoy-webb@noccs.org

Special Education Team:
Mai Yang – Ms. Yang, Resource Specialist: mai.yang@ousd.k12.ca.us; myang@noccs.org
Kathy Walsh – Ms. Walsh, Speech Therapist: kathleenlwalsh@yahoo.com
Laura Figueroa – Ms. Figueroa, Occupational Therapist: laura.figueroa@ousd.k12.ca.us

Getting in Touch with Staff

Teacher/Teacher Assistant Communication

- All classrooms include a communications clip board for quick notes and information for teachers and teacher assistants
- Families may leave quick notes for teachers and teacher assistants on the communications clipboard in the mornings between 8:15 and 8:30 AM
- Communication clipboards are also available in the office for notes and information that is left for teachers and teacher assistants between 8:30 AM – 2:30 PM. These notes will be retrieved by the classroom teachers ½ hour prior to the end of school each day
- All teachers may also be reached via voicemail and email
- Teachers are generally available afterschool from 3:05 – 3:15 PM for quick conversations
- Appointments may be made with teachers by contacting them in person, via phone, or through email. Whenever possible, please allow for two days lead time for teacher appointments
- NOCCS also offer many formal opportunities for staff and families to share information with one another including Back to School Night and bi-annual parent/family-teacher conferences.

Director Communication

- Ms. G has an open door policy! Feel free to drop in and ask for a quick chat or to stop her in the hallways if you need to speak with her.
- Ms. G is generally available to parents/families who do not have appointments between 8:30 and 9:00 AM and 3:00 and 3:30 PM with the exception of Wednesdays
- For longer, or more serious conversations, appointments may be made with the Director by contacting the office in person or via phone or through email. Whenever possible, please allow one day lead time for an appointment
- Families are highly encouraged to contact the Director via email. Ms. G will respond to emails sent during the weekdays within 24 hours. Emails sent during the weekend will be answered by Tuesday morning. Ms. G can be reached via email at director@noccs.org or cgramstorff@noccs.org .

2009 – 2010 NOCCS Board

Susan Jones – Chair
Nick Henderson – Treasurer
Brian Washington – Secretary
Julie Obbard
Helen Gibson
Antonio Tapia
Andrea DuBrow
Brandi Arteaga
Rachel Wylde
Lily Jones
Carolyn Gramstorff

NOCCS Governance

NOCCS is a California public charter school. It is governed by a Board of Trustees, as permitted by its Charter and by-laws. At NOCCS, students, teachers, parents and school leadership are a collaborative community of learners engaged in an ongoing cycle of reflection, planning, and action to continuously improve teaching and learning.

The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies; approving all major contracts; approving the school's annual budget and overseeing the school's fiscal affairs; and selecting and evaluating the top administrative staff. The school's bylaws state that the number of Trustees will not be less than 8 or more than 16. Five members of the board are elected by school families. The school's bylaws also permit one representative of the governing board of the Oakland Unified School District to serve on the school's governing board. The school's governing board is comprised of parents, staff, an OUSD member, and community representatives. The Board of Trustees complies with the Brown Act.

For more details, please refer to the NOCCS Charter and Bylaws. Please also consider attending one or more of the NOCCS monthly Board Meetings.

NOCCS Board Meetings

Board meetings will begin at 6:15 PM. Unless otherwise noted, the Board meetings will take place at NOCCS. NOCCS Board meetings are open to the public. At times, Board meetings will include a special session, usually scheduled for the end of the meeting, which addresses contracts and personnel issues. State law requires that these sessions be closed to the public. Agendas will be posted on the lobby bulletin board and on the exterior entrances to the school at least 48 hours in advance. Archived minutes can be found at the NOCCS Yahoo group site and will be posted to the Yahoo group monthly. Hardcopies will be filed in a binder in the front office.

2009 - 2010 NOCCS Board Meeting Dates

August 12th; September 9th; October 4th (Annual Retreat); October 21st; November 18th; December 9th; January 20th; February 17th; March 10th; April 21st; May 19th; June 16th

Board Meeting begin at 6:15 PM

NOCCS Board of Directors Committees

NOCCS currently has the following active committees:

Executive Committee -- (Carolyn Gramstorff (Director), Susan Jones (Chair), Brian Washington (Secretary), Nick Henderson (Treasurer)

Purpose: To establish Meeting Agendas and Board Priorities

Personnel Committee – Carolyn Gramstorf (Director), Susan Jones (Chair), Julie Obbard (non-NOCCS parent/board member)

Purpose: To provide support and oversight to the director in the school's personnel matters; to evaluate the Director's performance

Finance Committee – Carolyn Gramstorf (Director), Susan Jones (Chair), Nick Henderson (Current Treasurer), Trish Brovedani (Former Treasurer), Peter Trueblood (Former Treasurer), Beth Deane (Former Co-Chair), Josh Newman

Purpose: To recommend the budget for each school year, monitor the NOCCS budget and make recommendations for budget revisions if necessary, oversee the audit

Nomination Selection Committee – Andrea Dubrow, Brian Washington, Antonio Tapia & Chrystal Johnson

Purpose: To recruit, interview, and recommend new board candidates to the full board.

Development Committee – Carolyn Gramstorf (Chair) Julie Obbard, Helen Gibson (board members)

Purpose: To Oversee Grant Development, Individual Donor Development and coordinate with Fundraising Committee

Fundraising Committee – Helen Gibson, Andrea DuBrow (Board Members), Non Board Member NOCCS Parents: Russell Artega, Sharon Clark, Amy Chovnick, Teresa Giacomini, Sharon Kreiger, Karen Keith, Deborah Owen, Jennifer West (many other parents do fundraising activities to assist with particular events)

Purpose: The committee works in conjunction with board to plan and conduct school-wide fundraising activities, ask families to make a pledge of financial support each year and follow up as needed.

Charter Renewal Task Force – Carolyn Gramstorf (Director), Susan Jones (Chair), HelenGibson, Julie Obbard, Antonio Tapia (board members)

Purpose: To prepare NOCCS to successfully renew its charter status with OUSD.

This task force will end when the charter is renewed in 2010.

Important NOCCS Communication Methods

Friday Folders

This year, the office "Friday Folder" Newsletter will be emailed directly to all families. If you do not receive an emailed newsletter beginning on Friday, September 4th, please contact the office with an updated email address.

At the bottom portion of the school newsletter, there will links to grade level and program-specific newsletters. These grade level and program-specific newsletters will be updated every other week (approximately 2x's per month).

Friday Folder content will also be displayed in printed form on the bulletin board directly outside of the office at NOCCS.

When the school needs to receive signed papers back from the families or the content we have can't be transmitted electronically, papers will be sent home with your child along with their homework packets.

Community members wishing to include content in the Friday Folder should email an electronic (m.s. word) version to director@noccs.org by Wednesday at midnight. NOCCS reserves the right to edit all information submitted for Friday Folders.

Family Mailboxes

Each NOCCS family has a family mailbox located in the atrium. Mailboxes will be used to provide families with copies of school related flyers, asp bills, and other information. It is recommended that families check their NOCCS mailboxes at least two times per week.

NOCCS Website
www.noccs.org

This year we launch our new and improved NOCCS website in November. The NOCCS website will include a "public" side, that is open to all web traffic; as well as a "family connections" section, that is password protected and thus restricted to current families and staff.
In order to reduce paper and stay "green," we will attempt to post a good deal of our public information, such as board agendas and minutes (required by the Brown Act), school calendars, and other such information on the public side of the website. On the "family connections" section, we will store items such as the family roster, family handbook curriculum guide, registration forms, lunch information, the NOCCS Yellow Pages, and archived newsletters from the office and classrooms. As we slowly create the "family connections" section of the website, we will continue to also provide many of these forms found on in the files section of the Yahoo Group.

To access the "family connections" section of the website:

1. Click the tab called family connections
2. When prompted for a username, enter "NOCCS"
3. When prompted for a password, enter "NOCCSROCKS"

Of course, if your family does not have access to the internet, or just prefer to have a hard copy of these materials, please ask for a hard copy in the Office.

NOCCS Yahoo Group

www.yahoo.com

In the past, the NOCCS Yahoo group has been used to relay important, timely information from the school to our families. This year, we will begin to migrate sending official school information off of the Yahoo Group (and towards direct emails – see Friday Folders above) and the use of the family connections sections of our website. As we make this transition, however, we will continue to use the files sections as a repository for certain files, and the Yahoo group as a way to facilitate family to family communication. In addition, certain forms and files such as the ASP monthly enrollment forms and other important tools (such as calendars and forms) will continue to be stored in the files section of the NOCCS Yahoo Group.

This group is available to NOCCS parents and staff only. Please refrain from posting emails that do not pertain to school programs and events. Please also respect that this is a public forum, and not an appropriate place to discuss complaints with individuals, whether those individuals be staff or other parents.

To access the non-public information stored at this location, you must first be asked to join a Yahoo Group, such as noccs@yahoogroups.com. Once one of the moderators of this group has granted you access, you are free to read emails and download forms and information pertaining strictly to NOCCS families and students of NOCCS.

Here's how to access the files section posted to noccs groups:

Step 1: Go to www.yahoo.com

Step 2: Look at the column on the left side, and click on "Groups" Then log in using your yahoo ID and password

Step 3: If you are already a member of noccs, you will see it listed in under your My Groups header. If you are not a member, search for the noccs group and ask the moderator to join. Only parents and staff can join this group.

Step 4: Click on noccs under My Groups

Step 5: Click on Files

Step 6: Select the folder that contains the information that you are looking for. Open the folder and click on the desired file to download.

Community Meetings

School wide community meetings are scheduled every 6-8 weeks throughout the school year and are noted in the NOCCS school year calendar. These community-building meetings are an important time for families to learn about NOCCS philosophy, curriculum and educational approach. They also give the adults in our community the chance to discuss how we all can support the teaching and learning at NOCCS. Meetings start promptly at 6:15pm in the atrium. Childcare will be provided, if possible, free-of-charge. Parent and staff will work collaboratively to plan the agendas for these meetings and to collect participant's feedback on the content and process/facilitation for each meeting. The community will be surveyed to generate meeting topics that are important and meaningful to you for these meetings.

18 Additional Ways to Get and Stay Connected at NOCCS

1. Come to Community Meetings and participate.
2. Come to Grade Level Meetings and participate.
3. Come to monthly Board meetings to participate or just learn about what's going on.
4. Join a committee where you have skills, or want to learn skills.
5. Volunteer your time in the classrooms or office on a regular basis.
6. Stay current with NOCCS emails (noccs@yahoogroups.com), and don't sign up for the weekly digest as many of the emails will be out-of-date by the end of the week.
7. Sign up for NOCCS work parties, held a few times during the year. It's a great way to get to know people and feel pride in the school. Bringing your kids with you also helps them to know other kids and learn how a community pulls together on projects.
8. Attend, or volunteer to help organize, a NOCCS' function such as potlucks, dances, drama productions, etc…
9. Join, or start, an interest group such as a book group, knitting, scrapbooking, bird watching, photography, music, etc…
10. Set up play dates with other kids.
11. Organize special times with NOCCS kids or families such as movie nights, game nights, music nights, bowling, or babysitting swaps in your surrounding area.
12. Carpool with a nearby family.
13. Pick up the phone and call another parent, or call your buddy family.
14. Go for walks or coffee after drop-off with another parent.
15. Call the volunteer coordinator and ask where you can help, given your available times.
16. Read the Friday Folder (if there is one next year), and other written notices coming home with your kids from school.
17. Read the bulletin boards in the atrium.
18. Become a room parent.

NOCCS Grievance Procedure

NOCCS's grievance procedure is designed to address complaints related to a NOCCS employee or trustee, and/or the school's policies, practices or curriculum, and may be used by a NOCCS employee, parent, or trustee.

Procedure:

1. Our community encourages honest, face-to-face communication. If a member of the NOCCS community is concerned with someone or some group's behavior, it's best to communicate your concern directly to the person or group concerned with respect and kindness. Upon request, this discussion can be facilitated.

2. If there is unsatisfactory resolution, then the complainant must submit a written statement to the NOCCS Board describing her/his grievance, its history, any pertinent information, and to whom or what the grievance is directed.

3. The NOCCS Board will appoint a person or persons to tailor a process for resolving the complaint that best leads to its resolution within the guidelines described here.

4. The Board's appointees will review the grievance and request a written response from the party against whom the grievance has been made. The written statements will to given to both parties. (If the party against which the grievance has made chooses not to participate, the grievance process may still proceed.)

5. The Board's appointees will investigate the complaint. They may interview the parties, request a face-to-face meeting, request additional information, or devise other ways of investigating the complaint.

6. The Board's appointees will report their findings to the Board, and whether the complaint has merit. If they discover that the grievance is well founded they will recommend corrective action.

7. The NOCCS Board is the final arbitrator and has the final decision in any grievance. Based on the findings of its appointees, the Board will decide what, if any, steps to take.

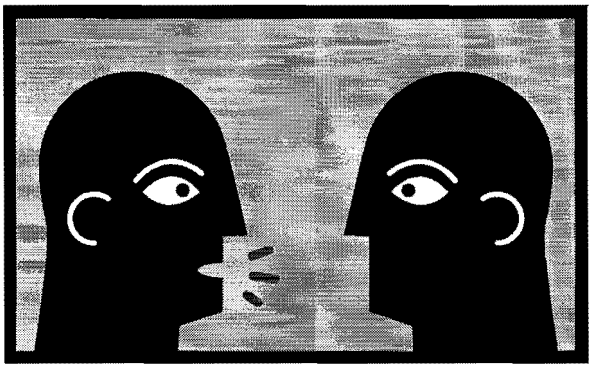
Board Policy for Community Complaints Involving NOCCS Staff

Board Passed: June 21, 2007

Two of core principles of NOCCS are (1) "Respecting teachers and teaching" such that we "respect [teacher's] knowledge and support their growth," and (2) "Creating a caring community" based on "stable, warm and supportive relationships" where "children and adults are inspired to create their best work." Community members that have concerns about NOCCS staff are encouraged to talk directly to the staff person involved and try to resolve the concern in a way that honors these core principles. If community members cannot resolve the concern or issue directly with staff, they are encouraged to meet with the Director and seek assistance in facilitating resolution.

At the same time, the Brown Act and constitutional free speech provisions protect the right of community members to voice concerns about staff members during the public comment period of NOCCS Board meetings. While the Board encourages community members to consider how raising such concerns in open session may impact the school climate, the classroom environment and the community as a whole, consistent with state and federal law, the Board will not prevent community members from raising complaints against NOCCS staff during the public comment period. Board policy provides that members of the public that wish to speak at Board meetings shall have three minutes each during the public comment portion of the meeting. Consistent with the Brown Act, Board members shall not respond to issues or concerns raised during public comment period or engage with community members regarding the substance of their complaint at that time.

Section 54957(b) of the Brown Act provides that "nothing in this chapter shall be construed to prevent the legislative body of a local agency from holding closed sessions during a regular or special meeting to . . . hear complaints or charges brought against the employee by another person or employee unless the employee requests a public session," provided the employee is given written notice of his or her right to have the complaint or charge heard in an open session at least 24 hours in advance of the closed session. In the event that a complaint or charge against a NOCCS staff person is raised by a community member during the public comment period, it shall be the policy of the NOCCS Board to notify the staff person of the complaint or charge after the meeting and to add consideration of the complaint or charge to the next regular or special meeting of the Board. Board consideration and/or action on the complaint or charge shall be done in closed session, provided the staff member involved does not elect to have the complaint heard in open session.



Uniform Complaint Procedures

Below you will find the Notice to Students of Uniform Complaint Procedures, sent out to families annual as required by State law.

Annual Notice to Students of Uniform Complaint Procedures

The purpose of this notice is to inform you of your right to file a complaint about certain matters. The school has different procedures for handling different kinds of complaints. Please read the following carefully and see a teacher or the main office if you have questions about this information:

You may complain to the main office concerning a lack of textbooks, a teacher who does not have the credential to teach a class, or a condition of the school grounds or buildings that poses a safety threat. There is a complaint form that must be completed. The form will be provided to you. You may obtain assistance completing the form. If your complaint is valid, the school must correct the situation within 30 work days. You are also entitled to a written response within 45 work days of submitting your complaint.

Complaints concerning discrimination against a student based on age, sex, sexual orientation, ethnic group, race, ancestry, national origin, religion, color, mental disability, or physical disability are filed first with the NOCCS Office, then with the School Director, and then with the NOCCS Board of Directors. There are also laws and regulations that the governing board is required to follow in special programs, such as Special Education. If you believe the school is not following those laws, you may file a complaint with the School Director. This person can assist you in obtaining the complaint form. You may obtain assistance completing the form. The school will forward the written complaint to the NOCCS Board in accordance with law, who must give you a written response in 60 calendar days.

For all complaints, there are procedures for appealing the decision of the School Director. The charter school governing board policies and administrative regulations contain more details concerning your appeal rights and the process for lodging complaints. Copies of charter school governing board Policies and Administrative Regulations are available at in the NOCCS office, located at 1000 42nd Street, Oakland, CA 94608.

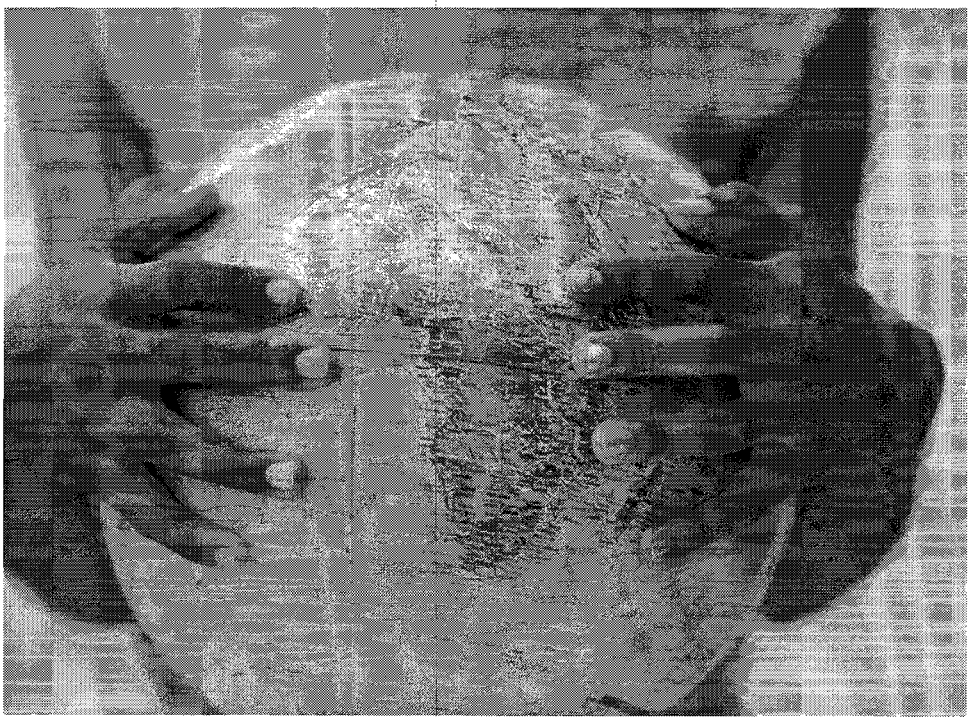
What Are We All About?

• NOCCS Educational Program •

NOCCS Mission Statement

The North Oakland Community Charter School is a public school dedicated to helping children become thoughtful, informed, and inquisitive citizens.

NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. The school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child.



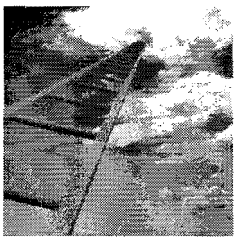
NOCCS Core Principles

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

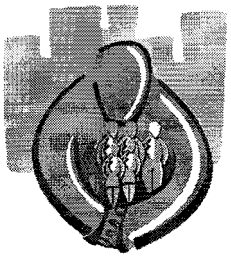
Respect for children and their learning

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

High expectations



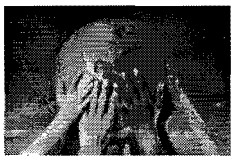
We believe that attention to children's thinking goes hand in hand with the high expectations and rigorous academic standards we hold for children's work. Sharing, critiquing, and reflecting on student work help our students improve their work and performance. In this way, our school encourages children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



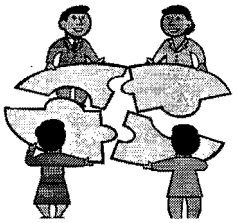
A caring community of learners

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

Valuing diversity



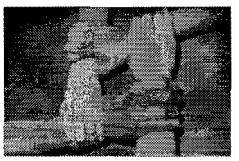
We are committed to ensuring that the diversity of North Oakland is represented in our school -- its students, faculty, and governance. Our learning community seeks to be a dynamic exchange of the perspectives, talents, and ideas of all its members. Students, parents and faculty are encouraged to draw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



Connections to the world

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

A commitment to equity



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

Families' contributions

Families are their children's first and most important teachers. They create the bridge between the cultures that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles. When they share their wealth of knowledge with teachers both are better able to support children's social, academic, and intellectual growth.

Respect for teachers and teaching

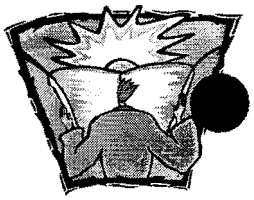
Our teachers bring a deep understanding of subject matter, children and their learning, and the craft of teaching. We respect their knowledge and support their growth and development as professionals and learners.

Creativity

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

Teaching for understanding

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



NORTH OAKLAND
COMMUNITY
CHARTER SCHOOL

A Brief History of NOCCS

NOCCS History

In the late 1990's, a diverse group of parents and educators began meeting in North Oakland living rooms and coffee shops to share a dream of starting a new school. As we talked about our childrearing experiences, we saw that we were inspired by our young children's sense of wonder and curiosity about the world they were beginning to explore. We asked ourselves how we could design a school that respected and nurtured that magical sense of delight and engagement with the world.

With this in mind, we asked each person to envision sitting in a classroom of our future school. What would they see? What would children be doing and talking about? What would the teacher be doing? How would the classroom arranged? What kinds of student work would be on the walls? As we talked and shared our thinking, our school design began to take shape, culminating in NOCCS's 10 Core Principles.

With this set of guiding principles in hand, our founding parents set about the next 18 months tackling the countless tasks of setting up a new school, including hiring a teacher, finding a site, buying books and supplies, and most importantly, writing and presenting our charter petition to the Oakland Unified School District.

Oakland Unified School District awarded our charter in spring 2000 and we opened a one-room Kindergarten/1st grade school that fall. Our original goal was to become a Kintergarten-5th grade of 100 students.

Over the next six years we moved, added classrooms, and welcomed new teachers, families, and students. We saw students graduate and go on to be successful middle and now high-schoolers. New families brought new energy and ideas, helping enrich and strengthen our community. We had growing pains, of course, but we always faced our challenges with honesty, hard work, and a commitment to NOCCS's founding vision.
In 2006, the incredible hard work and fundraising efforts of a visionary group of NOCCS parents made possible what very few charter schools have accomplished--we purchased and renovated our current building. This will allow us to eventually grow to a Kindergarten-8th grade of just over 200 students.

Most of NOCCS's founding families have departed when their children graduated or moved away. But the founding vision of a school that supports powerful teaching and learning and nurtures what Eleanor Duckworth calls "the having of wonderful ideas" and is still thriving. Our families carry the flame that was lit a decade ago; the same flame that future families will keep alive in years to come.

NOCCS Community Partners

Destiny Arts Center
De- **E**scalation **S**kills **T**raining **I**nspiring **N**onviolence in **Y**outh

Our Partners at 1000 42nd Street, Oakland, CA

When NOCCS moved into its new, permanent home on 1000 42nd Street, not only did it gain a home, but it also gained a wonderful new partner, Destiny Arts Center (DAC). DAC is a tenant on a multi-year lease, and the DAC mission truly makes it an ideal match for NOCCS.

About the Organization: "Destiny gives young people more than just something to do. More than a place to go. Destiny gives them a way to *be*."Destiny Arts Center was founded in 1988 with the mission to end isolation, prejudice, and violence in the lives of young people. Over the last two decades it has developed a unique and powerful program that merges arts education with violence prevention that has proven to be extraordinarily meaningful in the lives of the thousands of young people who have used its services. DAC accomplishes its mission by providing after-school, weekend and summer classes and workshops in dance, theater, martial arts, conflict resolution, self-defense and youth leadership for 3-18 year olds. It operates programs at its Center located at 1000 42nd Street and in over 20 local public schools. Destiny Arts Center adult and youth instructors now serve over 800 youth with a student-teacher ratio of 10-1. Throughout, Destiny provides caring mentoring for young people giving them the opportunity to experience and share the message of peace and empowerment. Currently, Destiny Arts Center offers seven in-house programs, as well as Project DESTINY, its outreach program in local schools.

Our neighbors, City of Oakland Council Member Jane Brunner and City of Oakland Employees
One of the biggest transitions we had moving to our new site was adjusting to what it means to have our school next to a public park. Access to a public park is one of the reasons that we chose this site as the permanent home for NOCCS, and it was part of our negotiations with the City of Oakland. The Linden Park neighborhood was key to our ability to move to our new home – without their support on signed petitions (and the hard work of NOCCS parents, staff and kids going out to get those petitions signed) we would not have been able to move NOCCS to 1000 42nd Street. The support of City Council Member Jane Brunner has been nothing short of amazing, and we were very, very fortunate that her office had been speaking with Linden Park neighbors, who had asked that she upgrade Linden Park. We have benefited tremendously from the work of our neighbors and Jane Brunner's office She announced her commitment of $150,000 for park renovations at the Joint NOCCS-DAC Community Day Celebration on September 30, 2006.In March 2007, the City completed a new play structure, and also added enclosing gates, the slow but steady progress of park renovations continues.

NOCCS is proud to be a part of the Linden Park neighborhood area. This year we have initiated a new service-learning program that is focused on connecting and partnering with the neighborhood to address real issues facing our community. For more information ask your child's teacher about the service-learning projects connected to their TfU units (grades K-5) or our 6-8th grade Community Action Learning Program. These efforts are led by our teacher on special assignment, Marissa Berman, and also supported by our garden program coordinator, Amos Lans.

This year, we have also officially adopted Linden Park, which means we are now responsible for providing clean up, light maintenance, and general stewardship of the park. For more information about this, or to get involved, see Amos Lans or Marissa Berman.

Curriculum and Instruction

OVERVIEW

Planning and teaching rigorous and purposeful learning units, assessing their effectiveness and the quality of student work, and revising and improving them are the cornerstones of curriculum and instruction. Learning units culminate in projects and performances that take students outside of school to gather information and data, bring the outside world into the classroom, and engage students in real-world investigations. Assessment is woven throughout each learning unit, pushing students to higher levels of performance in pursuit of academic excellence. NOCCS promotes a strong culture of best effort, high expectations, and high quality work.

Teaching and learning at NOCCS focus on the following:

- Developing mastery of language and literacy. Reading, writing, listening and speaking are primary tools for learning throughout the curriculum.
- Investigative learning that builds skills through hands-on-experience while creating an understanding, confidence, and appreciation for literacy, mathematics, science, social studies, and the arts.
- Facilitating an awareness and respect for similarities and differences among members of the school community.
- Both formally and informally providing opportunities for active practice in peacemaking skills and inter-personal communication skills. Helping children address and further develop social and emotional skills is a formally organized part of our regular program.

California Early Literacy Learning

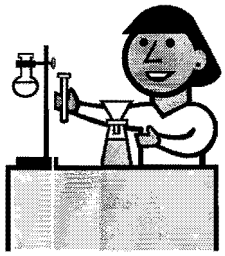
Literacy is a special focus of our school and is woven throughout the curriculum. At NOCCS, classroom experiences and instruction integrate reading, writing, speaking and listening to support literacy development. Teachers draw on a variety of methods to model and demonstrate the skills, strategies, and knowledge that promote word recognition, reading fluency, and comprehension.

NOCCS has adopted the California Early Literacy Learning (CELL) program. CELL is a professional development program designed to help elementary teachers strengthen their teaching of reading and writing. Research-based teaching methodologies are organized into a framework for classroom instruction. CELL emphasizes oral language, phonological skills, reading and writing in a comprehensive system of instruction. Skill development is emphasized across each of CELL's framework elements. Emergent readers have the opportunity to develop phonemic awareness and to practice phonological strategies and decoding skills. CELL holds that these skills are best acquired in the context of meaningful activities and should be given extensive practice by reading quality literature and engaging in authentic writing activities.

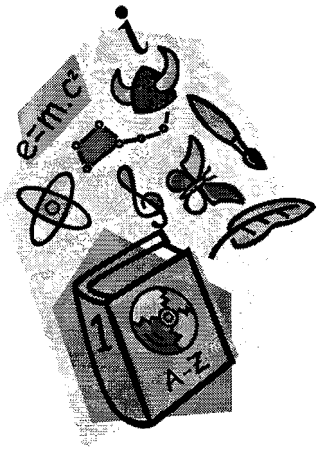
Investigations in Number, Data and Space

NOCCS has adopted Investigations in Number, Data and Space as its math program. Investigations in Number, Data and Space, developed by TERC, is a comprehensive mathematics curriculum whose goals are to: offer students meaningful mathematical problems; emphasize depth in mathematical thinking rather than exposure to a series of fragmented topics; and communicate mathematics content and pedagogy to teachers. The curriculum consists of a set of modules at each grade level. Each module offers a series of connected investigations of major mathematical ideas within the areas of number, data collection and analysis, geometry, and the mathematics of change. These investigations offer significant content and encourage students to develop flexibility and confidence in approaching mathematical problems, proficiency in evaluating solutions, and a repertoire of ways to communicate about their mathematical thinking. The National Science Foundation funded the development of Investigations in Number, Data and Space.

Teaching for Understanding



NOCCS has adopted the Teaching for Understanding framework. In Teaching for Understanding classrooms, teachers carefully design thought-provoking tasks that call on students to demonstrate a deep understanding of important subject matter. Using various forms of inquiry that engage their curiosity and wonder, students ask probing questions, conduct research, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding on their own. Teaching for Understanding is a curriculum framework developed by Boston-area teachers and researchers at the Harvard Graduate School of Education, including leading educators and cognitive psychologists such as Howard Gardner, David Perkins and David Perkins. While not a prescribed curriculum, Teaching for Understanding guides teachers in developing academically rigorous learning units that require students to engage in higher order thinking about important content matter in various disciplines. Teaching for Understanding supports our educators in teaching specific content found in State and content standards.



Each year at NOCCS, teachers develop and implement six inter-disciplinary science and/or social studies units using a Teaching for Understanding framework, which was developed at Harvard's School of Education. It is a backwards-planning model in which the teacher begins with understanding goals for the unit and develops the unit in reverse order; first thinking about the culminating project in which students will demonstrate their in-depth understanding of the topic. Then the teacher develops the lessons and activities that will support the students' development over the course of the unit. These activities prepare the students to create innovative, thoughtful, and informed projects at the end. Throughout the unit the students use various forms of inquiry that engage their curiosity and wonder; they ask probing questions, conduct research, test their theories, make inferences, connect what they learn to the real world, and ultimately apply their understanding on their own.

The Teaching for Understanding framework, developed during the Teaching for Understanding research project, is an approach to thinking about curriculum and instruction that is designed to help teachers guide students toward genuine understanding. It uses the some of the following interactive elements in planning and carrying out instruction where deep understanding is the goal.

Through Lines: Are big year long questions, ideas, or themes that connect a number of units of student throughout the academic year.

Generative Topics: Topics selected for study that are both important in some discipline and engaging to students and teachers.

Understanding Goals: Explicit and public statements about the understanding that instruction is designed to develop, so that students can grasp what they are expected to learn.

Performances of Understanding: Opportunities for students to use what they know actively and thoughtfully in new situations in ways that develop that demonstrate the understanding identified in the understanding of goals.

Ongoing Assessment: Frequent checks by students and teachers of how understanding is developing throughout a sequence of instruction. Ongoing assessment is formative (a learning experience) and not merely summative (a final judgment such as a score or grade).

NOCCS 2009 – 2010 Curriculum Maps

NOCCS Reader's Workshop Scope & Sequence

	Fall Trimester	Winter Trimester	Spring Trimester
Kindergarten	• Phonemic Awareness • Concepts of print • Letter Recognition/Letter Sounds	• Consonant/Vowel/Consonant Words • Decoding Skills	• Decoding Skills • Developing Comprehension
1st Grade	• Decoding Skills • Short Vowels/Short Vowel Word Families	• Decoding Skills • Long Vowels • Comprehension Strategies	• Blends/Digraphs • Comprehension • Independent, Fluent Reading
2nd/3rd Grade	• Reading is Thinking • Reading Strategies • Guided Reading	• Guided Reading • Reader's Workshop • Literature Response • Author's Study	• Reading Informational Text • Guided Reading • Literacy Centers
4th/5th Grade	• Historical Fiction & Nonfiction texts • Response to Literature: Opinion & Evidence • Strategies: - Questions - Inferring • Texts: - Morning Girl - • Spelling, Vocabulary, Grammar, Word Roots	• Historical Fiction and Poetry • Response to Literature: Poetry analysis & Compare and Contrast • Strategies: - Compare and Contrast - Imagining - Connections • Texts: - Book Club: - Roll of Thunder, Hear My Cry - Watsons Go To Birmingham--1963 - The stories Julian Tells - Various poetry studies • Spelling, Vocabulary, Grammar, Word Roots	• Mystery • Response to Literature: Creative Responses • Strategies: - Inferring - Questioning • Texts: - Egypt Game - And Then There Were None - Chasing Vermeer • Spelling, Vocabulary, Grammar, Word Roots

	Fall Trimester	Winter Trimester	Spring Trimester
6th Grade	• Response to Literature • Short Stories: Memoir • Strategies: - Strategies Overview - Monitoring Comprehension - Activating and Connecting to Background Knowledge - Visualizing and Inferring • Texts: - Mara, Daughter of the Nile, - Golden Goblet, - Rosetta Stone	• Response to Literature Biography • Reader's Workshop • Strategies: - Questioning - Inferring - Determining Importance in Text - Summarizing and Synthesizing • Texts: - - Esperanza Rising - Shabanu - Julie of the Wolves	• Response to Literature • Poetry • Strategies: - Questioning - Visualizing and Inferring • Texts: - The Cay - Hawk's Hill
7th grade	Response to Literature Reader's Workshop: Rites of Passage in Literature Strategies: - Strategies Overview - Making Inferences - Supporting interpretations with evidence - Understanding literary conventions Text: - "Seventh Grade" by Gary Soto - "The Outsiders" by S.E. Hinton	Response to Literature Reader's Workshop: Memoirs Strategies: - Strategies Overview - Making Inferences - Drawing Conclusions - Supporting Conclusions with Evidence - Understanding voice and theme - Applying context clues for further questioning and learning Texts: - Of Beetles and Angels by Mawi Asgedom - The Circuit by Francisco Jimenez - Bad Boy by Walter Dean Myers	Response to Literature Reader's Workshop: Realistic Fiction Strategies: - Making Predictions - Questioning of Text - Connecting Text to Contextual and Prior Knowledge - Making Inferences - Drawing Conclusions - Supporting Conclusions with Evidence - Understanding Metaphors, Analogies, Symbolism Possible Texts: - "War of the Wall" by Toni Cade Bambara - Roll of Thunder, Hear My Cry by Mildred Taylor - Before We Were Free by Julia Alvarez - The Other Side of Truth by Beverley Naidoo - Child of the Owl by Lawrence Yep

NOCCS Writer's Workshop Scope & Sequence

	Fall Trimester	Winter Trimester	Spring Trimester
Kindergarten	• Crafting a sentence • Personal Narrative	• Procedural Writing	• Craft of a friendly letter • Poetry
1st Grade	• Personal Narrative • Novels	• Biographies/Informational Writing • Procedural Writing	• Response to Literature • Poetry
2nd/3rd Grade Year A	• Personal Narrative • North American Inspired Myths • Reader's Response	• Biography • Fairy Tales • Poetry • Fiction • Reader's Response	• Fiction • Persuasive Letters • Reader's Response
2nd/3rd Grade Year B	• Narrative • Biography • Reader's Response	• Fiction – Author's Craft Study • Poetry • Journaling • Reader's Response	• Point of View Fiction • Persuasive Letters & Essays • Reader's Response
4th/5th Grade	• Genres: - Persuasive Writing - Non Fiction Writing • Strategies: - Topic and Concluding Sentences - Paragraphing - Persuasive Techniques • Summarizing	• Genres: - Poetry - Response to Literature • Strategies: - Descriptive Writing - Sensory Details - Poetry structure - Figurative Language - Imagery • Summarizing	• Genres: - Historical Fiction - Response to Literature • Strategies: - Leads - Point of View - Dialogue - Use of historical facts in historical fiction writing. • Summarizing
6th Grade	• Writing About People - Memoir - Personal Essays • Response to Literature • Word Study • Non-Fiction Paragraph Writing	• Student Choice Writer's Workshop • Fiction Writing: characters, setting and plots • Expository Essays • Research Writing • Response to Literature • Activist Project	• Student Choice Writer's Workshop • Expository Essays • Spoken Word o Poetry o Plays • Response to Literature
7th Grade	• Writer's Workshop: - Writing about Self and Identity • Narrative • Evaluation and Critique	Writer's Workshop Writing about Significance • Biography • Autobiography • Memoir • Personal Essays	Writer's Workshop: Expository Writing - Persuasive writing

NOCCS Mathematics Curriculum Map

	Fall Trimester	Winter Trimester	Spring Trimester
K	• Getting ready: Intro to math workshop routines, vocabulary & manipulatives • Counting to 10, Intro to sorting, Data investigations • Counting to 20, Greater Than & Less Than, Intro to linear measurement	• Sorting & classifying, Constructing and extending patterns • Linear measurement, Counting to 30, Basic addition and subtraction • Intro to 2-D and 3-D shapes	• Addition and subtraction with larger numbers, Story problems • Matching and counting larger numbers, Intro to skip counting by groups of 2, 5, and 10 • Time and Money
1	• Review of counting 1-30 forwards & backwards, Addition facts to 10 • 2-D shapes • Addition facts to 15, Basic subtraction	• Sorting & classifying, Surveys and data investigations • Measurement • Addition and subtraction facts to 20 w/ 2 or more addends	• Patterns • Counting to 100, Skip counting by 2's. 5's and 10's, addition facts • 2-D & 3-D Shapes, Time & Money
2	• Counting to 100, Skip counting, addition and subtraction facts to 45 • 2-D & 3-D Shapes, Symmetry and Intro to Arrays • Addition & Subtraction, Place Value w/ Coins, Greater Than/Less Than	• Sorting & Classifying, Carrying out Data Investigations • Making Tables, Intro to ratios, Patterns, Even & Odd Numbers • Addition and Subtraction facts to 100, Place Value with higher numbers	• Intro to Fractions • Even/Odd Numbers, Addition and Subtraction, Basic Multiplication & Division • Measurement & Time
3	• Review Place Value with Money, Counting to 1,000-10,000 • Carrying out Data Investigations & Probability • 2 & 3-digit Addition and Subtraction, Story Problems	• 2-D Shapes, Perimeter & Area, Angles • Multiplication and Arrays • Multiplication and Graphs and Tables, Positive and Negative Numbers	• Fractions & Decimals • Addition and Subtraction with higher numbers, Story Problems • 2-D & 3-D Shapes

4	• Data Investigations, Creating Line Plots, Range & Median • Multiplication, Factors and Multiples, Prime and Square Numbers. • Algebraic expressions. • Multiplication & Division, Algebraic Expressions	• Measurement, 2-D Shapes, Angles and Calculating Area • Place Value, Addition, and Subtraction with Larger and Negative Numbers • Fractions & Decimals	• 3-D Shapes, Determining Volume with Rectangular Prisms • Multi-Digit Multiplication & Division • Graphs, Grids and Tables to Represent Change • Patterns, functions, and change: The coordinate system.
5	• Factors, Multiples, Prime and Square Numbers, Multiplication & Division, Multi-Digit Multiplication and Division • 2-D & 3-D Shapes, Volume with Prisms, 2-D Shapes, Measuring Angles, Perimeter and Area • Addition & Subtraction with numbers in the thousands up to one million, Negative Integers	• Operations with Decimals • Fractions & Percents Equivalencies with Fractions, Decimals and Percents	• Tables and Graphs to Represent Change, 4-Quadrant Graphs • Data Investigations, Line Plots and Probability

6	• Operations with Integers, fractions, and decimals, and percents. • Algebraic expressions and equations; Solving one step linear equations.	• Solving problems with best buys, unit rates , ratios and proportions. • Statistical measures and Sampling • Probability.	• Circles, and Angles. • Measurement of two and three dimensional shapes to solve problems. • Review and extension of the year's curriculum.
7	• Algebraic terminology. Using and solving for variables in one and two steps problems. • Simplifying and justifying expressions using algebraic properties. • Using the correct order of operations to evaluate algebraic expressions	• Statistics; box-and-whisker plot, scatterplot, stem-and-leaf plot • Operations with rational and irrational numbers; absolute value, powers, square roots • Problem solving with discounts, markups, and interest	• Operations with Exponents • Geometry: Perimeter, Area, Circumference, Pythagorean theorem. • Graph and interpret linear and nonlinear functions

NOCCS Science & Social Studies
Teaching for Understanding Scope & Sequence: Year A

	Fall Trimester	Winter Trimester	Spring Trimester

Kindergarten/1st Grade	• All About Me/Family
	• Senses
	  ○ Performing Arts Integration: *All About Me and My Family will culminate with a CD production of original song. My Five Senses*, will involve the creation of an interactive, multi-sensory Sensorium.
		• Bread from Around the World
		• Garden Integration: Growing Wheat
		• Celebrations
			• Paper/Wood Fabric
			  ○ Service-Learning Integration - Tree Care Guide Publishing Party & Neighborhood Adoption Ceremony
			• Animals/Insects/Habitats: Rainforest
			  ○ Visual Arts Integration: students use a variety of media from clay to paper in order to render a museum-like rain forest replica

2nd/3rd Grade	• Investigating Artifacts – Northern California Culture/Myths & Archeology (Observation & Inference)	• Physics of Sound
		• Migration/Harlem Renaissance Performing Arts Integration: students will conduct biographical research and improvise in full character of their Harlem Renaissance research subjects.
		• Immigration
		  ○ Service Learning Integration: Immigrants within the community.
			• New Plants/Interdependence & Pollinator Gardens
			  ○ Service Learning Integration: Pollinator Garden Neighborhood Workshop
			• Oakland Then & Now
			  ○ Visual Arts Integration: Students create scale models of buildings in Oakland and the Linden Park Neighborhood Area.

	Fall Trimester	Winter Trimester	Spring Trimester
4th/5th Grade	• Variables, Mixtures, and Solutions	• Landforms - Service-Learning Integration: School and Neighborhood Earthquake Preparedness	• Human Body
	• Native Americans • The study of Native Americans Through documentaries, film and Photographs: Students will create a documentary about one of three periods of time (Age of Exploration, Age of Colonization, Age of Nationalization) which discusses main events in that period, misconceptions and stereotypes portrayed in the media about these events and the Native Americans, and how these events continue to influence native American life today.	• African Americans • Performing Arts Integration: • Students will study the history of African Americans through the medium of music. Students will explore the experience of African Americans within our set time periods (Age of Exploration, Age of Colonization, Age of Nationalization and Industrialization) by studying the changes in musical styles. As a final project, students will create an original piece of music that utilizes techniques evident in various styles of African American music and that tells the story of African American history.	• European Americans: • Visual Arts Integration: Students will study the European American perspective of American history through our three time periods through the medium of Art. As a final project, the students will be completing a picture book that tells the story of American History through the European American perspective.

	Fall Trimester	Winter Trimester	Spring Trimester

6th Grade	• Geology: FOSS Earth History
	  ○ Earth Layers
	  ○ Rocks
	  ○ Plate Tectonics
	  ○ Volcanoes
	  ○ Earthquakes
	  ○ Mountain Building
	  ○ Erosion
	• Paleolithic through the Development of Agriculture:
	  ○ Mesopotamia
	  ○ Egypt
	  ○ Kush
	  ○ Hebrew
		• Thermal and Solar Energy: Foss Solar Energy
		• Sun and Weather
		• Topography
		• Learning the scientific process of inquiry and experimental design through science fair
		• India
		• China
			• Ecology: ecosystems
			• Environmental Justice: Renewable and Non-Renewable Resources
			• Greece
			• Rome

7th Grade	• Networks of Exchange and Encounter (500BCE-500CE): Are empires good or bad?
	• Area Studies of...
	- Afroeurasia, incl. Ancient Africa, Americas, (empires of Kush, Axum, Kushana, Qin, Xiongnu, Rome, Parthian, Maya, Teotihuacan, Zapotec, Moche, Chavin, Wari
	• Cell Biology
	• Genetics
		• Patterns of Interregional Unity (300CE-1500CE): Are empires good or bad?
		• Area Studies of...
		  • Islam
		  • Mongol Empire and China
		  • Japan
		  • Black Death in Europe
		  • West Africa: Mali, Songhay, Ghana
		• Evolution
		• Learning the scientific process of inquiry and experimental design through science fair
			• The Great Global Convergence OR When Empires Collide (1400-1600CE): Are empires good or bad?
			• Area Studies of...
			  • Americas and the Columbian Exchange
			  • European Renaissance and Reformation
			  • Science
			  • Age of Exploration and Reason
			• Comparative Anatomy: Learning about human anatomy through dissection of worm, frog, cow eye, lung and heart

	Fall Trimester	Winter Trimester	Spring Trimester

6th & 7th Grade Service-Learning	• Learning the Cycles of Inquiry and Action
	• Community Mapping
	• Community History (GPSF)
	  ○ Art Integration: Photo essays of people and places in Linden Park Neighborhood Area
	• Mapping Exhibition (GPSF)
	  ○ Art Integration: using mapping and interview data, students will draw on inspiration from Anna Deavere Smith's Fires in the Mirror piece to create a video that tells the stories of our various neighbors
		• Community Surveys
		• Mapping Analysis
		• Needs Assessment Proposals & Presentations (MLK Day)
			• Cesar Chavez Service Day
			  ○ Linden Park Community Mural – Wood Cuts
			  ○ Linden Park Beautification Day
			  ○ Other Student Proposed Projects
			• Next Steps for 2010-2011

NOCCS Science & Social Studies
Teaching for Understanding Scope & Sequence
Year B

	Fall Trimester	Winter Trimester	Spring Trimester
Kindergarten/1st Grade	• Mapping, Neighborhood, My Community • Transportation	• Animals 2 x 2	• Air & Weather • Solids, Liquids, Gases
2nd/3rd Grade	• Watercycle/Watershed Ecology • Map Skills	• Moon & Solar System	• Biographies • Government – "Our Town"
4th/5th Grade	• US & California Constitution • Local, State, and Federal Government Structures • Electricity & Magnetism •	• Before and After the Mexican American War • Granting of Statehood	• Food & Nutrition • Gold Rush • California Economy & Labor: Agricultural to Industrial
6th Grade	• Geology: FOSS Earth History o Rocks o Plate Tectonics o Volcanoes o Earthquakes o Mountain Building o Erosion • Service Learning Project: Earthquake Preparation • Paleolithic through the Development of Agriculture: o Mesopotamia o Egypt o Kush o Hebrew	• Thermal and Solar Energy: Foss Solar Energy • Service Learning Project: Energy Conservation • India • China	• Ecology: Foss Populations and Ecosystems • Service Learning Project: Creating a Healthy Neighborhood Eco-System • Greece • Rome

Physical Education Curriculum Map

Month	K/1	2/3	4/5	6/7
September	• Bodies/Boundaries	• Bodies/Boundaries	• Partner/Group Games	• Partner/Group Games
October	• Throwing and Catching	• Throwing and Catching	• Throwing and Catching	• Throwing and Catching
November	• Parachute and Juggling	• Parachute and Juggling	• Yoga and Strength	• Yoga and Strength
December	• Manipulatives	• Manipulatives	• Nutrition and Fitness	• Nutrition and Fitness
January	• Gymnastics	• Gymnastics	• Gymnastics	• Gymnastics
February	• Creative Movement and Dance	• Creative Movement and Dance	• Multicultural Dance	• Multicultural Dance
March	• Jumping	• Jumping	• Advanced Jumping	• Advanced Jumping
April	• Running Games	• Running Games	• Track and Field	• Track and Field
May	• Kicking and Trapping	• Kicking and Trapping	• Soccer and Kickball	• Soccer and Kickball
June	• Skills Review	• Skills Review	• Basketball	• Basketball

Performing Arts Curriculum Map

When Am I A Soloist and When Am I An Ensemble Player?

Month	K/1	2/3	4/5	6/7
September PEACE-MAKING Family and Diversity	**Trimester Theme: Family Songs** ***This is a TFU Arts Integration trimester*** • Music class 'rituals' •**VOCAL:** warm-ups, different voices, high/low pitch and melodic shape. Songs about Family **RHYTHM**: Beat-keeping vs. rhythmic patterns; dynamics **MOVEMENT:** warm-ups, freeze dance world **PERFORMING ARTISTS' HABITS OF MIND:** Develop Craft and Understand Music in Our World (and our world in music)	**Trimester Theme: When Am I Standing Out As A Soloist, When Am I Blending In As A Band Player?** Classroom rituals, guideines; Hopes and Wishes; 6 Bows of Respect, Getting to Know You, Jobs... **VOCAL**: warm-ups Children's dances, games and songs. How are games, songs, dances passed down? Why are there different versions of them? **PERFORMING ARTISTS' HABITS OF MIND:** understanding music in the world, listen/observe	**Year-long Theme: What is American music?** African, Native American, and European music in the 1700's – mid 1800's: Ohlone clapper sticks, whistles & flutes. Classroom rituals and guidelines: 6 Bows of Respect, Getting to Know You, Jobs... **PERFORMING ARTISTS' HABITS OF MIND:** develop craft, understand music in the world, reflect, listen/observe	**Year-long Theme: Music and Identity** Classroom rituals and guidelines: 6 Bows of Respect, Getting to Know You, Jobs... **PERCUSSION:** full and small group bucket drumming, and stepping. History of stepping and drumline Perform for other classes **PERFORMING ARTISTS' HABITS OF MIND**: engage and persists, listen/observe
October PEACE-MAKING Family and Diversity	• Family Songbook • Family song research **TFU**: 5 Senses: Imagine and Build a Sensorium. **PERFORMING ARTISTS' HABITS OF MIND:** Envision and Stretch and Explore	• Continue children's games, songs, dances. NOTATION: quarter, half, whole notes and their rests.	African, Native American, & European music in 1700's – mid 1800's: European baroque **PERFORMING ARTISTS' HABITS OF MIND:** develop craft, understand music in the world, reflect, listen/observe	**Drama Exploration:** drama games; Sharon's funny skits **PERFORMING ARTISTS' HABITS OF MIND:** listen/observe and stretch/explore

November PEACE-MAKING Family and Diversity	• TFU: Build Sensorium and make creative movement pieces for it • (TFU) Record Family CD • Rehearse K/1 families at a grade level family meeting to be able to perform @GSF Day **PERFORMING ARTISTS' HABITS OF MIND:** Understanding Music in the World	• Perform for Dia de los Muertos. Perform somewhere else in the Linden Park neighborhood. Reflect on performing **PERFORMING ARTISTS' HABITS OF MIND:** understanding music in the world, reflection, develop craft.	African, Native American, and European music in the 1700's – mid 1800's: African drumming and dance with Diamano Coura **PERFORMING ARTISTS' HABITS OF MIND:** Understanding Music in the World	**African drumming ensemble** w/guests from Diamano Coura **PERFORMING ARTISTS' HABITS OF MIND:** Understanding Music in the World
December PEACE-MAKING Questioning Bias	**RHYTHM:** Translating the rhythms of language to body percussion and percussion **NOTATION:** K and 1st spend some time split to learn notation. K- invented notation. 1 – continue quarter, half, whole notes and their rests. **PERFORMING ARTISTS' HABITS OF MIND:** develop craft, engage and persist **Perform at Winter Concert**	***This is a TFU Arts Integration trimester*** Physics of Sound: Science and Music Working with guest inventors from 'Music for People and Thingamajigs' to create string instruments **BLOOM'S TAXONOMY:** synthesis **PERFORMING ARTISTS' HABITS OF MIND:** stretch and explore, understand music in the world **Perform at Winter Concert**	**Year-long Theme: What is American music?** African, Native American, and European music in the late 1800's/ early 20th century: song *John Henry* & early blues **BLOOM'S TAXONOMY:** analysis **PERFORMING ARTISTS' HABITS OF MIND:** reflect, understanding music in the world, develop craft, listen/observe **Perform at Winter Concert**	**VOCAL:** vocal warm-ups, choral and solo songs. - Students present songs they like that speak to their identity. Also analyze for bias. Analyze for lyrics content and other musical elements **BLOOM'S TAXONOMY:** analysis **PERFORMING ARTISTS' HABITS OF MIND:** engage and persist; develop craft **Perform at Winter Concert**

January PEACE-MAKING Questioning Bias	• **Timbre and Dynamics:** build found-object wind chimes for parking lot trees **PERFORMING ARTISTS' HABITS OF MIND:** stretch and explore, engage and persist, develop craft, reflect	**TFU: Harlem Renaissance** Public speaking: what makes a powerful speaker? Drama games. Emphasize the Peace-making theme in biographies of Harlem Renaissance figures. **PERFORMING ARTISTS' HABITS OF MIND:** develop craft, engage and persist, express	African, Native American, and European music in the late 1800's/ early 20th century: folk music from British Isles (use recorders as well as other instruments)	**VOCAL:** Soloists and Small Groups: NOCCS Idol singing show. Prepare solo songs or small groups to 'Idol' off. Rubric for singing. Continue song analysis **BLOOM'S TAXONOMY:** analysis **PERFORMING ARTISTS' HABITS OF MIND:** engage and persist, develop craft,
February PEACE-MAKING Questioning Bias	Start xylophones Peace-making Songbook	**TFU: Harlem Renaissance:** solo projects in character Harlem Renaissance Salon performances	American music that blends the musical strands: Modern Native American flute songs	Making wind-chimes in scales from countries studied in social studies with guest artists from 'Music for People and Thingamajigs **PERFORMING ARTISTS' HABITS OF MIND:** Understanding Music in the World, develop craft
March PEACE-MAKING Connections	NOTATION K - quarter notes and rests in standard notation 1st – eighth notes and rests	NOTATION: Recorders: 2/3 Notation: quarter, eighth, half, and whole notes and rests. 2nd gr: Fluency in five note scales 3rd Gr.: Full 8-note scale D to high D. Continue Peace-Making Songbook	**Yearlong Theme: What is American music?** ***TFU SEMESTER WITH ARTS INTEGRATION*** Music that blends the musical strands: jazz, rock, hip-hop ShoM: music in the world, develop craft, reflect, envision	**Trimester Theme: Songwriting and playwriting** Using live recording and computer editing to create soundtracks to accompany short plays /monologues and/or Digital Storytelling in Media Arts. Start by identifying the theme, storyboarding.

		they started in 1st Gr.		**PERFORMING ARTISTS' HABITS OF MIND:** envision; engage and persist; develop craft; understanding music in the world; reflect; listen and observe, express **BLOOM'S TAXONOMY:** creation
April PEACE-MAKING Connections	Musical with original music based on literature. Students act and accompany the different scenes and characters with original musical themes, sound effects, and soundscapes.	Continue Peace-Making Songbook they started in 1st Gr.	Songwriting: blending the musical strands **BLOOMS TAXONOMY:** creation, synthesis **PERFORMING ARTISTS' HABITS OF MIND:** express, stretch and explore, reflect,	Continue creating accompaniments
May PEACE-MAKING Connections	• Perform at Spring Concert and other venue in the Linden Park neighborhood	• Perform at Spring Concert and other venue in the Linden Park neighborhood.	Continue songwriting individually and in small bands. Perform at Spring Concert	Continue creating accompaniments
June PEACE-MAKING Connections		•	Perform at Exhibition Night	Present final projects at Exhibition Night

Media Arts Curriculum Map

The 6/7 Media Arts elective is framed by the essential question or throughline, "What is media literacy?" Lessons will be guided by the following focus questions.

Month	6/7
September	• What is media? What is media literacy? Why is being media literate important to me? What are the different media that were created in the 21st century? What are the different audiences, conventions and purposes of each medium? What questions do I need to ask of each medium?
October	• What is the role of advertising in media? How does race, class, and gender stereotypes play into advertising and the media?
November	• How objective or subjective is media? Should it be one or the other?
December	• What are the technical aspects of media and how do we produce media?
January	• Is public art good or bad? What are the different kinds of public art? What public art exists in Oakland?
February	• Why has public art caused controversy? What are some case studies of controversial public art? What are arguments for or against public art?
March	• What does it mean to be a global citizen in the 21st century?
April	• How can media support me as a global citizen?
May	• How can media support us, the NOCCS community?
June	• How have I grown as a learner and community member from this year's elective? Sharing of projects from the year

Spanish Curriculum Map

Month	6/7
September	• Saludos y respuestas, presentaciones, la fecha, el tiempo, y la hora • La geografía y cultura de cuatro paises
October	• Los numeros 0 a 100, artículos, pronombres, adjetivos • La geografía y cultura de cuatro paises
November	• Verbos; el infinitivo • La geografía y cultura de tres paises
December	• Verbos en el presente • La geografía y cultura de dos paises
January	• Verbos en el presente • La geografía y cultura de cuatro paises
February	• Verbos de cambio radical en el presente • La geografía y cultura de cuatro paises
March	• Verbos reflexivos • La geografía y cultura de cuatro paises
April	• Verbos en el futuro • La geografía y cultura de tres paises
May	• Verbos: Pretérito • La geografía y cultura de cuatro paises
June	• Verbos: Pretérito • La geografía y cultura de cuatro paises

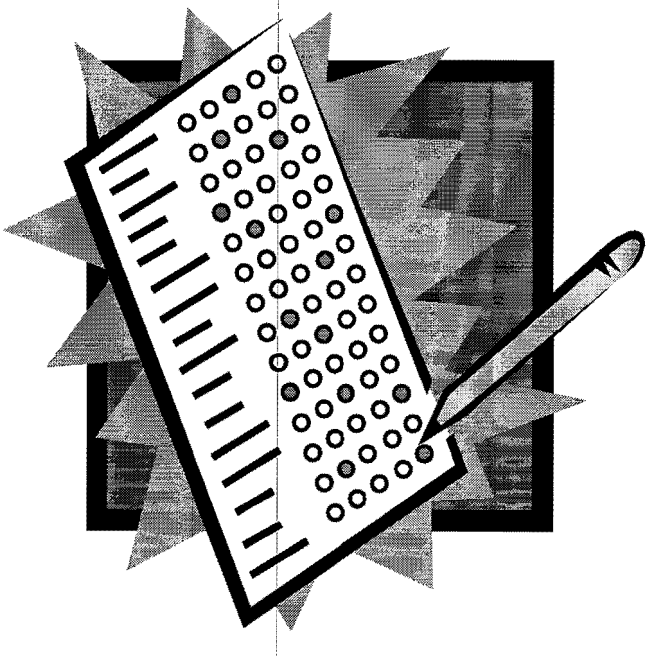
Assessment & Accountability

The following table illustrates how these assessments are aligned with the NOCCS's outcomes and the California State Content Standards and Frameworks as detailed in the NOCCS Charter.

Methods to Assess Student Progress Toward Outcomes		
Outcome	**California Content Standards/Frameworks**	**Assessment**
Proficiency in English/language arts	Appropriate to grade level... ▪ Word analysis, fluency and systematic vocabulary development ▪ Comprehension and analysis of grade level appropriate texts. ▪ Student writes and speaks with a command of standard English conventions ▪ Students listen critically and respond appropriately to oral communication. ▪ Students demonstrate and understand different genres, conventions and traits of writing. ▪ Students demonstrate and understand the different stages of the writing process. ▪ Students read and respond to a wide variety of significant works of children's literature. ▪ Students distinguish between the structural features of the text and literary terms or elements.	• California State tests (CST, CAT-6, CELDT) • Developmental Reading Assessment (DRA) • Portfolios • Published written works • Schoolwide on-demand writing prompt. • Miscue analysis • Spelling Inventories • Teacher observations/narratives • Student work sampling • Performance understanding records.
Proficiency in mathematics	▪ Students understand the relationship between numbers and quantities ▪ Students understand basic operations at appropriate grade level ▪ Students estimate, calculate, model and solve problems involving addition, subtraction, division, and multiplication ▪ Students demonstrate an understanding of measurement and geometry concepts at appropriate grade levels. ▪ Students collect numerical data and record, organize, display, and interpret the data on graphs and other organizational charts. ▪ Students understand the place value of whole numbers and decimals and how they relate to simple fractions. ▪ Students use and interpret variables, mathematical symbols and properties.	• California State tests (CST, CAT-6, CELDT) • Portfolios • Performance-based tasks • Teacher observations/math skills checklists • Student work sampling • Classroom-based tests, quizzes, and homework assignments • Developmental progress reports

Methods to Assess Student Progress Toward Outcomes		
Outcome	**California Content Standards/Frameworks**	**Assessment**
Proficiency in history/social science	**Historical Literacy** • Develop research skills and sense of historical empathy. • Understand the meaning of time and chronology. • Analyze cause and effect. • Understand reasons for continuity and change. • Recognize history as a common memory, with political implications. • Understand the importance of religion, philosophy, and other major belief systems in history. **Ethical Literacy** • Recognize the sanctity of life and the dignity of the individual. • Understand the ways in which different societies have tried to resolve ethical issues. • Understand that the ideas people profess affect their behavior. • Realize that concern for ethics and human rights is universal. **Cultural Literacy** • Understand the rich, complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, science, education, social structure, and economy. • Recognize the relationship among the various parts of a nation's cultural life. • Learn about mythology, legends, values, and beliefs of a people. • Recognize that literature and art shape and reflect the inner life of a people. • Take pride in their own cultural heritages and develop a multicultural perspective that respects the dignity and worth of all people. **Geographic Literacy** • Develop awareness of place. • Understand human environmental interaction. • Understand human mobility. • Understand world regions and their historical, cultural, economic, and political characteristics **Civic Values, Rights and Responsibilities** • Understand what is required of citizens in a participatory democracy. • Understand individual responsibility for the democratic system.	• California State tests (CST, CAT-6, CELDT) • Portfolios • Published written works • Performance-based projects • Teacher observations/narratives • Performance understanding records. • Developmental progress reports

Methods to Assess Student Progress Toward Outcomes		
Outcome	**California Content Standards/Frameworks**	**Assessment**
Proficiency in science	▪ Students use science process skills such as observe, predict, measure and compare. ▪ Students use science tools and equipment to collect information. ▪ Students design simple investigations to answer questions. ▪ Communicates about science concepts orally and in writing. ▪ Sequences and orders scientific information. ▪ Identifies variables that affect an experiment. ▪ Students predict how objects would behave if you change the conditions. ▪ Use scientific vocabulary appropriately and accurately ▪ Basic conceptual understanding of physical, earth, and life sciences of as appropriate to grade level.	• California State tests (CST, CAT-6, CELDT) • Portfolios • Inquiry-based projects • Performance-based projects • Teacher observations/narratives • Student work sampling • Performance understanding records. • Developmental progress reports
Character and Community	• Students develop a relationship with community outside the school. • Students participate in collaborative community projects. • Students contribute to a caring community of learners.	• Teacher observations • Student community service log documenting successful participation and in community service projects/reflective journal
Skills and Habits	▪ Students contribute to a caring community of learners. ▪ Students demonstrate their understanding of personal qualities that contribute to individual responsibility, intellectual curiosity, respect for diversity, self-management, self-confidence, and integrity	• Teacher observations/narratives • Developmental Progress Reports • Student self-assessments

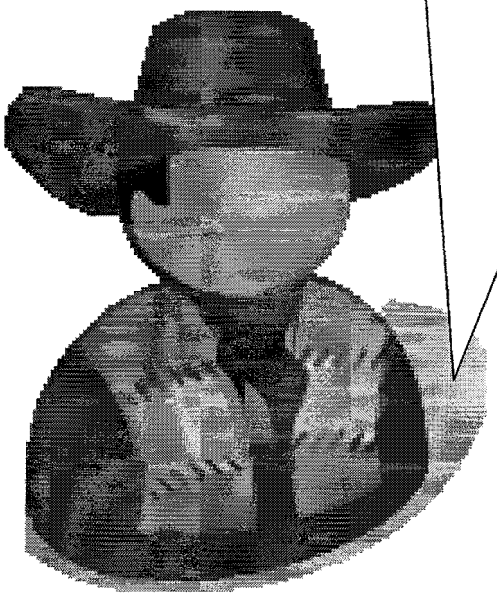


2009 – 2010 Assessment Schedule

Month	Math	ELA	Progress Reports	STAR/CST State Testing
September	• Pre-Assessment Window (using previous year trimester 3 assessment) 9/1 – 9/11 • Review all returning students trimester 3 assessments by 9/11 • Scored pre-assessments in by 9/16 at noon	• All Narrative – DRAs due 9/16	• Also see Portfolio Assessment Schedule!	• CELDT 9/1 – 10/30
October	•	• All Expository DRAs due 10/14 • One writing piece (with supporting drafts) into portfolios by 10/14	• Conference Week 10/19 – 23 • Also see Portfolio Assessment Schedule!	• CELDT 9/1 – 10/30
November	• 1st Trimester Assessment Window 11/9 – 13 • Scored Assessments dues by 11/18 at noon	• Level A-J Narrative DRA due 11/11 • Level K+ Expository LRA due 11/11	• Also see Portfolio Assessment Schedule!	•
December	•	• One writing piece (with supporting drafts) into portfolios by 10/14	• Release Days 11/9 – 12/2 • Grades due 12/2 at noon • Progress Reports Sent Home 12/4	•
January	•	• Level A-J Expository DRA due 1/29 • Level K+ Narrative LRA due 1/29	• Also see Portfolio Assessment Schedule!	•
February	•	• One writing piece (with supporting drafts) into portfolios by 2/26	• Also see Portfolio Assessment Schedule!	• PE Testing Begins

Month	Math	ELA	Progress Reports	STAR/CST State Testing
March	• 2nd Trimester Assessment Window 3/1 – 5 • Scored assessments due 3/10 at noon	•	• Release Days 3/3 - 17 • Grades due 3/17 at noon • Conference Week 3/22-26 • Also see Portfolio Assessment Schedule!	• 4th & 7th Grade CST Writing – March 4th; Make-Up March 5th
April	•	• One writing piece (with supporting drafts) into portfolios by 4/28	• Also see Portfolio Assessment Schedule!	• PE Testing Completed by 4/16 • Star Testing 4/26 – 5/14
May	•	• Level A-J Narrative DRA due 5/12 • Level K+ Expository LRA due 5/12	• Also see Portfolio Assessment Schedule!	• Star Testing 4/26 – 5/14
June	• 3rd Trimester Assessment Window 6/1 - 4 • Scored assessments due 6/9 at noon	• One writing piece (with supporting drafts) into portfolios by 6/16 • Level A-J Expository DRA due 6/16 • Level K+ Narrative LRA due 6/16	• Release Days 6/1 - 11 • Grades due 6/11 at noon • Progress Reports Sent Home 6/17 • Also see Portfolio Assessment Schedule!	•

How do we do things around here?



• Important Procedures and Policies •

Positive and Peaceful School Climate Expectations and Procedures

We believe that everyone – students, staff, families, and community members – are responsible for creating a caring, safe, and effective learning community at NOCCS.

Together, our collective goal is to create and sustain a mutually respectful community which encourages the development of connected, capable, and courageous people who believe they really count. To do this, the NOCCS community will work together to develop behavior expectations, procedures, and (eventually) policies that are consistent with the Positive Discipline Model where we use both kindness and firmness to co-create relationships that include both caring and accountability.

Because of these beliefs, the NOCCS Community will adhere to the following expectations and guidelines for our community:

- We will respect ourselves
- We will respect others
- We will respect property
- We will respect learning

Student Discipline Expectations

- All staff are responsible for creating a positive, safe, and peaceful school climate that reflects and embodies our core principles.

- In general, it is important to frame student discipline as an opportunity for learning and growth for all students, staff, and families.

- Disciplinary issues afford us an opportunity to work more deeply with each child, better understand their needs, and provide the appropriate support to the learner. It is, after all, our goal to help each child to develop an awareness of themselves, themselves in relationship to their community, and to develop the self-discipline to make thoughtful, safe, caring, equitable, savvy, culturally aware, and kind autonomous decisions in the real world.

- Disciplinary issues also provide us the opportunity to further partner with the students' families to support the social, emotional, and ethical development of the child.

- Disciplinary issues also afford us, as educators, an opportunity to reflect on our own values, practices, and actions – to practice empathy and to learn more about each child and their family.

- Staff are expected to proactively deal with discipline issues by creating a classroom environment with clear and high expectations for students, that they have a voice in developing and holding one another to. Teachers should clearly communicate, practice, and enforce procedures and routines that build a safe and empowering classroom experience for all students.

- When disciplinary incidents do evolve, staff are expected to deal with them on the day that they occur. If this is not possible, the staff member must communicate with other staff involved with the child, the director, and the child's family to create a plan for addressing the disciplinary issue the very next day.

- Staff must communicate with parents/guardians around any recurring low-level and all medium-level disciplinary issues.

- Staff are to establish "buddy classes" where a student may be sent for a short break/opportunity to regroup rather than being sent to the office.

- If a child continues to break classroom/program norms/agreements after a staff member has issued reminders, staff are to respond immediately by:
    1. Conferencing with the student if the classroom activity will allow for this.
    2. If the classroom activity does not allow for a conference with the child at this time, the teacher should offer the child a choice of working on the classroom task in a different spot in the classroom or moving to the buddy classroom for a short period.
    3. If the child is sent to another area in the class or in a buddy class, the teacher must conference with the student in order to (a) address the original issue the child

encountered, and (b) devise a strategy for avoiding the need for an alternate placement in the future.

4. If the child is unable/unwilling to have a conference with the staff member, s/he may be referred to the office. Teachers must use a referral form and provide information to the office IN WRITING as to the nature of the situation.
5. Staff should inform the child's parent/guardian when these incidents occur so that they can work together to form a helpful and supportive plan for the child.

- The first time a child acts in a manner that could cause emotional, physical, and/or academic harm to the child or others, staff are expected to respond to the behavior immediately by:
    1. First ensuring the physical and emotional safety for all involved. This may involve giving the children separate space and time away from one another and/or the group until it is safe to deal with the situation – especially when this behavior occurs in a space and time such as recess that requires the staff member to monitor a larger group.
    2. Implementing a peace talk if appropriate (see peace talks).
    3. If a peace talk is not appropriate in this instance, the staff member may refer the child – in writing – to the office using a referral form.
    4. If a peace talk is facilitated, the staff member should make contact with the students' family.

- In a child continues to break the class/school norms or to act in a patterned way that does or could cause physical or emotional harm to the child and/or others, staff are expected to respond to the behavior immediately by:
    1. First ensuring the physical and emotional safety for all involved. This may involve giving the children separate space and time away from one another and/or the group until it is safe to deal with the situation – especially when this behavior occurs in a space and time such as recess that requires the staff member to monitor a larger group.
    2. Talking with the students involved to gather information from all sides of the conflict.
    3. Documenting the incident in a referral to the director or designee.
    4. The director will then facilitate the creation of a positive, productive solution through helping with a peace talk, discussion, or director-imposed disciplinary solution and document the incident
    5. The director will contact the family.
    6. If needed, the director will set up an additional meeting with the family.

- If a child engages in a fight or other severe action as defined by the ed code and outlined in our handbook, the student should be brought immediately to the director and the incident should be documented, in writing, by the referring staff member.

Conflict Resolution Expectations, Procedures, and Tools

We believe that in order to both support our community in meeting our community expectations and guidelines and to truly fulfill our mission of helping children become thoughtful, informed, and inquisitive citizens, we must provide all students with the knowledge, skill, tools, as well as a supportive and nurturing environment where they can see, experience, and practice positive communication, conflict resolution, and mutual respect.

Because of these beliefs:

- ALL NOCCS students will be explicitly taught conflict resolution skills, strategies, and tools.
- Through a variety of authentic experiences, students will be given the opportunity to use and practice conflict resolution skills and strategies as they build community in their classrooms and in the school.
- Students may, and are encouraged to, request assistance in resolving conflict s when needed.
- All NOCCS staff will receive extensive professional development related to conflict resolution.
- All NOCCS families will have the opportunity to learn and develop skills related to conflict resolution.
- Students, staff, and families will be taught and reminded to use the following guidelines for problem solving and/or resolving conflicts:
    1. Always calm down before beginning
    2. Treat the other person with respect
    3. Listen to one another and do not interrupt
    4. Aim for solutions and improvements, not blame
    5. Remember that mistakes are opportunities for learning

Students at NOCCS will use the following conflict resolution tools in their classrooms and in the school:

Classroom Meetings

- Classroom meetings will be held on a regular basis at NOCCS.
- Classroom meetings are an opportunity for planning, problem solving, and celebration.
- In their class meetings, students will have the opportunity to ask classmates for problem solving help after they have learned the skills and tools of how to be helpful, not hurtful.

"I messages" and/or "Bugs and Wishes"

- *All NOCCS students will be taught how to both give and receive a conflict resolution message including an "I message" and a "Bugs and Wishes" message.*

  I MESSAGE:
  "I feel <feel- one word> when you <specific behavior> because <how it affects me >"

  BUGS AND WISHES MESSAGE:
  "It bugs me when _____ and I wish you would _____."

- NOCCS students will be taught and encouraged to communicate these messages to one another in a kind, authentic, and respectful manner.
- Adult members of the NOCCS community will be encouraged to use a similar form of communicating with one another when attempting to resolve a conflict

Wheel of Choice

- NOCCS classrooms will incorporate the "Wheel of Choice" tool to remind students that there are always many safe and respectful choices in resolving a conflict.
- Adult members of the NOCCS community will be encouraged to use the wheel of choice when resolving some of their conflicts.

Peace Talks

- Peace talks are one of our most important school-wide positive school climate, discipline, and management tools available.
- Peace talks are a critical aspect of progressive practice, as their overall goal is to help students to be effective, autonomous, problem solvers who can work in collaborative and challenging environments in a way that builds and contributes to community, peace, and a more socially-just world.
- All staff are expected to become "experts" in facilitating peace talks and using them within their management repertoire.

- When proactively noticing a student conflict – OR – having a conflict reported by a student, staff should evaluate and consider using a peace talk as a strategy for helping to resolve the issue. Staff should consider:
    1. The perceived circumstances of the conflict (if there is a disagreement or a non-physical conflict, a nearly immediate peace talk is likely a good tool; if the conflict involves physical disrespect/violence or other more serious conflicts, then the conflict is likely not appropriate for an immediate peace talk)
    2. The environment where they conflict is taking place (classroom, yard, lunch, asp, etc.) and the demand for supervision of other students or tasks
    3. The students involved in the conflict and the level of support they will need in implementing the peace talk.
    4. The prior experience of the students involved and the level of support they will need in implementing the peace talk.
    5. Any prior history of conflict involving the students involved in the conflict.
    6. Level of anger in the parties involved in order to provide appropriate reflection and cool-down time and strategies to the students.
    7. Other tasks at hand for the staff person when the conflict arises.
    8. The appropriateness and availability of (less time intensive, more surface-level) problem solving strategies that students may be able to use, such as the wheel of choice or other simple, objective third party decision tools.
- If the time and place is not appropriate for an immediate peace talk, but a peace talk is deemed appropriate, it is the responsibility of the staff member seeing or receiving the conflict/report to arrange a time, space, and facilitator for the peace talk (ideally students can provide this themselves or a conflict mediator can be used – if not, then the staff member should facilitate). In most instances, the peace talk should be arranged within 24-48 hours of the conflict. The staff member making these arrangements should:
    1. Find an appropriate time to facilitate the peace talk – making sure to check in with the students' teachers. Ideally, peace talks should be scheduled during non-classroom time (recess, breaks, after school)

2. Establish/impose interim agreements between/among students until the peace talk can be held (stay away, keep confidential, etc.)
3. Clearly explain to the students where, when, and who the facilitator of the peace talk will be.
4. Alert the students' teacher(s) about the peace talk circumstances and arrangements
5. For medium level conflicts, contact the students' parents/guardian to let them know what is being done and assure them you will either have the students report back to them or your will follow up with them about the outcome of the peace talk.

- Whenever possible, staff should attempt to encourage students to hold their own peace talks (see Peace Tables below).

- In order to support this, it is critical that all staff make the time to teach the peace talk steps to their students, and to have them practice these with realistic, age-appropriate scenarios.
- Classroom teachers, enrichment teachers, tutors, and asp staff should all cover how to do a peace talk with their students in the first month of school. Students should brainstorm potential conflicts that might take place in a variety of contexts (classroom, bathroom, music studio, MPR, yard, asp program) and practice peace talks related to these contexts.
- All staff should also post the steps of a peace talk in their classrooms, and in other areas of the school such as the cove, atrium, and MPR.
- The basic steps of a peer to peer peace talk are:
    1. Students find a quiet space to talk.
    2. Students agree to active listening, speaking one at a time, confidentiality.
    3. Student choose who will go first.
    4. First person speaks and explains their perspective on the conflict. Student tries to use I-messaging as much as possible.
    5. Second person reflects back what the first person said.
    6. Second person speaks and explains their perspective on the conflict (note – s/he generally does not respond to the other student's statement)
    7. First person reflects back what the first person said.
    8. Students may, at this time, take turns talking about what they could have done differently or what they could do differently in the future.
    9. Students propose solutions.
    10. Students make agreements.
- The basic steps of a facilitated peace talk are:
    1. Facilitator explains and has students agree to active listening, speaking one at a time, confidentiality.
    2. Facilitator asks the first student to explain, from his/her perspective what happened and how it felt. Facilitator encourages and models I-message statements as much as possible, helps to focus the student on his/her role in the conflict, and steers student away from blame. Facilitator also prepares the second student to listen actively so that the student can reflect back.

3. Facilitator has the second student explain, from his/her perspective, what s/he heard the other student say. Facilitator steers the student away from responding, and towards empathy and taking the perspective of the other person.
4. Facilitator repeats cycle of explaining and reflecting back with the students trading roles as talker and listener.
5. Facilitator asks each student what they could have done differently.
6. Facilitator asks each student what they wish the other person had done or could do differently in the future.
7. Facilitator asks each student to suggest solutions/agreements.
8. Facilitator records agreements and has students sign them. A copy of these agreements are given to each child. If need be, the facilitator may require the students to have the agreements signed by a parent/guardian.
9. Facilitator provides the teacher with a copy of the agreements.

- If a staff member can't facilitate a peace talk because of the severity of the conflict, a referral should be made to the office, in writing, using the referral form.
- Sharon Clark or the Director will work with the referred students to facilitate a peace talk and/or take other disciplinary steps. The administrative team will complete necessary forms and provide the referring staff member and teachers via powerschool, as well as any parents/families via phone or writing, with feedback as to the outcome of the referral.

Peace Tables

- All NOCCS classrooms will include a peace table or a peace space.
- Students will be taught how to use the peace table as an aid in their resolving conflicts.
- Peace table steps will include, at developmentally appropriate levels:
    1. Stop. Cool Off.
    2. Fill out the peace questionnaire.
    3. Talk and listen to each other. Each student describes their view of the problem while the other listens.
    4. Listen for what you each need.
    5. Brainstorm solutions.
    6. Choose the solution you both like the best. Peace table solutions are recorded on a form.
    7. Make a plan.
    8. Go for it!

Peace Talk Form

Students: _____

_____

Staff: _____

Date: _____

Incident

Agreements

Follow Up Appointment: _____

Student Signatures:

_____

_____

Parent/Guardian Signatures:

_____

_____

NOCCS Positive Classroom Behavior Procedures

We believe that, with clear expectations; playing a part in developing the guidelines that govern their comrnunity; family support; and the use of Positive Discipline, peacemaking, and other proactive conflict resolution strategies, all students are capable and able to self-regulate behavior that facilitates respect and their best individual learning We also believe that these strategies support a safe and productive environment for all classrooms, which is critical for powerful teaching and learning in the academic, social, and emotional realms.

Because of these beliefs:

- All teachers at NOCCS will provide their students with a rich peacemaking curriculum that supports the acquisition of pro-social community building and conflict resolution skills

- All classrooms at NOCCS will engage the students in generating classroom norms and guidelines for supporting safe and positive learning environments

- All teachers at NOCCS will provide their students with clear and explicit guidelines and expectations for student behavior that supports a physically and emotionally safe and respectful classroom environment

- When a student violates the class-generated guidelines teacher expectations, and/or NOCCS school-wide behavior expectations in a classroom setting, s/he will be provided with a process and opportunities to reflect on, learn, and practice a new, different, and/or more appropriate behavior or strategy that supports a safe and respectful learning environment. This may include by is not limited to providing the student with a timeout to reflect (inside or outside of the classroom), having the child complete a reflection sheet, having a child spend time with the teacher (often during recess, break time, or afterschool time) reflecting on and problem solving around this behavior, placing the issue on a class meeting agenda, holding a peace talk, communicating with the child's parents, etc.

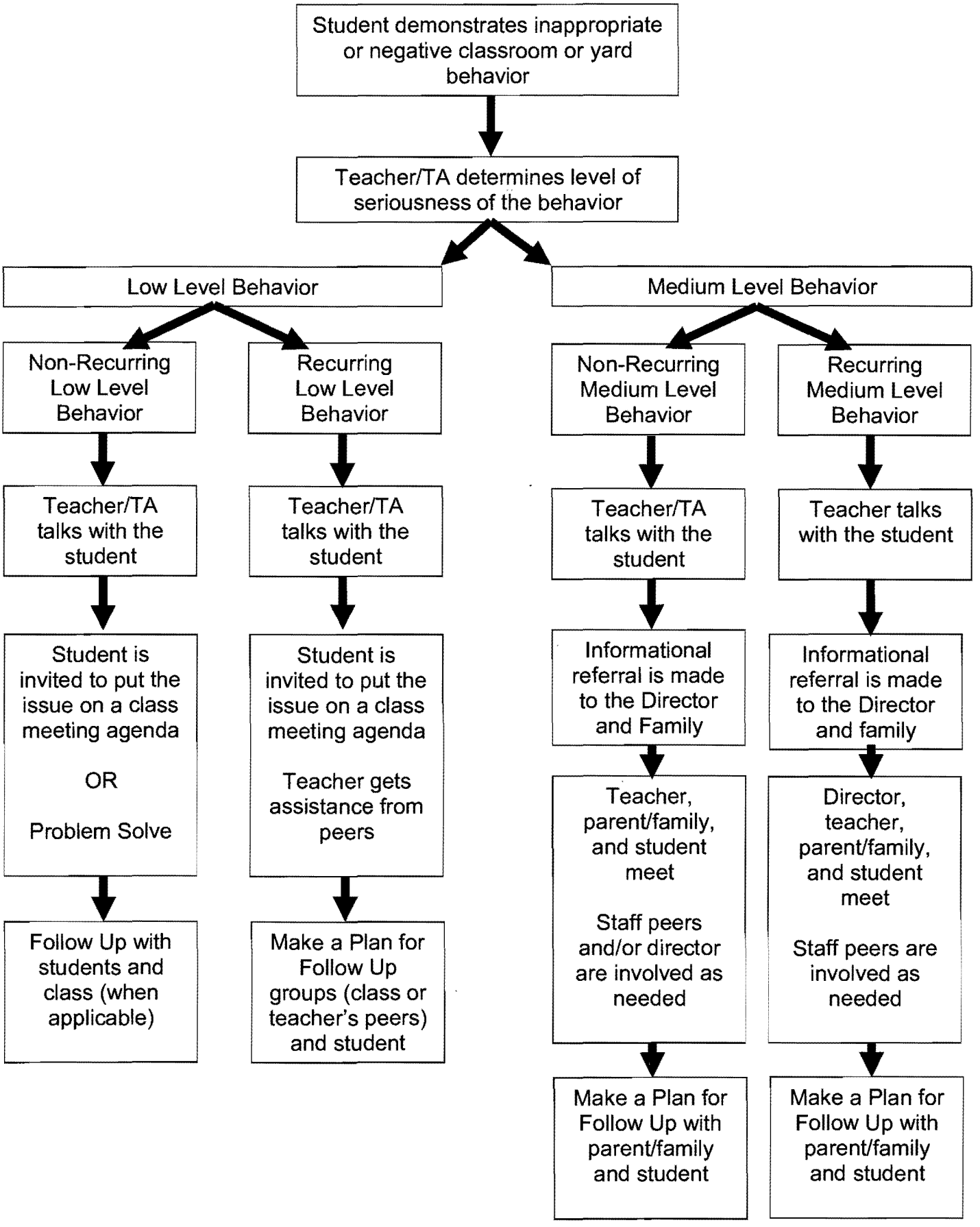
- As a student demonstrates a frequency and/or pattern of violating class-generated guidelines, teacher expectations, and/or NOCCS school-wide behavior expectations in a classroom setting, additional resources, strategies, and personnel will be progressively applied in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful learning environment. This may include but is not limited to sending the student to buddy classroom and/or the office, scheduling of a meeting with the child's parents/guardian/family and teacher(s), scheduling of an administrative conference, creation of a student (probation) contract, scheduling a SST.

- NOCCS staff, students, and families will utilize the Positive Classroom Behavior Flowchart on the following page when a student displays low or medium level inappropriate behavior. The Positive Classroom Behavior Flowchart will be used to help the staff to appropriately guide and support students in developing the understanding, skills, language, and tools that necessary for appropriate classroom behavior that supports both individual and classroom-wide respect and learning.

- Examples of low level inappropriate behavior may include, but are not limited to, incidents such as interrupting others, disregarding/not following directions, use of inappropriate language, disrespect of peers or staff, carelessness in one's work, and distracting others.

- Examples of medium level inappropriate behavior may include, but are not limited to, incidents such as outward defiance, stealing, emotional disrespect, encouraging or engaging in physical disrespect (intentional pushing, tripping, challenging someone to fight, encouraging others to fight), persistent playfighting, bullying, and vandalism/destruction of property.

NOCCS Positive Classroom Behavior Flowchart



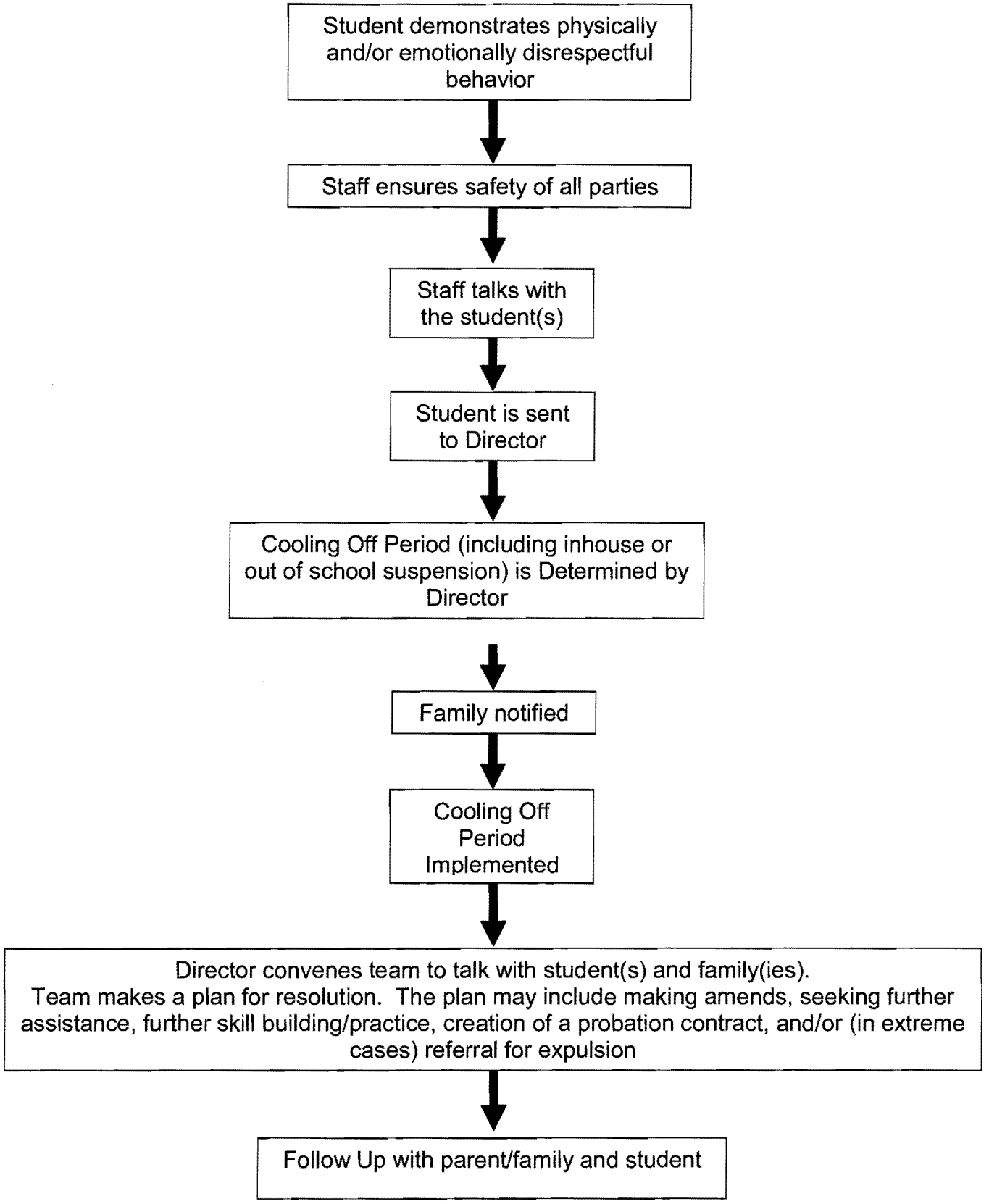
NOCCS Physical and Emotional Respect Procedures

We believe the physical and emotional well-being of all students is central to our sense of community and each student's ability to learn. As a community, we will not compromise any person's safety and/or well being under any circumstances. We further believe that we must help all members of our community to develop and effectively use constructive and non-violent methods to proactively work through and resolve our conflicts.

Because of these beliefs and values:

- **Fighting is NEVER allowed at NOCCS.**
- **Physical assaults and/or physical violations (such as intentional hitting, kicking, slapping, pushing, pinching, biting, etc.) are NEVER allowed at NOCCS.**
- **Persistent emotional disrespect/bullying (such as persistent name calling, capping, taunting, put-downs, exclusion tactics, etc) is NEVER allowed at NOCCS.**
- **When a student violates these very important NOCCS expectations, s/he will be provided with a process and opportunities to reflect on, learn, and practice a new, different, and/or more appropriate behavior or strategy that supports a safe and respectful learning environment.**
- **As a student demonstrates a frequency and/or pattern of violating these very important school-wide behavior expectations, additional resources, strategies, and personnel will be progressively applied in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful learning environment.**
- **If a student demonstrates a frequency and/or pattern of violating these very important school-wide behavior expectations, and after the school has progressively attempted to provide the student with additional resources, strategies, and personnel in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful learning environment, the student continues to display disrespectful physical and/or emotional behaviors, the Director may recommend the student for expulsion from NOCCS.**
- **NOCCS staff, students, and families will utilize the Physical and Emotional Respect Flowchart on the following page when a student displays physically and/or emotionally inappropriate, disrespectful, and/or dangerous behavior. The Positive Classroom Behavior Flowchart will be used to help the staff to appropriately guide and support students in developing the understanding, skills, language, and tools that necessary for appropriate and safe behavior that supports respect and a safe and healthy learning environment.**

NOCCS Physical and Emotional Respect Flowchart



California Education Code Policies & Procedures

We believe that our school must be a safe and sacred place for learning. As a school community we believe that both the teaching and modeling of exemplary civic behavior by adults and common sense are probably adequate means for educating our school community about appropriate behavior at school. However, we also acknowledge that, as a California Public School, we are bound to uphold and enforce the California Education Code and thus feel it is important to make five of its guidelines for student behavior as explicit as possible.

Because of these beliefs:

The following items and actions are STRICTLY FORBIDDEN AND/OR BANNED at all times at NOCCS:

- **Weapons (Real or Imitation)**
- **Intoxicants, Paraphernalia, &/or Tobacco**
- **Sexual Harassment, Assault, Battery**
- **Hate Violence**
- **Harassment, Threats, or Intimidation**
- **Terroristic Threats**

Weapons
The California Education Code (§48900-b) strictly forbids students from possessing, selling, and/or furnishing of any firearm, knife, explosive, or dangerous object on a school campus.

The California Education Code (§48900-m) bans students from possessing an imitation firearm (toy gun, knife, weapon, explosive, etc.).

Intoxicants, Paraphernalia &/or Tobacco
The California Education Code (§48900-c) bans students from unlawfully possessing, using, selling, or otherwise furnishing, and/or being under the influence of, any controlled substance listed in chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.

The California Education Code (§48900-d) bans students from unlawfully offering, arranging, or negotiating to sell any6 controlled substance listed in chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering, or otherwise furnishing to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

The California Education Code (§48900-j) bans students from unlawfully possessing, offering, arranging, or negotiating to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

The California Education Code (§48900-h) bans students from possessing or using tobacco, or any products containing tobacco, or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, close cigarettes, smokeless tobacco, snuff, chew packets, and betel.

Students who need to take prescription drugs and medications must follow the NOCCS guidelines for storing and administering these products. Parents/Guardians are to bring these medications to the office, with the doctor's written directions/prescription for administration (there is a form for this that may be obtained in the office). All medications must be stored and administrated (by a qualified school staff member) in the office unless otherwise directed by DOCTOR'S ORDERS. Students with asthma must have an asthma action plan on file in the office. The asthma action plan will direct the school as to storage

and responsibility for administration of inhalants related to the student's asthmatic condition. NOCCS School Staff may not administer over-the counter medications to a student unless parents/guardians provide written permission that is reviewed and cleared by the Director (or designee).

Sexual Harassment, Assault, and Battery

The California Education Code (§48900.2) bans students from engaging in sexual harassment as defined in the Education Code section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

The California Education Code section 212.5 states that sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the work or educational setting, under any of the following conditions: (a) Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress; (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the educational institution.

Hate Violence

The California Education Code (§48900.3) bans students from causing, threatening to cause, or participating in an act of hate violence, as defined in the Education Code 233. Hate violence means the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation or the perception that the other person has one or more such characteristics. (Penal code sections 422.6, 422.7, and 422.75)

Harassment, Threats, or Intimidation

The California Education Code (§48900.4) bans students from intentionally engaging in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual or reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group or pupils by creating an intimidating or hostile educational environment.

Terroristic Threats

The California Education Code (§48900.7) bans students from making terroristic threats against school officials or school property, or both. For the purposes of Education Code section 48900.7, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school, or the personal property of the person threatened or his or her immediate family.

NOCCS Procedures for Suspensions and/or Expulsions

Suspected violations of the physical/emotional respect policies and/or any of the California Education Code policies outlined above will be considered highly serious infractions and will be dealt with in a swift and serious manner. Procedures for dealing with violations of this nature are as follows:

1. The Director (or designee) will investigate the alleged incident. Whenever possible, information regarding the alleged violations will be recorded in writing (personal accounts or dictations).

2. While the Director (or designee) is conducting the investigation, the Director (or designee) may direct the student to stay away from school or may suspend the student for up to five days.

3. The Director will contact the student's parent/guardian(s) to discuss the results of the investigation and to administer further consequences for the violation(s). Whenever possible, this meeting will take place in person. The Director may, however, elect to hold this meeting over the phone in certain situations.

4. Based on the findings of the investigation, the Director may administer consequences up to and including the following:

    a. Return to school with a mandatory intervention/support plan for the student
    b. In-School Suspension for up to five days and a mandatory intervention/support plan for the student
    c. Out of School Suspension for up to five days and a mandatory intervention/support plan for the student
    d. Recommendation for expulsion from school.

5. Parents/guardians will be provided a written notice of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

6. The Director or designee will meet with the student and his/her parent/guardians to create an intervention/support plan (probation contract). In most cases this meeting will take place prior to the student's return to school. In certain cases, however, this meeting may be arranged at a date following the student's return and/or a probation contract may be created in the absence of the parent/guardian's presence.

7. If the student is recommended for expulsion from the school, the Director will:
    a. Notify the board of his/her recommendation for consideration of expulsion.
    b. Notify the family in writing.
    c. Whenever possible, the Director will meet with the student and his/her parent/guardian/representative to determine if the suspension for the student should be extended pending an expulsion hearing.
    d. Upon this determination, student's suspension may be extended pending the results of an expulsion hearing.

8. A student may be expelled only by the NOCCS Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will consist of at least three members.

9. Within thirty school days after the Director or designee has determined that the student has committed an expellable offense, students recommended for expulsion will be provided a hearing in front of the NOCCS Board of Directors or Administrative Panel to determine whether the student should be expelled. Written notice of the hearing shall be forwarded to the student and the

student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:

a. The date and place of hearing.
b. A statement of the specified facts, charges and offense upon which the proposed expulsion is based.
c. A copy of the NOCCS disciplinary rules which related to the alleged violation.
d. Notification of the student's or parent/guardian's obligation to provide information about the student's status in NOCCS to any other district in which the student seeks enrollment.
e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel at the sole cost and expense of the parent of the expelled student.
f. The right to inspect and obtain copies of all documents to be used at the hearing.
g. The opportunity to confront and question all witnesses who testify at the hearing.
h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

10. The hearing will be presided over by the Board Chair or the Chair of the Administrative Panel. The hearing shall be held in closed session unless the parent of the pupil requests a public hearing in writing. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete transcription of the proceedings can be made.

11. The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision of expulsion by the Board of Directors shall be made within ten school days following the conclusion of the hearing.

12. Should the Board move to expel the student, they will create a rehabilitation plan which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the student may reapply for readmission.

13. The Director or designee, following a decision of the Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. The notice will include"
    a. Notice of the specific offense committed by the student
    b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with NOCCS.
    c.

14. The Director or designee shall send written notice of the decision to expel to the student's district of resident and the County Office of Education. This notice shall include the following:
    a. The student's name
    b. The specified expellable offense committed by the student

Student Referral Form

Student: _____ Teacher/TA: _____

Date: _____ Time: _____

Directions:

- When a "medium level" behavior is exhibited by a student, the Teacher and/or Teacher's Assistant will fill out this referral form and send it WITH the student.
- Copies of the referral form will be:
  1. Retained by the teacher
  2. Kept in the student's temporary discipline file in the office
  3. Sent home to be signed and returned by the parent/guardian
- If necessary, a conference will be held with the Director, Teacher and/or Teacher's Assistant, Parent/Family, and Student.

Reason for Referral:

___ Talking/distracting in class	___ Not following staff direction	___ Distracting with personal items
___ Disrespectful behavior	___ Swearing	___ Inappropriate or obscene gestures
___ Mean or hurtful put-downs	___ Pestering	___ Bullying
___ Physical disrespect	___ Play fighting	___ Vandalism
___Destruction of property	___ Theft	___ Other:

Description of Incident(s):

In Class Interventions Attempted:

___ Talked to student	___ Moved seat	___ Provided one on one support
___ Worked in pair/group	___ Second warning	___ Other:

Referral Request:

___ Documentation Only	___ Director to conference with student	___ Arrange Family Conference
___ Other:		

Over

Interventions Implemented:

___ Conference with Director	Date:
___ Conference with Teacher/Teacher Assistant and Director	Date:
___ Conference scheduled with Family	Date:
___ Further Investigation by Director	Date:
___ Positive Behavior Plan Developed	Date:
___ SST Recommended	Date:
___ Other	Date:

Intervention Notes

Signatures

		Date
Student:	_____	_____
Teacher/TA:	_____	_____
Director:	_____	_____
Parent/Guardian:	_____	_____

Parent/Guardian Notes

NORTH OAKLAND COMMUNITY CHARTER SCHOOL

1000 42nd Street, Oakland, CA 94608
tel. 510-655-0540, fax 510-655-1222

www.noccs.org

Student Suspension Notice

Student: _____

Teacher: _____ Date: _____
Suspension Term: _____

Suspension Type(s): □ In House □ Out of School

Incident(s) & Interventions Attempted (if applicable):

Suspension Terms:

Requirements for Student to Return:

_____	_____	_____
Student	Parent/Guardian	Parent/Guardian
_____	_____	
Teacher	Director	

Name:_____

In House Suspension Reflection

Describe what part YOU played that led to your being assigned in-house suspension. What behaviors and actions were/are YOU responsible and accountable for? (minimum a 5 sentence paragraph)

List at least three benefits of your being away from your learning community while on in-house suspension. In other words, how was this experience actually good for you and/or good for your classmates and learning community?

List at least three disadvantages/bad parts of your being away from your learning community while on in-house suspension. In other words, how was this experience actually harmful for you, your education, and/or less than ideal for your classmates and learning community?

What did you miss out on by having to be on in house suspension?

What do you need to do in order to make things right with yourself and your family?

What do you need to do in order to make things right with the person(s) you were in conflict with?

What do you need to do in order to make things right with the other students in your learning community at NOCCS?

What do you need to do in order to make things right with the adult/staff community at NOCCS?

What are some things that you want or need from the other person you were in conflict with to make things right and to help yo0u move forward in a positive direction?

What are some things that you want or need from your family to make things right and to help yo0u move forward in a positive direction?

What are some things that you want or need from adult/staff community at NOCCS to make things right and to help yo0u move forward in a positive direction?

As a part of your probation contract, you will be required to do community service to the school. What are some tasks you would be interested in performing over the next few months? Make sure to explain how these tasks could be helpful to the school community?

Please let us know any other thoughts or ideas you have that can help you to improve your educational, social, and emotional experience at NOCCS:

NORTH OAKLAND COMMUNITY CHARTER SCHOOL

1000 42nd Street, Oakland, CA 94608
tel. 510-655-0540, fax 510-655-1222

www.noccs.org

Student Probation Contract

Student: _____

Teacher: _____ Date: _____

Term of Probation: _____

Incident(s) & Interventions Attempted:

Behavioral Change(s)/Agreements Required:

Accountability and Support Strategies:

School Imposed

Home Imposed

_____	_____	_____
Student	Parent/Guardian	Parent/Guardian
_____	_____	
Teacher	Director	

Violation Notes:

Community Service Time Sheet

Student:_____

Community Service Supervisor _____

Community Service Hours (total) required _____

Days and Time of Community Service _____

Failure to complete community service will result in _____

- **Sheet MUST be signed by supervisor each day. Supervisor is to retain timesheet until the end of service, and turn in to be kept in the student's file at the end of the community service term.**
- **Supervisor is to report any and all missed community service hours to Sharon Clark**

Day & Time	Did student attend?	Attitude (-, √, +)	Supervisor Signature

Personal Toy Expectation and Procedures

Toys, electronic gaming devices, i-pods, etc. are not allowed at school unless there is specific permission granted. Any toys brought to school will be confiscated, and returned only to the guardian or caregiver.

Cell Phone Expectations and Procedures

We believe that communication between a child and his/her parents and guardians is important. We also believe that the learning environment of the school must be protected at all times.

Because of these beliefs:

- **Families who send their children to school with a cellular telephone must first fill out and submit (for the child's file) the NOCCS Cellular Telephone Permission Form. See next page for this form.**

- **Families who provide their children with cell phones do so with the understanding that NOCCS will not be responsible for the loss, theft, or damage to a child's cell phone.**

- **Families who provide their children with cell phones do so with the understanding that student cell phones will be turned OFF and will be kept off of the child's person and desk area the entire time they are on campus – including during after school programming hours.**

- **Families who provide their children with cell phones do so with the understanding that they must contact their children through the NOCCS main line during school and after school program hours. Children are not to be called, paged, or text messaged during the school day.**

- **Families who provide their children with cell phones do so with the understanding that if a child is found using a cell phone during the school day, the phone will be confiscated and will be returned ONLY to the parent/guardian of the child. Further, students who violate the cellular phone regulations more than once will have their rights to carry a cell phone discontinued until an administrator has deemed the child ready.**

NOCCS Acceptable Use of Computers Agreement

The computers at NOCCS are intended to enrich the academic experience of students and staff and should be treated with the same respect as other teaching materials. The Internet provides a fantastic potential for education and research and teachers will teach appropriate Internet use. However, families are advised that some Internet sites contain hateful, sexual, violent and other offensive or illegal material. Despite our diligence in monitoring student use, students have the potential to both initiate and respond to contact with the creators of that material, sometimes unintentionally. At this time, NOCCS does not use censor blocks on any sites but believes that our students must begin to learn the responsible use of the Internet. We will address any misuses and abuses at school, but we strongly recommend that families discuss appropriate computer use with their children.

Students are expected to follow these guidelines on all NOCCS computers:

- School computers are meant for students or staff to complete work connected to classroom projects.
- Student should not install, delete, or modify any software, application, document, desktop, or hardware of any kind. Don't mess with anything!!
- Students are expected to be diligent when using the Internet. Anyone can create a web site and fill it with incorrect, misleading and hateful messages. Just because you see it on the Internet, doesn't make it correct or right. Be suspicious of things you see, and check the sources even more diligently than with books. Who created and maintains the web site? Do they benefit in some way from the information that they include?
- Student should not search purposefully for hateful, sexual, violent or other offensive sites on the Internet.
- Any student who stumbles into an offensive site will immediately leave this site and notify a teacher of this contact.
- Students should not download or play any games, music or movie files from the Internet.
- Students should not subscribe to any newsgroups or listserves or participate in any chat rooms without teacher approval.
- Students should use appropriate and respectful language at all times and should not reveal their name, personal address or phone number or those of any other student in all E-mail.
- Student should not eat or drink while using any computer in the school.
- Students are responsible for keeping the computer area clean and tidy. Save your work in the correct folder, close your files, clean up your mess, and push your chair in.

I understand and agree to comply with the NOCCS computer use guidelines. Any violation of these guidelines may result in temporary or permanent suspension of computer privileges.

Student's signature_____ Date_____

Parent's Signature _____ Date_____

North Oakland Community Charter School
Cellular Telephone Permission Form

Student: _____

Grade: _____ Teacher: _____

NOCCS believes that communication between a child and his/her parents and guardians is important. We also believe that the learning environment of the school must be protected at all times.

Because of these beliefs families who send their children to school with a cellular telephone must first fill out and submit (for the child's file) this NOCCS Cellular Telephone Permission Form.

By filling out and signing this form, NOCCS families and students understand and agree to the following:

- **Families who provide their children with cell phones do so with the understanding that NOCCS will not be responsible for the loss, theft, or damage to a child's cell phone.**
- **Families who provide their children with cell phones do so with the understanding that student cell phones will be turned OFF and will be kept off of the child's person and desk area the entire time they are on campus – including during after school programming hours.**
- **Families who provide their children with cell phones do so with the understanding that they must contact their children through the NOCCS main or after school office during school and (if enrolled) after school program hours. Children are not to be called, paged, or text messaged during the school day.**
- **Families who provide their children with cell phones do so with the understanding that if a child is found using a cell phone during the school day, the phone will be confiscated and will be returned ONLY to the parent/guardian of the child. Further, students who violate the cellular phone regulations more than once will have their rights to carry a cell phone discontinued until an administrator has deemed the child ready.**

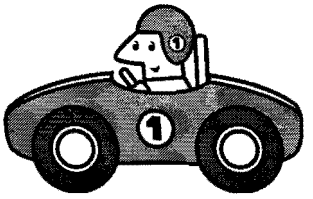
We have read and understand the NOCCS Cellular Telephone policies. We agree to follow all aspect of this policy and understand that violation of this policy will result in the NOCCS student not being allowed to have a cellular telephone while on the school campus.

_____ _____

Parent/Guardian Signature Student Signature

Arrival, Dismissal and Pick-up Related Procedures

We believe that a student's transition between home and school can influence a child's school day, outlook toward learning, and – most importantly – their safety! We firmly believe that every child should be and feel safe during these daily transitions and therefore, we ask that all members of our school community follow these guidelines.



Drop-Off Procedures

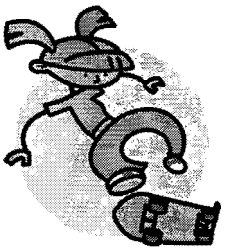
- School doors will open at 8:15 AM – students may not be dropped off or enter the building prior to this time.
- If you are walking your child in, please park your car on the street and walk to the front door for the building.
- Cones will be placed on sidewalk in front of doors to guide parent drivers – please pull all the way in to the cones if you are dropping off from your car
- Greeters will help guide students out of the car and into the building
- Students will enter through the front door and go directly into their classrooms
- Each classroom will have a communication clipboard for parents to write down their crucial communication (office has communication clipboard as well). Teachers will need mornings to prep for the day and would like to request that parents do not use this time for communication.
- Students will need to be in class and ready to start the day at 8:30.
- Students may not bring open food or beverage containers into the building.
- Students arriving after 8:30 will need to go to the office to get a late or tardy slip before going to their classroom.
- Families are welcome to drop in and get a cup of tea or coffee from the NOCCS Café after walking their students to class. The café is located on the back deck of the school.
- Students may go to the NOCCS Café with <u>their</u> parent/guardian. All students must exit the café by 8:25 AM. Food and beverages may not be brought into the building by students.

Dismissal Procedures

- 1:30 (Kindergarten) pick up will occur directly at the K/1 classrooms
- 1st – 7th Grade dismissal occurs in the park. Class groups cluster on grassy side of park at 3:00 (1st – 3rd) and 3:05 (4th – 7th).
- Parents/guardians will pick up on the yard
- Teachers must make visual and/or verbal contact with the parents before releasing children from their care
- At 3:15 students who have not been picked up, will go to ASP. Parents will be billed for time spent in ASP
- Children may play in the yard or on the structure after 3:15 PM and they have been released to their parent/caretaker's care
- Students playing on play structure or on the yard are expected to follow NOCCS play structure and recreation guidelines

ASP Pick Up

- Parents picking up from ASP should go directly to the multipurpose room (glass doors) for pick up
- Students must sign out of ASP using the procare system. Failure to sign out will result in the family being billed for a full day of ASP (end time 5:30 PM).

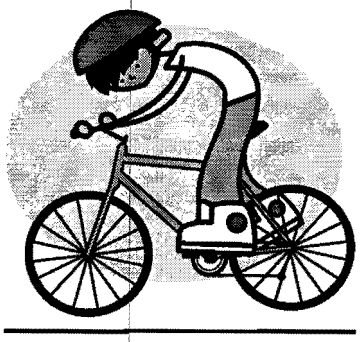


Bike and Skateboard Safety Procedures

We believe that biking to school can be a fun, healthy, and environmentally friendly way to get to school each day. We further believe that the safety of the bike rider and the people around him/her are very important and can never be compromised. NOCCS seeks to encourage safe bike riding to and from school by its staff, students, and families.

Because of these beliefs:

- All students who ride their bikes or skateboards to school MUST wear the appropriate safety protection – especially a helmet. Family members who ride with the students to school are also encouraged to wear this important piece of safety equipment
- When arriving at the school, all bike riders are to dismount at the corner and walk their bikes to the bike racks
- Skateboards are not allowed to be ridden on the sidewalks around NOCCS, in the NOCCS parking lot, or in the building at any time
- Bicycles MAY NOT be ridden on the school campus or in the building at any time
- All bicycles must be secured with a sturdy lock on the bike racks provided at the front or in the parking lot of the school. No bikes should be stored in the school without the prior consent of a school administrator
- NOCCS is not responsible for the theft or damage to anyone's bicycle or skateboard on campus



Carpooling and Pick-up by Non-Guardian Adult

- If a parent or guardian makes arrangements to have a non-guardian adult pick-up their child, they must inform their child. Sudden changes can be upsetting for children.
- The parent or guardian must also notify the NOCCS office IN WRITING about these arrangements. These notes can easily be left for the teacher on their communications clipboard. The note should include:
    a. Parent/Guardian's name
    b. Child's name
    c. Child's Teacher and Grade
    d. Name of adult picking up the child
    e. Date of pick-up
- If a family not part of the NOCCS community is picking up your child for a play date, please be aware that they will be asked to show identification. The office will confirm whether or not they are authorized to pick up your child (if they are not listed on the emergency card, please make sure that you give authorization to the office in advance of pick-up IN WRITING). Any adult with whom a staff member is not familiar will be asked to show identification to make sure their name matches the name on the note from the parent/guardian. Remind them to bring photo ID or your child will be kept at the school until we can find you or an adult listed on the emergency card to pick up your child.

Communicating Change of Pick-Up Plans during the School Day

We believe that a child's outlook toward learning and their feeling of comfort and safety during the school day is well served when they know what their schedule for the day is, who will pick them up, and when. However, we also understand that sometimes changes in schedule occur, and it is important for our students to develop the ability to understand and be comfortable with change. Therefore, we ask members of our community to observe the following guidelines.

- Please make every effort to have your after-school pick-up and play date arrangements finalized before you say goodbye to your children in the morning. Please refrain from arranging last-minute playdates after school.
- If you are in the building, please come to the office and leave a note for your child's teacher informing them of your arrangements for pick-up. These notes will be retrieved by the teacher ½ hour prior to the end of the school day.
- Phone messages about changes in pick-up plans will be taken by staff and left for teachers on their office clip-boards. These notes will be retrieved by the teacher ½ hour prior to the end of the school day. However, please try to minimize these phone calls to the office whenever possible. All arrangements must be made at least ½ prior to the end of school in order to ensure that the note is received by the teacher.

Play Dates

We believe it is essential for children, especially those with after school extra-curricular activities, to interact with their peers outside of the school setting. NOCCS strongly believes that play helps a child to:

- learn how to deal with conflict
- learn to negotiate
- develop her/his ability to interact with peers.

Play dates work best at NOCCS when:

- Your child is aware that they are going on a play date.
- NOCCS staff is aware of the play date.
- Play dates are made in advance and not the morning or afternoon of.

If YOUR CHILD is going on a play date:

- Always notify the NOCCS office at morning drop off IN WRITING of who your child(ren) will be going home with and what time they will be getting picked up
- Notify your child's teacher that your child(ren) will be on a play date and who will be picking them up
- If a family not part of the NOCCS community is picking up your child for a play date, please be aware that they will be asked to show identification. The office will confirm whether or not they are authorized to pick up your child (if they are not listed on the emergency card, please make sure that you give authorization to the office in advance of pick-up IN WRITING). Remind them to bring photo ID or your child will be kept at the school until we can find you or an adult listed on the emergency card to pick up your child.

If YOU ARE PICKING UP a child for a play date:

- We suggest you pick up children at 3pm (1:30 on early release days) when school ends to avoid disrupting after-school activities.
- If you must pick your child up after 3 pm, make sure that you make physical contact with an ASP staff member so that they know that the child is leaving.
- Always sign the child out of ASP.

Setting play dates can be very intimidating and competitive. Please remind your children that it is not how many play dates they get, it is about the fun they have playing with friends!

School Visit Policy

- All visitors to NOCCS must comply with NOCCS safety policies and procedures.
- All visitors/volunteers must immediately check-in to the office and put on a name tag.
- Visitor movement shall be monitored in and around the school.
- All minors visiting the NOCCS campus must be accompanied by an adult.
- Siblings of NOCCS students or minors visiting with parents or authorized pick-up adults are the sole responsibility of parents and/or authorized pick-up adults and must remain under the supervision of those parents or authorized pick-up adults.
- If an emergency drill, alarm, or procedure is in process during a visit, visitors are expected to comply with all safety procedures and protocols and must comply with all directions given by a NOCCS staff member.
- If suspicious or threatening visitors are encountered, NOCCS' Lockdown Protocol shall be utilized.

Revision Passes by NOCCS Board September 2009

Attendance, Tardy and Truancy Related Procedures and Policies

We believe that attendance is a critical factor in both student achievement and our building of an engaged school community. In addition, promptness is needed for success in the workplace and in life. Being on time to school demonstrates a respect for learning and our community of learners. There is a strong connection between good attendance and academic performance. NOCCS's teachers organize the school day so that children transition into learning the moment they walk into class. It is essential that students arrive at school on time and ready to learn. When students are late, it disrupts the start of the school day for everyone and interferes with the positive tone that teachers set at the beginning of the school day.

For these reasons:

- Students are required to attend school every day, except in the case of illness or family emergency/circumstance.
- Students are expected to arrive at school no later than 8:30 AM each day.
- Any student who is not present and in class at 8:30 AM is considered late and must retrieve a late or tardy pass in the office before proceeding into class.

Absences

- The following are the only **acceptable** reasons for excused absences from school:
  1. Health Appointments (with a note from the doctor's office).
  2. Illness or injury documented by a note from a parent/guardian or a doctor describing the illness and the date of onset
  3. Bereavement/Funeral
  4. Participation in religious holidays and/or instruction
  5. Legal matters (with appropriate documentation)

All other reasons will be deemed an unexcused absence unless previously approved by the School Director in writing or covered by a pre-approved independent study contract as provided in the Independent Study Procedure.

- Families are responsible for ensuring completion of homework every time the child is absent (excused or unexcused). Teachers may require additional make-up work, in which case the make-up work should be submitted to the student's teacher within twenty four hours of the child's return to school. For multiple days of absence, the child will be given the equivalence of the the number of days absent to return make up work. This make up work is not counted as independent study work.
- Absences will be tracked by the school and reported to families in the child's progress report.

Parents/Guardians are responsible for contacting the school when their child is absent:

- If the absence is **unplanned**:
  - \Parents/guardians are expected to contact the school (655-0540) on the day of the child's absence by no later than 9:00 AM. Parents/guardians may leave a message with the following information:
    a. Parent/Guardian's name

b. Child's name
c. Child's Teacher and Grade
d. Reason for absence
e. Date of absence

** If the parent/guardian fails to contact the school by 9:00 AM, they will receive a phone call to (a) inquire about the child's absence.*

- All parents/guardians must also send or fill out an absence slip (provided by the office) that includes the following information:
  a. Parent/Guardian's name
  b. Child's name
  c. Child's Teacher and Grade
  d. Reason for absence
  e. Date of absence

- If the absence is **planned** and is for a period of three days or less, parents/guardians are expected to contact the school, in writing, a minimum of 24 hours prior to the child's absence. Parents/guardians should include the following information in their note:
  a. Parent/Guardian's name
  b. Child's name
  c. Child's Teacher and Grade
  d. Reason for absence
  e. Date of absence
  f. Date note was written

Tardies

Parents/Guardians are responsible for contacting the school when their child is tardy.

- If a child is reporting to school after 8:40 AM, s/he is considered tardy and is required to have a note explaining his/her tardiness. The note should be brought to the NOCCS Office prior to the child proceeding to class. The note should include:
  a. Parent/Guardian's name
  b. Child's name
  c. Child's Teacher and Grade
  d. Reason for tardiness
  e. Date of tardiness

- The following are the only **acceptable** reasons for excused tardies from school:
  a. Health Appointments (with a note from the doctor's office).
  b. Illness or injury documented by a note from a parent/guardian or a doctor describing the illness and the date of onset
  c. Bereavement/Funeral
  d. Participation in religious holidays and/or instruction
  e. Legal matters (with appropriate documentation)

In an effort to not disrupt teaching and learning, it is of the utmost importance that students arrive on time consistently. To ensure that your child's whereabouts are known, and that they safely get to their classroom, any child who arrives at school after the classes enter the building must come to the office for a tardy slip. Excused tardies are given in the case of illness and/or medical appointments, all other tardies are considered unexcused. All tardies will be recorded in our attendance records and noted on the child's progress report. Chronic tardiness may negatively affect the student's attendance record.

Truancy

Truancy is triggered by the accumulation of excessive absence and/or tardiness from school. School days missed by a student, but covered by a completed independent study contract, as set forth in the Independent Study Procedure, shall not constitute absences for purposes of determining truancy. Consequences for excessive absence and/or tardiness are described below.

Truancy Due to Excessive Absence

- If a child accumulates a total of two unexcused absences in a trimester, the parent/guardian will receive a letter from the school. The letter will place the family on notice that the school is concerned that about the child's unexcused absences.

- If a child accumulates a total of five absences in a trimester (excused and/or unexcused), the parent/guardian will receive a letter from the school. The letter will place the family on notice that the school is concerned that the child's absences could be adversely impacting the child's educational experience.

- If a child accumulates a total of eight absences in a trimester the parent/guardian will be required to attend a meeting with the Director and/or other staff, as appropriate, where an attendance improvement contract and plan will be created. Through the attendance improvement contract and plan, the Director/designee will, in consultation with the student's teacher and family:
  - Create attendance goals for the remainder of the year
  - Identify support strategies for helping the family to achieve these goals
  - Devise an academic program for the child to complete in order to ensure the student receives the educational content and skills needed for mastery of grade level content and skills. The student will be given the number of total days of absence to complete the academic program.
- If, after the attendance improvement contract and plan are executed, the family continues to demonstrate a pattern of repeated truancy, which is measured by three additional absences (11 total in a trimester), and/or the student fails to satisfactorily complete the academic program within the contracted time, the family will be required to meet with the director, Board Chair, and other staff as appropriate to revise the contract.

- If the family continues to demonstrate a pattern of repeated truancy, which will be measured by two additional absences (13 total in a trimester), the Director may request that the case be reviewed by the NOCCS Board of Trustees. In such event, the family will be provided with written notice at least 10 days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. The family may elect to have the case reviewed in closed session by providing written notice of such request to the Board Chair at least four days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. As part of the review process, the family will be provided with the opportunity to address the NOCCS Board of Trustees and present any relevant information concerning the student's attendance. Following its review of the case, the NOCCS Board of Trustees may elect consequences including but not limited to mandated summer school program enrollment, retention, or disenrollment from NOCCS.

Truancy Due to Excessive Tardiness

- If a child accumulates a total of five unexcused tardies in a trimester, the parent/guardian will receive a letter from the school. The letter will place the family on notice that the child's tardiness is adversely impacting the learning environment for the child and his or her fellow students.

- If a child accumulates a total of ten unexcused tardies in a trimester, the parent/guardian will be required to attend a meeting with the Director or designee to design an on-time attendance

improvement plan and contract. Through the on-time attendance plan and contract, the Director and/or other staff as appropriate will, in consultation with the family:

a. Create on-time arrival goals for the remainder of the year
b. Identify support strategies for helping the family to achieve these on-time arrival goals

- If, after the attendance improvement contract and plan are executed, the family continues to demonstrate a pattern of repeated truancy, which will be measured by three or more additional unexcused tardies (13 total in a trimester), the family will be required to meet with the director, Board Chair, and other staff as appropriate to revise the contract.

- If the family continues to demonstrate a pattern of repeated truancy, which will be measured by two or more additional unexcused tardies (15 total in a trimester), the Director may request that the case be reviewed by the NOCCS Board of Trustees. In such event, the family will be provided with written notice at least 10 days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. The family may elect to have the case reviewed in closed session by providing written notice of such request to the Board Chair at least four days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. As part of the review process, the family will be provided with the opportunity to address the NOCCS Board of Trustees and present any relevant information concerning the student's tardiness. Following its review of the case, the NOCCS Board of Trustees may elect consequences including but not limited to mandated summer school program enrollment, retention, or disenrollment from NOCCS.

Independent Study Policy and Procedure

We believe that every day of a child's education is valuable learning time that can impact a child's academic success. We further believe that the well being of the school depends on the school's ability to collect funding through our average daily attendance. Without adequate ADA, the school can't serve the needs of its student population.

For these reasons:

- **Students are required to attend school every day, except in the case of an excused absence.**
- **When there is an absence of two or more days, students are required to complete independent study contract.**

Independent Study

1. When it is anticipated that a child will absent from school for two or more days, the family will contact the school office and request an independent study contract.

2. Upon request, teachers will prepare an independent study work packet for students who will be absent for four or more days. The independent study packet will include a minimum of the following for each day of work:
   a. One reading assignment
   b. One math assignment
   c. One writing exercise

3. <u>All parties – the director, teacher, student, and parent/guardian must sign the independent study contract prior to the contract's start date.</u>
   Independent study work must be completed on or before the end date of the independent study contract.

4. Within 48 hours of receipt of the work, the teacher will issue a grade of "complete" or "incomplete" for the independent study work.
   a. If the work receives a grade of "complete" the child will be granted attendance credit for the missed day(s) of school.
   b. If the work receives a grade of "incomplete", the child will use recess time to complete the work until it is completed in a satisfactory manner.

5. All independent study work will then be logged into the NOCCS Office, and kept on files for audit purposes.

Failure to follow independent study policies and procedures will result in the absence being considered unexcused and may result in consequences related to truancy as described on the previous pages.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL

Independent Study Contract

Student Information

Grade _____ Subject(s) _____ Credit/Hours _____

Student Name _____ Birth Date _____

Home Address _____

Home Phone _____ Alternate Phone _____

Reason for absence

_____

Description of Independent Study

Beginning Date _____ Ending Date _____

Name(s) of person(s) assisting student in study _____

Math Assignment (1/day): _____

Reading Assignment (1/day): _____

Writing Assignment (1/day): _____

AGREEMENT: *we agree to the conditions described in this contract*

Student	Date
Parent	Date
Teacher	Date
Director	Date

COMPLETION: *we certify that the conditions of this contract have been completed*

Student	Date
Parent	Date
Teacher	Date
Director	Date

Independent study is an optional education alternative in which no pupil may be required to participate.

Hallway & Line-up Expectations and Procedures

We believe that students need to take responsibility for displaying appropriate behavior in the entryways, hallways, and exits of the school. Such behavior is expected in order to ensure the safety of the school community and to respect the learning environment of all students. Also, in the case of NOCCS, which has another partner organization in the building, it is imperative that our students respect the working environment of others. The following line-up and hallway procedures are to be followed by all NOCCS students while on the school grounds. This includes those students in the After School Program.

Because of these beliefs:

1) Students are expected to line up in an orderly manner. This will be accomplished by:
   a. Walking, not running, to the line.
   b. Forming a straight line facing forward.
   c. Keeping hands to oneself.
   d. Maintaining one's place in line.

2) As a line, students are expected to walk through the hallways in a safe and respectful manner. This entails:
   a. Walking, not running.
   b. Maintaining a quiet zone –"silent walking zones."
   c. Facing forward and maintaining a single file line.
   d. Having hands kept to oneself.
   e. Not touching anything posted on the walls, tapping or banging on walls.
   f. Staying on the right side of the hallway so that others may pass through on the left.
   g. Following specific instructions of the teacher/adult (such as the role of a line leader or checkpoints where the class must stop).

3) When students are alone or accompanied by a buddy as they walk through the hallway, they are expected to:.
   a. Go directly from the classroom to the desired destination and back.
   b. Refrain from disturbing classes in session.
   c. Follow the hallway policy listed in section #2.

Yard & Recess Expectations and Procedures

We believe that Linden Park should be a safe space where children are provided with a range of activities that provide opportunities for recreation, social time, and creative fun. We are committed to maintaining a climate of respect at all times in the park. However, Linden Park is a public park, with many users from the community. We also believe that our students should share use of the park as good neighbors.

Because of these beliefs:

- NOCCS staff will have morning duty on a rotating basis in order to provide appropriate supervision of recess times.
- All classes at NOCCS will develop agreements about how they will work together to keep a safe and respectful space during recess times
- Students will respect all living thing
- Students will Practice Good Sportsmanship
    - Share balls and equipment
    - Respecting games that are in session
- Students will Play Fairly
    - Honor the agreed upon game rules
    - Take turns
- Students will Resolve Conflicts Peacefully
    - Use respectful language and tone
    - Use "I Feel Statements" and Peace Talks
- Students will Be Safe
    - No rough play
    - No jumping off the slide
    - Only go down the slide, never up
    - No climbing on any fences
    - No standing on the parallel bars
    - No standing or sitting on top of the monkey bars
- Students will Be Helpful
    - Pick up balls and other equipment
    - Help a hurt child
- There are several areas considered off limits:
    - Students may not go beyond fences or fetch equipment from the streets. Only adults may pick up balls or equipment that have gone beyond the street
    - Students may not play in stairwells and the Colby Street driveway
- Students will ensure that enches are the "quiet zones" where students may rest, sit, read, or finish a snack. It is also a space for students to "cool off" or have a peace talk.
- On the play structure NOCCS students will demonstrate safe and appropriate playground etiquette including:
    1. Walking in the play structure area at all times
    2. Sharing the space with neighborhood children
    3. Sliding seated and feet first
    4. Moving in one directions on the bars
    5. Spinning with a maximum of two people at a time for a maximum of 30 seconds per turn.
    6. Keeping feet on the spinner when in use.

Lunch Expectations and Procedures

We believe that students need to have adequate time dedicated to sitting and eating their lunch. All students are capable of being responsible for cleaning up after themselves and being leaders in helping keep the play yards clean.

Because of these beliefs:

- Children are expected to be respectful to their peers and supervisors
- Students will eat in the MPR
- All children will have 20 minutes of eating time.
- Anyone who finishes early will sit and relax.
- After eating time, all students will participate in clean up time.
- Students will thrown out their own trash as well as recycle and compost appropriate items.
- Each table will be wiped down after use.

We believe that active, happy children need healthy food to consume during morning recess. NOCCS also believes that learning to take care of one's body is a critical aspect of growing and developing into a healthy, productive citizen capable of making a strong contribution to our world. We are concerned – from both a public health and an educational perspective – with the recent upward trends of childhood obesity and diabetes that are so rampant in our community. Current research about healthy eating habits for students indicates that students who eat fresh and nutritious meals and snacks experience fewer behavioral and learning challenges in their school day. Furthermore, as stewards of the environment and in an effort to "reduce, reuse, recycle, and rot", we also believe that our community must make an effort to act in a conscious and responsible manner when making choices about how lunches and snacks are packed and packaged, and how we dispose of waste at the school.

Because of these beliefs and findings

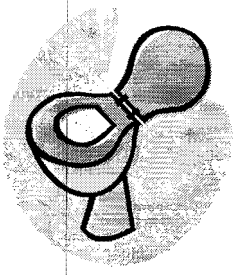
- Students must bring simple, healthful snacks and lunches to school every day.
- Snacks and lunches may not include high-sugar items.
- Soda and candy are not allowed in student lunches or snacks. If a student is found with these items, they will be confiscated and disposed of by a staff member.
- Students may not bring items that require cooking, heating, or microwaving.
- Students are encouraged to bring their lunches in environmentally friendly and waste-reducing lunchboxes, containers, and thermoses.
- Children with food allergies or special diets should:
    a. Bring a note from home at the beginning of the year informing the teacher and staff of the child's needs, as well as filling out the appropriate section of the Emergency Card
    b. Bring their own food to special events.

Restroom Expectations and Procedures

We believe that a clean and safe bathroom is important to our mission as a school and community. Good hygiene and appropriate behavior are important to maintain a healthy school culture.

Because of beliefs:

- Students will use the bathroom facilities in a timely manner
- Students will respect all bathroom facilities
- Bathrooms should be maintained as a safe and clean environment
- Students will use the restrooms and then return to class without loitering
- Students will flush the toilet after use
- Trash, paper towels, etc. will be thrown in the appropriate receptacles
- Students will wash hands before exiting bathroom
- If problems arise, students should alert the office staff immediately
- The custodian will check bathrooms to ensure cleanliness and update faculty when necessary.



After Hours Building Use Expectations and Procedures

There's so much going on in the community, and so many meetings that need meeting space! Here're the guidelines for setting up meetings in this new space:

1. Clear the meeting with the office/Director to make sure there aren't conflicts
2. Please specify what space you would like to use. In general, we prefer that classroom spaces not be used for meeting space.
3. Please put the space back the way you found it, and clean any surfaces that need it. If you are using a classroom, please note the configuration of tables and placements of chairs. Please draw yourself a map if necessary.
4. Rooms need to be locked and lights turned off after your use. People using the rooms are responsible for loss or damage. For evening meetings, it may be possible to use classrooms after 6 PM. However, you will need to make arrangements (most likely with After School Program Staff) to have access to the building.
5. Thank you! Please contact the office with questions.

Field Trips and Chaperoning Policy and Procedures

How to be a NOCCS Field Trip Driver

NOCCS teachers do a wonderful job of arranging educational field trips that support the units of study. Parent help is essential to make sure the trips run smoothly. Children on field trips at NOCCS either take public transportation or rely on parent drivers.

In principle, we try to use public transportation whenever possible. We believe that using public transportation gives our children a better field trip experience. They are able to see and connect with our greater community. It also allows them to put into practice their skills interacting with members of our community in a respectful and courteous manner.

However, some field trip destinations are possible to reach only by car, and we rely on parent drivers to make these field trips possible. As happens every year at NOCCS, in order for field trips requiring parent drivers to happen, we need to make sure all drivers are cleared to drive through the NOCCS Office. This is required by the NOCCS liability insurance provider ANNUALLY. In order to be cleared through the NOCCS Office, you will need to have the following on file:

1. A current DMV record on file with us from this academic year.
2. A copy of your car's liability insurance limits, showing at least an aggregate payout ability of $300,000 (bodily injury & property damage, etc)
3. A copy of your driver's license.

DMV records can be ordered with forms downloaded from the DMV website, as well as forms on file at the NOCCS Office. If you mail the order in, you must allow for a month delivery time. If you need immediate classification as a driver, you can take the form in person to the DMV to receive your driving record immediately.

We MUST comply with this requirement. The reason is simple: if an unqualified driver drives on a NOCCS field trip and an accident occurs, that driver may be sued. Through that driver, NOCCS may be sued. If NOCCS has not complied with this requirement, our liability insurance provider may not protect us from the suit. Unprotected schools in this position have literally lost their school, and been shut down. NOCCS cannot afford to be unprotected.

NOCCS Chaperone Expectations

For your reference, here are the NOCCS Chaperone Expectations, so that you know what you are getting into when you sign up for these fun events! These guidelines were established several years ago and have been guiding us since:

Please do:

1. Help students focus on the field trip's purpose
2. Meet with teacher to review chaperone guidelines and bus rules (if applicable) prior to field trip; attend any mandatory parent meeting
3. Be prompt
4. Serve as a good role model in behavior, language and appearance
5. Know the names of the students in assigned group and make sure students are wearing nametags.
6. Stay with assigned group at ALL times.
7. Consistently monitor student behavior
8. Be firm, fair and friendly in dealing with students, speaking quietly but firmly to disruptive students; praise good behavior
9. Stay within arms reach of your group
10. Maintain confidentiality (health information, student disciplinary matters, etc.)
11. Ask the supervising teacher or administrator for help if needed
12. Immediately report any injuries or illnesses to a teacher or administrator
13. Review and be responsible for logistics, itinerary, and teacher expectations.
14. Focus your interactions on the students and the trip's intended purpose.

Please don't:

1. Take siblings or other family members on the trip
2. Leave assigned group unsupervised at any time
3. Socialize with other chaperones at the expense of the trip's purpose and students' needs
4. Take non-NOCCS non-emergency or non-NOCCS related phone calls on cell phones..

Thank you so much for helping with our field trips. NOCCS parents make these educational experiences possible, and are tons of fun!

NOCCS Health and Safety Procedures

We believe that ensuring the safety and well being of all members of the NOCCS Community is one of our highest priorities and greatest responsibilities as a school. In order to do this effectively and efficiently, the school relies on the assistance, cooperation, and efforts of all members of our school community through frequent on-going communication, compliance with school procedures, contributing to the school's emergency preparedness, and remaining an active and alert member of the community.

The following health and safety related procedures will help all of us maintain a positive, productive, healthy, and safe community at NOCCS:

Emergency Cards

Each child must have an emergency card on file in the office. This card identifies other adults, authorized by you, who may take your child from school. This includes normal pick-up days, illness or any disaster situation. Your child will NOT be allowed to leave school with anyone other than you, a parent or legal guardian, unless you have listed them on the Emergency Card. This release may be changed and updated by a legal guardian at any time during the school year. Please fill out the cards in their entirety. We must be able to contact you or a reliable neighbor or relative any time of the day. If there are changes during the year please immediately fill out a correction form (in the office).

Medical Concerns

Medications taken at school: A child may NOT carry medication to school and self medicate. If your child needs to take any kind of medication at school (prescription or non-prescription) the following is required:

An adult needs to bring the medication to the school office in its original container and with the pharmacy label attached. The Office staff and/or Director will be responsible for administering medication. Your child must be responsible for coming to the office for his/her medication at the needed time. Our staff will help implement this procedure.

Keep your child at home if: he/she has had a temperature or has vomited in the last 12 hours.

Sleep and Nutrition

It is important to your child's health and education that he/she gets adequate rest and maintains a well balanced diet. We urge you to send nutritious, healthy snacks with your children to eat at morning recess and well-balanced meals for lunch. We do not allow soda, gum, or candy at school.

General Concerns

Please immediately notify the teacher and Office staff of any medical conditions that may affect your child at school. Please be sure to communicate any allergies or chronic health issues on your child's emergency card.

If your child is absent due to sickness, please make sure to notify the Office. Often, this information will help us alert other families to any symptoms that need attention.

Lice Policy

We believe that healthy kids can better concentrate and flourish academically, emotionally, and socially. Healthy children better benefit from educational opportunities.

For this reason, NOCCS has a lice policy.

If a child is found with lice or nits, their family will be notified. The family must then treat the lice and return the child to school with a proof of treatment.

Disaster Preparedness

Because our school is located in an earthquake-prone area, we want to remind you that, in the event of an earthquake occurring, the following procedures will be followed:

- No student will be dismissed from school unless a parent (or guardian designated by a parent) comes for him/her

- No child will be allowed to leave with another person, even a relative or babysitter, unless we have written permission to that effect or that particular person is listed on the student's emergency card in our files. With this in mind, if your child's card is not up-to-date, please request a new card from our office and fill it in.

- All parents or designated guardians who come for students must sign them out at the office or at the alternative Student Release Station. Signs will be posted on the front door if this alternative location is being used

- We are prepared to care for children in the event of a critical situation or if parents are not able to reach the school. We have a number of people with first aid certificates and will be in communication with local emergency services. We do ask for your help in the following areas:

    - please do not call the school; we must have the lines open for emergency calls
    - following an earthquake or other major emergency, do not immediately drive to the school – street and access to our school may be cluttered with debris; the school access route and street entrance areas must remain clear for emergency vehicles
    - do turn your radio to 740 (KCBS), 810 (KGO) or 530 on the AM dial; information and directions will be given over the radio.

Earthquake Kits

For the safety of our students, each student needs to have an earthquake kit at school, delivered the first week of attendance. Please take time to prepare kits. Please collect in a 2-gallon Ziploc Bag, labeled with your child's name the following items:

- 2 sealed water bottles with a squirt-type cap (48 oz. Total)
- 2 cans of food (canned tuna, canned chicken, beans) with pop top lid
- 2 cans of fruit with pot top
- 2 packages granola bars or cheese and cracker type snacks or protein bars
- 2 spoons
- 1 small, soft package of tissue
- 1 package of moist towelettes
- 1 emergency (space) blanket or 1 packaged rain poncho
  (Emergency blankets/ponchos are available in camping sections of stores)

If your child takes any medication, include 2 days' worth of with specific instructions.

In addition the above listed food and emergency supplies, please include a short note to your child offering comfort and expressing hope that everyone will soon be together once again.

NOCCS Disaster/Emergency Plan

PURPOSE: This Emergency Action Plan has been developed to protect lives, reduce injuries, and minimize property damage during emergencies and / or natural disasters at NOCCS. Examples of such situations are fires, earthquakes, explosions, natural gas leaks, bomb threats, or other unanticipated emergency situations.

Emergency events, and issues that arise during an emergency, can never be fully anticipated, and emergencies can never be completely planned for, since each situation is unique. The procedures provided will address the most anticipated events. However, all emergencies, anticipated or unanticipated, will require good judgment and prudent response by the staff at NOCCS, who are ultimately responsible for emergency decisions.

PRE-EMERGENCY PLANNING AND PREPAREDNESS

Site Specific Emergency Phone Numbers

Emergency – (Medical, Police and Fire) 911
Local Police – 510-622-2916
Local Fire – 510-238-4000
Ambulance – 911 or 510-695-6600
Poison Control – 1-800-523-2222
Utilities (PG&E) – 1-800-743-5000

Nearest Hospitals:

Alta-Bates Medical
2450 Ashby Avenue
Berkeley, Ca. 94705
510-204-4444

Children's Hospital
747 52nd Street
Oakland Ca. 94609
510-428-3240

Summit Medical
350 Hawthorne Avenue
Oakland Ca. 94609
510-655-4000

Emergency Broadcast Stations:

KCBS (740 am) KNBR (680 am) KGO (810 am)

In the event of an emergency that requires that we completely evacuate the site (major earthquake or fire damage, toxic gas, etc.), NOCCS will relocate as a group to

Home Depot Parking Lot
3838 Hollis Avenue
Emeryville, CA 94608

Medical Emergency Procedures

First Aid is everyone's responsibility. Being ready to give emergency care can make the difference in saving a life, relieving pain and preventing further injury or infection.
Students injured while at NOCCS are cared for in the following ways:

An injury may be inspected by the teacher, who may keep the student under observation in the classroom. For a more serious injury, the child is sent to the office for first aid. The home is routinely notified of a student receiving a blow to the head, whether it appears serious or not. In an emergency situation, 911 emergency services will be accessed. First Aid kits are stocked regularly and located in each classroom, as well as in the office.

Fire Prevention Plan

The purpose of this plan is to outline procedures, training, and good housekeeping practices that are to be used in the prevention of fires.

General Housekeeping

Attention must be given to providing and maintaining a high standard and general cleanliness in an effort to reduce facility fire hazards. Teachers should insure that areas are checked on a daily basis to avoid accumulation of combustible materials such as cardboard, papers, plastics, etc., that combustible materials awaiting disposal and/or recycling are kept in proper containers, and that combustible materials are not stored so that they are touching hot surfaces such as light fixtures, hot water pipes, etc.

Potential Fire Hazards And Ignition Sources

The Safety Committee will conduct an annual survey to determine the proximity of flammable and chemically reactive materials, high voltage power lines, and gas lines. The Safety Committee shall insure that flammable liquids are stored in designated areas that are well ventilated and away from possible ignition sources, corrosive chemicals are stored in separate designated areas, storage areas will be located away from main emergency evacuation exits and routes to exits. Smoking is prohibited throughout the building.

Fire Prevention And Protection Systems

The Safety Committee shall be responsible for the proper maintenance of existing fire prevention and protection equipment. There are fire extinguishers throughout the building (1 in the office, 2 in the hallways, one at the buildings entrance, etc), and evacuation routes are posted in a visible location in classrooms.

Drills

NOCCS' fire evacuation drill procedure is as follows:
Upon hearing the alarm, teachers lead their students through a predetermined emergency route into the park adjacent the school, proceeding in an orderly manner. If the first escape route is blocked, the teacher uses an alternate route. Post-evacuation, teachers promptly account for their students.

Earthquake Procedures

The main concern during an earthquake is taking cover from falling objects. If inside the school building – STAY INDOORS. Drop to the floor, get under a desk or table, and cover your head. If a desk or table is not available, stand in doorway or corner facing away from windows. Remain calm and quiet. Listen for instructions from the teacher. If outside the school building – STAY OUTSIDE. Move away from building, trees, fallen wires, or telephone poles. If in Linden Park, stay in the park and do not re-enter the building until instructed to do so by the teacher.

Evacuation

Teachers lead students through a predetermined route to the designated area (Linden Park). If route is blocked, the teacher will use an alternate route.
FOLLOW-UP IMMEDIATELY AFTER AN EVACUATION
Upon arriving, teachers:

- Report injured or trapped people to Director.
- Provide first aid, if needed. Seriously injured students are not moved from designated area.
- Take class roll from list in emergency bag.
- Check for fires and check for gas leaks.
- Locate and respond to injured or trapped people.
- Turn off main electrical circuits and check for electrical hazards.
- Check for pipe breaks and turn off valves as needed.
- Replace phone receivers on hooks.

Supervision of Students

Students will remain in the park. Staff must remain on site at all times while there are children present. Students are to be kept calm and focused. If on a field trip, the teacher shall call NOCCS to determine at that time whether the class should come back to school or remain at the current location.

Gas Leak/Explosion Procedures

Leaking gas, hazardous material spills, or other chemical contamination could be the cause of life-endangering explosions in or near the school. If there is a threat of an explosion, the Director will activate the emergency evacuation plan or other appropriate measures to insure student / staff safety.

If the odor associated with natural gas is detected, act fast. The odor will be strongest closest to the origin. Since there is an immediate danger of fire, explosion, or in an enclosed area, asphyxiation, do not try to discover the source of the gas. Staff should notify Safety Committee if odor of gas is detected.

The gas company should be notified immediately. Do not touch electrical items (Don't turn on / off).
If possible, open windows. Extinguish all ignition sources. Turn off gas at the main. In the event of strong gas odor, or if a main breaks in your area, evacuate the area utilizing the Fire Evacuation Drill Procedures and notify the fire department.

Bomb Threat Procedures

This plan for bomb threat procedures shall include training for key personnel most likely to receive a threat at the school (ie, staff). The following should be observed in the event a bomb threat is phoned in:

- Remain calm.
- If possible, complete the Bomb Threat Report.
- Take phone off the hook. Do not use it to make any calls. The police may be able to trace the call using *69.
- The following procedures should then be followed:
- If the threat is perceived as serious and immediate, evacuate the building utilizing the Fire Evacuation Drill Procedures.
- Contact local law enforcement.
- Proceed in accordance with local law enforcement instructions.
- If an evacuation is ordered, evacuate the building using the predetermined exit route and proceed to the designated assembly area. Await further instructions from local law enforcement.

Crisis Protocol - Lockdown

It is NOCCS' goal to insure that students are given the opportunity to attend school in a safe and secure learning environment. During NOCCS' annual safety committee meeting, site security and safety will be evaluated. Assessment will include the following areas: crisis preparedness, security operational policies and procedures, and physical security measures (access control, intrusion detection / warning systems, inventory and key control, perimeter security and physical design).

The most common school security measure used to prevent violence or other disrupting acts requires school staff to monitor both student movement and visitor movement in and around the school.

Lockdown

In order to further secure staff and student safety, Lockdown may be utilized. The phone system acts as an intercom system and warming alarm. A phone is located in every classroom and the office.

Upon hearing the lockdown code:

Staff will access 9-1-1- emergency services.
All staff members will immediately lock their doors and cover windows/close their blinds.
Students will be instructed to get under their tables and cover their head.
Remain calm and quiet. Listen for instructions.
If in the park: assemble in corner of the park; drop, cover and hold for instructions.

Injury and Illness Prevention

Injury and Illness Prevention Policy
NOCCS is committed to the health and safety of all employees and this commitment will govern actions when planning work, maintaining the school site, training employees, or conducting other activities that would have an impact on the health and safety of the NOCCS workforce.

Responsibility
Safe procedures, safe working conditions, and the enforcement of safe working habits are the direct responsibility of the Director of NOCCS. The Director has been given this authority and responsibility to ensure that an effective Injury and Illness Prevention Program is implemented and maintained. Assigned duties include the following:

- Communicate health and safety issues and concerns to all employees
- (via staff meetings and Board meetings).
- Conduct and/or coordinate inspections.
- Investigate employee reports of unsafe work conditions.
- Conduct and/or coordinate employee safety training.

Ensuring the health and safety of all employees is a goal which the NOCCS Director can not accomplish alone. All employees must actively participate in achieving a safe and healthful environment. It is only through communication and cooperation that this objective can be achieved. The staff of NOCCS are assigned to the following responsibilities:

- Adhere to all safety rules and regulations.
- Wear appropriate safety equipment, as required.
- Maintain equipment in good condition
- Report all injuries immediately, regardless of severity.
- Encourage co-workers to work safely.
- Report unsafe acts and conditions as the situation arises.

Hazard Assessment
To identify and evaluate workplace hazards, periodic inspections will be performed by the Director and/or the Building and Grounds/Safety Committee.

Periodic inspections are performed according to the following schedule:

- When NOCCS recognizes a new and previously unidentified hazard.
- When occupational injuries and illness occurs.
- When new substances, procedures, or processes that present a potential occupational and health hazard are introduced into the workplace.
- Whenever workplace conditions warrant an inspection.

Specific schedules for conducting periodic inspections at NOCCS include the following:
Annual safety committee site assessment, monthly inspection of portable fire extinguishers and smoke alarms. Ongoing identification and evaluation of workplace hazards will also occur as a result of communications from employees, investigations of workplace injuries and illness, and information gathered from other sources.

Hazard Identification
Identification of hazardous conditions in and around NOCCS is an absolute priority. These hazardous conditions may include:

- Slipping and falling: games, pencils, toys, small chairs, debris. Good housekeeping ensures a hazard free work space.

- Back strain. Lifting correctly by using the large muscles of the legs instead of the smaller muscles of the back will help to reduce this hazard. In addition to the above-mentioned issues, there are other potential hazards which cannot be anticipated. To identify these potential hazards, periodic inspections will be conducted.

Hazard Correction
The procedure for correcting hazards found during an inspection, or those which are reported by a member of the NOCCS community, is as follows:

- The Director and /or the Building and Grounds/Safety Committee will assess the hazard and interim control measures will be used if permanent control measures cannot be instituted in a timely manner.
- All conditions considered to be beyond the ability of the Director and/or the Building and Grounds/Safety Committee will be referred to an outside professional/contractor.

Health and Safety Guidelines

Bloodborne Pathogens
OSHA's Bloodborne Pathogens standard is designed to protect workers who may, in the course of performing their jobs, be reasonably likely to be exposed to blood or blood products. The nature of jobs at NOCCS is such that there is no reasonable anticipation of such exposure. In order to ensure that NOCCS employees are protected in the event of a rare exposure, NOCCS has adopted the following procedures:

- Disposable gloves shall be stocked in every classroom first aid kit.
- Employees shall report an exposure incident immediately to the Director, who shall complete a report of the exposure incident. The employee shall be taken to a medical facility for post exposure evaluation and follow-up.

Emergency Action Plan
To establish site-specific procedures for emergencies (ie, fire, earthquake, explosion, etc.) NOCCS has developed, and annually updates, an Emergency Action Plan.

Emergency evacuation alarms
NOCCS uses an alarm system (intercom system) to alert employees and students of the need to evacuate the building.

Exits (means of egress)
A means of egress is a continuous and unobstructed way of exit travel from any point in the building to a public way and consists of the following: the way of exit access, the exit, and the way of exit discharge. All exits and exit paths need to be unobstructed and clearly identifiable and all doors should preferably swing with exit travel.

Hazardous materials
Chemicals meeting the definition of "Hazardous Materials" (including flammable, combustible, corrosive) shall be so marked and properly inventoried, stored, used, handled, and disposed. A Material Data Safety Sheet (MSDS) will be filed for all hazardous materials to ensure that the appropriate information is available to all employees and students who may be exposed to potentially dangerous chemicals.

Housekeeping
Housekeeping is one of the most important factors in accident/injury prevention. Good housekeeping ensures an orderly arrangement of supplies, storage and waste materials.

Office safety

The following standards have been established for safety in office and administrative areas:

- Desks and reference tables are to be arranged so that electrical and /or telephone outlets and cables do not present tripping hazards.
- Floors are kept clean of objects (pencils, papers, etc.) and aisles are kept free of all tripping hazards (garbage cans, storage, etc).
- Electrical cords on machines and desk lamps must be kept in good repair. Ensure that cords are replaced when outer insulation is broken, and never remove (break off) the ground terminal of a 3-prong plug.
- Ensure that objects hanging on walls, cabinets, etc. are properly secured.
- Remove any defective office equipment from service immediately.
- Maintain all storage rooms and closets in a neat and orderly condition.

Sanitary conditions

Good sanitary conditions must be maintained at NOCCS. Each employee shares in the responsibility for maintaining these standards. All lavatory facilities shall be maintained in a sanitary condition and provide running water, hand soap or other cleansing agent, with individual hand towels and receptacles for used towels.

Outreach, Admission & Enrollment Procedures

We believe that a healthy, active, and powerful school community depends on the effective recruitment and enrollment of families and students who believe strongly in and can make a commitment to the mission, guiding principles, and operating structure in place at the school. We further believe that a diverse student and family body that reflects the diversity of Oakland is critical to our mission of instilling in students the academic, artistic, and civic literacy skills necessary for lifelong participation in a democratic society. Finally, the as a public charter school in the State of California, NOCCS support and agrees with the state laws governing admissions of charter schools.

Because of these beliefs:

- **The school is committed to actively recruiting families and students dedicated to carrying forth the mission and vision of the school.**
- **The school does not discriminate on the basis of race, gender, ethnicity, national origin, sexuality, or income in its admissions policy and procedures.**
- **The school will comply with and enforce all state laws and regulations governing charter schools and admissions to these public institutions.**

Recruitment Procedures

1. Recruitment for the next school year begins as early of October when information materials are created, made available, and sent out to pre-schools, community centers, and other prime sources for near-school aged children and families.

2. Two admission open houses are held early winter. These open houses give prospective families an opportunity to hear about the school and its programs during evening and weekend hours. Whenever possible, the school will recruit current parents to speak at these events.

3. Beginning in the late fall school tours will be given during the school day. Parent volunteers will help to conduct tours for visitors, as well as organize these tours to minimize impact on the teaching environment.

4. Families are encouraged to help with the recruitment process by participating in the admission open houses, visiting schools and community centers, representing the school at a recruitment fair, and/or referring friends and family interested in the mission and work of the school.

Admissions & Enrollment Policies & Procedures

1. In February, current families and salaried staff will be asked to submit a Fall Enrollment Verification Form.

2. All eligible families who complete and submit the Fall Enrollment Verification Form by the given deadline will reserve a space for the following academic year for both currently enrolled students, as well as incoming siblings for whom they would like to exercise sibling preference.

3. Families who fail to submit the Fall Enrollment Verification Form by the given deadline will forfeit their space for the following year. Should they decide to return after the deadline for submission of this form, these families will need to fill out a new application and enter the enrollment lottery.

4. Should a family elect to not return to NOCCS after the issuance and return of Fall Enrollment Verification Form, they are asked to contact the school as soon as possible and/or to return a Disenrollment Form.

5. All new students/families are required to submit a Lottery Application Form.

6. In late February/early March the annual admissions lottery will be held for spaces in the next school year's incoming Kindergarten class and any open spots in the following year's 1st – 5th grade classes. In the lottery:

    a. Applicants who are eligible for sibling or employee preference at NOCCS will be given the initial open spots in the school, or be moved to the top of the waiting list, waitlisted siblings before eligible employee children.
    b. If there are more students than spaces available, students' names will be drawn to determine an order for the waiting list. Oldest grades are drawn first.
    c. Applicants whose siblings are offered spots in the school will be given preference for enrollment, and thus will be moved to the top of the waiting list.
    d. Oakland residents are drawn first for each grade, with a preferential weighting for applicants from low API scoring schools as set by the Board. In a separate pool, non-Oakland residents will be drawn last.
    e. Waitlists will be good for the entire academic year. Late applications will be added to the end of the waitlist in order of receipt.

7. If a child's name is selected in the lottery, their family will be contacted with an offer of admission. Families will have 72 hours from the date of the lottery to accept this offer of admission. If a family fails to accept this offer by the deadline, they forfeit their offer of admission and place on the waitlist for the year.

8. In June all families enrolled for the following year will be sent an enrollment packet for the new school year. Families must return the complete enrollment packet by no later than July 15th. Failure to return the enrollment packet by this date will result in the child being dropped from the enrollment list.

9. In order to retain their spot in the school students are required to be present on the first day/week of school. If a child is not present on the first day/week of school without prior arrangement with the Head of School, his/her name will be dropped from the enrollment list and his/her spot will be given to a student on the waiting list.

NOCCS Disenrollment Policy (passed 2-7-08)

- At the beginning of the school year, all NOCCS students are required to be present on the first day of school. If a child is not present on the first day of school without prior arrangement with the Director, his/her name will be dropped from the enrollment list and his/her spot will be given to a student on the waiting list.

- Families may disenroll a child from NOCCS using the NOCCS Disenrollment Form or in writing of any form including, but not limited to, emails, notes, or letters. Disenrollment becomes effective upon the school's receipt of the Disenrollment Form or written communication, unless another date is agreed upon in writing between the family and school director. A confirmation of the child's disenrollment will be sent to the family that includes a copy of the family's written communication and the child's official effective date of disenrollment. A written notice of disenrollment from a student's parent(s)/guardian(s), whether done through the NOCCS Disenrollment Form or through another written form, including email, notes or letter, shall be final and irrevocable.

- In addition, if any NOCCS student is absent from school for 5 consecutive school days (e.g. 5 consecutive unexcused absences without calling and speaking with a NOCCS office staff person and making arrangements for independent study) a Notice of Disenrollment will be sent to the student's parent(s)/guardian via certified mail. In this event, the child's disenrollment will be effective 5 school days after the date of the Notice of Disenrollment, unless the student's parent/guardian confirms in writing that the student has not disenrolled and the student returns to school both within 5 school days after the date of the Notice of Disenrollment.

- If a family provides verbal notice that they are disenrolling their child, the school will send a Notice of Disenrollment to the student's parent/guardian via certified mail. In this event, the child's disenrollment will be effective 5 school days after the date of the Notice of Disenrollment, unless the student's parent/guardian confirms in writing that the student has not disenrolled and the student returns to school both within 5 school days after the date of the Notice of Disenrollment.

- Disenrolled children wishing to reenroll will be placed at the end of the admissions waitlist for their grade levels.

See next page for Disenrollment Form

NORTH OAKLAND COMMUNITY CHARTER SCHOOL

1000 42nd Street, Oakland, CA 94608
tel. 510-655-0540, fax 510-655-1222

www.noccs.org

Notice of Disenrollment from NOCCS

To the parent/guardian(s) of: _____

Date of Notice: _____ **Effective Date of Disenrollment:** _____

According to our records:

- □ You have provided the school with written notice of disenrollment by:
  - o Filling out a disenrollment form
  - o Other written correspondence _____

  As such we are providing you with this written notice of your child's disenrollment, effective on _____.
  Note: A copy of your correspondence is attached to this form.

- □ Your child/children has/have been absent from school for five consecutive school days without your calling and/or speaking with a member of the NOCCS office staff to alert of the absence and to make arrangements for independent study work for your child.

- □ You have provided us with verbal notice that you are disenrolling your child from NOCCS.
  - o Date of verbal notice: _____
  - o Staff person who received this news: _____
  - o Person our staff spoke with: _____

Please note that in the event the second or third box above has been checked, if you do not provide written confirmation to the Director of NOCCS that your child has not disenrolled and your child does not return to school within five school days of the date of this notice (see Effective Date of Disenrollment), s/he will be dropped from the NOCCS enrollment list, and his/her spot will be given to a child on the NOCCS waiting list.

If you wish to reenroll after disenrollment become effective, you must fill out a new NOCCS application, in which event your child will be placed at the bottom of the waiting list for the current school year.

A copy of the NOCCS Disenrollment Policy is provided to you on the back of this form.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
ADMISSIONS PROCEDURES

Board Passed: November 15, 2007

APPLICATION

1) Families eligible for preferences identified in the NOCCS Admissions Policy must notify the Admissions Committee concerning their wish to enroll their child prior to the latest published deadline. Failure to do so will mean that their application will not be given preference. The applications of these families received after this date will be entered into the Selection Process without preference.

2) New families can request an information packet including relevant requirements and dates of the admissions process.

3) Complete applications must be received via mail or hand-delivered to the director or head of admissions by the published application deadline. Return receipt service is recommended for mailed applications. Faxed and emailed applications are not acceptable. Complete applications consist of the application form, a copy of the child's birth certificate to verify age, a copy of student's most recent report card to verify grade level (waived for Kindergarten applicants), immunization records, copy of any OUSD determination letters or documentation that establish OUSD resident status, if applicable – this is particularly recommended for applicant families that reside at addresses bordering OUSD and other districts. In addition, three forms of supporting documentation proving residence must be submitted with the application. At least one responsible adult member of the applicant family must attend an orientation meeting/open house, if offered by the school.

4) Applications must be re-submitted for every new academic year to ensure accuracy. Public Drawing wait list positions are only good for the academic year for which the drawing was held.

5) Families will be notified of NOCCS' preference for Oakland residents. Three documents verifying the addresses of the child must be included with each application to verify the address of the child. Applicants wishing to exercise Oakland resident preference who reside at an address that may fall within multiple school districts must submit clarifying documentation with their application. Applicants are advised to make all necessary arrangements prior to the deadline for admissions in order to submit a complete application by the deadline. Submitting a complete application is the sole responsibility of the applicant. Applicants must also attend an admissions open house, if offered.

The following are examples of documentation that can be used as proof of residence (specific financial information can be blacked out). The documents must show the student's parent's, guardian's or caregiver's name and address.

- Automobile driver's license or official California I.D.Card from the Department of Motor Vehicles (must be used for one verification of address) AND:
    1. A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage bill, or cable bill.
    2. In combination only, automobile registration and automobile insurance (the documents count for two of the three required documents, but must be provided together).
    3. Homeowner's/renter's insurance policy.
    4. Rental agreement copy.
    5. Property tax statement.
    6. Official letter from a social services/governmental agency within 90 days.
    7. Transitional families only: Transitional families reside at a non-permanent address, such as a motel/hotel, shelter, car, or are doubled up with relatives or friends. Transitional families who are unable to establish a

permanent residence can go to the Transitional Students and Families Program in Portable 15 at 1025 2nd Avenue for residency verification and assistance.

6) Receipt of complete applications is logged in the school office. A confirmation card will be mailed to each applicant family. Due to the minute yet real chance of failure inherent to all forms of delivery, an application cannot be assumed received by NOCCS until this confirmation card is received by the applicant family. Each confirmation card will show a unique application number which will be recorded at the NOCCS office.

7) If a family declines an offer of admission or relinquishes a spot after enrollment, the family's current position on the waitlist is forfeited for the admissions year. NOCCS may consider written requests to reinstate an offer of admission on a case by case basis, at the discretion of the Admissions Team, when there has been a significant change in a family's circumstances since the original offer. A request for reinstatement of an admission offer is not a guarantee of admission, since there may be no spaces available at the time. The applicant may be placed on the waitlist, at the discretion of the Admissions Team. Likewise, a sibling that did not previously enter the lottery may be considered for sibling preference on a case by case basis, at the discretion of the Admissions Team, if there has been a significant change in a family's circumstances since the lottery.

Examples of significant changes in circumstances that may be considered include but are not limited to:

- change of primary residence address
- changes made by OUSD that affect the child's placement within the district: (bilingual status, LD assessment, re-zoning)

Examples of reasons that are not likely to result in a reinstatement include but are not limited to:

- change in financial status of the family
- change of heart
- admissions status change for child at a non-OUSD school.

8) NOCCS reserves the right to reopen the recruiting/admissions cycle once the waitlist has been exhausted.

9) Applications mailed before the application deadline but logged as received by NOCCS after the deadline will be added to the bottom of the wait list produced at the drawing but before any new applicant pool is created.

PUBLIC DRAWING

1) As described in the NOCCS Admission Policy, admission will be offered in order based on a set of preferences and a public random selection process. Collectively, these preferences and public random selection process are referred to in these Procedures as the "Selection Process".

2) Prior to the Selection Process, the NOCCS Board of Trustees will approve a plan for school growth and student recruitment, including the number of openings in each grade and class at the school.

3) An Admissions Team will be responsible for conducting the Selection Process, communicating with new and prospective families, and informing families of their admission status. The Admissions Team will be composed of two members, the School Director/Principal and a staff member assigned the duty of admissions management. In the absence of one or more members of this team, the Admissions

Team will be composed of at least three members: one board member, one current family member, and one staff member.

4) An announcement of the time, date and location of the drawing must be posted outside the school facility at least 72 hours ahead of time.

5) The drawing must be open to the public. Formulae or special computer programs (source code) used to assist in the drawing process must be available for public review at the drawing.

6) The drawing must be attended by at least two board members and one member of the Admissions Team.

7) Minutes will be taken documenting the order in which applicants are drawn

8) Drawings will occur for all grade levels for which there are applicants, regardless of available space.

9) A family with 2 or more children in a given grade level may elect to have their children drawn by family name only, giving the family the choice of which child(ren) to enroll in case not all are admitted.

10) Oakland resident families are drawn first, in descending grade order.

11) As outlined in the NOCCS Admissions Policy, the Selection Process includes: 1) a preference for already enrolled students; 2) a preference for siblings of enrolled students and admitted students; and 3) a preference for children of NOCCS salaried staff. A sibling is a person with at least one parent or step-parent in common. All siblings must be entered on all applicable applications. If a NOCCS salaried staff member enters employment after the close of the lottery, he/she may exercise their preference at the time of hire. This does not guarantee that the employee's child will be admitted, but that they will be placed at the top of the waitlist for their grade, after any previously waitlisted siblings of enrolled students.

a) Siblings of accepted children receive preference over other children in their grade levels, but not over siblings of enrolled children.

b) In the case of multiple siblings of enrolled students, order will be determined by the order in which the enrolled siblings were admitted, with a secondary sort on pull order in each respective drawing.

c) The preference for siblings of enrolled students is effective even in the case of enrolled students on the candidate list for graduation.

12) As of the 2005 charter renewal, NOCCS abandoned an admissions preference from its original charter for children of founders. The sole exception is to honor a binding commitment made to the family of Tim Huson and Anne Braghetta who may exercise this preference (per the original policy) at any time in the future.

13) If the Kindergarten applicant pool (not including children admitted per "Public Drawing" sections 11 and 12), includes at least 50% educationally disadvantaged children, all remaining Kindergarten applicants for children zoned for OUSD schools will be pulled randomly without regard for resident address. For the purposes of these procedures, "educationally disadvantaged" refers to a child assigned to an underperforming OUSD school.

To support the core principle of equity, the NOCCS Admissions Policy allows for a fourth preference for educationally disadvantaged students. If fewer than 50% of Kindergarten applicants (not including students already admitted per "Public Drawing" sections 11 and 12) are educationally disadvantaged, the relative chance of being drawn will be enhanced for their applications.

Kindergarten applicants' residential addresses at the time of application will be used to determine if they are eligible for this preference. An underperforming school is defined as any school with an Academic Performance Index (API) Statewide Rank of 4 or lower. The most recent API rankings available one month before the drawing will be used.

If fewer than 50% of the Oakland Kindergarten applicants (not already admitted per sections 11 and 12) are zoned for underperforming OUSD schools, those Kindergarten applicants will be divided into two distinct pools:

- Low API: Applicants whose residential address would lead them to be assigned to an underperforming school
- High API: All other OUSD territory applicants

The two groups are distinguished by the relative chance of a given child being pulled in the drawing for admission. The chances are shifted by changing the relative number of drawing tags assigned to each application. The ratio of tags will be based on the percentage of Low API applications in the pool of applicants not already admitted per sections 11 and 12.

If:

1) Low API numbers 50% or more
   1:1 ratio of all tags
2) Low API numbers less than 50%,
   2:1 ratio of Low API and High API tags, respectively.

The specifics of the lottery tag weighting will be published at least 72 hours ahead of the drawing.

14) All applicants will be drawn, even past the point of available spots, to create a wait list order.

15) Families who are not Oakland residents are drawn similarly to Oakland residents in a separate pool (except the underperforming school preference does not apply). Their waitlist order number continues the sequence left off by the Oakland residents.

16) Applicant siblings of children who have been accepted will be noted, but the random drawings for their classes will occur normally. Applicant families should be aware that even if they are drawn at the top of their pool and a spot exists, siblings of admitted students in the same grade pool will be offered admission before their applicant.

   a) Applicant siblings of children who have been admitted will be given provisional preference over their peers. Their preference will go into effect only if the admitted sibling actually accepts the position and then enrolls by the given deadline If the admitted sibling does not accept by the deadline or does not ultimately enroll, the waitlisted sibling's relative position within the applicant pool will default back to the original, randomly assigned order.

   b) In the case of multiple siblings with provisional preference, order will be determined by the order in which their admitted siblings were drawn.

   c) Children with siblings admitted after the drawing will receive provisional preference over other waitlisted children but not over enrolled or admitted children. If the admitted sibling does not accept by the deadline or does not ultimately enroll, the waitlisted sibling's relative position within the applicant pool will default back to the originally assigned order.

17) The waitlist shall remain in effect throughout the following academic year. However, families will be informed that position on the waitlist does not supercede higher order preferences. For instance, a 3rd

grader enrolling mid-year with a sister in 1st grade and seeking admission at NOCCS -- if an opening becomes available in the 1st grade later that academic year, the sister will be offered admission before anyone on the waitlist.

18) Any applications that come after the deadline will be added to the end of the waitlist in order of receipt date. However, NOCCS reserves the right to run a secondary lottery in special cases, such as the creation of a new classroom, etc. In the case that a secondary lottery is needed due to special circumstances, any applications that come after the deadline will be added to one of two additional pools independent of the pool created for on-time applications:

    a) Oakland residents

    b) Not Oakland residents

19) In the case of a secondary lottery, another two drawings will be scheduled and held for these two pools, respectively.

ADMISSIONS

1) A student who was drawn for an open slot must be notified by mail, email, or voicemail. NOCCS staff will post a public list of the lottery results within 5 working days of the drawing.

    a. The deadline by which the family must accept or decline will be made clear at this time.

    b. A school visit prior to the 72 hour deadline may be scheduled as well, especially if the family has yet to visit.

2) For mid-year openings, if the family visits the school and is still interested:

    a. A meeting with director and/or the classroom teacher for the child's grade level may be scheduled at director's discretion.

    b. The child may visit in the classroom for half a day, under the supervision of the parent and at the discretion of the teacher.

    c. The family will have 120 hours from the initial notification attempt to enroll their child at NOCCS (72 hours in which to decide to take the offer, plus 48 hours to fulfill all paperwork and processing requirements). An extension of the 48 hour deadline to enroll a child can submitted for consideration. An extension, if any, will be granted at the sole discretion of the Admissions Team.

3) The family must accept or decline admission within 72 hours of sent notification. Acceptance must be made in writing and received by NOCCS with the 72 hours period, using a standard form to secure the offered spot Declines should also be made in writing, but the absence of either will be taken as an implicit decline.

4) If a family declines, the next family on this waitlist is offered admission.

5) Until all available spots are filled, the status of all applicant families is undecided. Members of the outreach and admissions teams must be careful not to make any predictions as to the outcome until everything is final.

6) A prospective, current, or wait-listed family may submit a formal grievance to the Board.

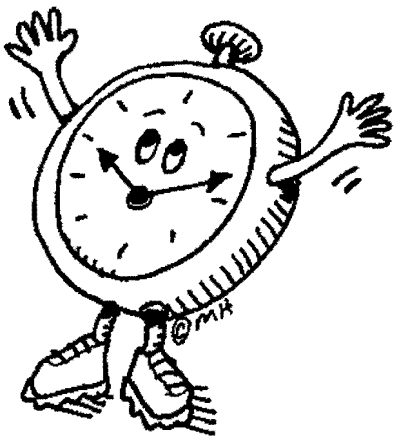
7) Applicants granted admission on false pretenses may be completely removed from the admissions pool for the admissions year. This is the case even if the false information had no material effect on the applicant's admission to NOCCS.

8) Applicants granted admission must submit all required documents for enrollment in order to secure the offered spot by the deadlines given by the Admissions Team. The applicant family must sign a document saying that they have read the introductory materials provided to them as part of enrollment.

ASP 2009/2010 Program Guide

or (What's Old, What's New?)

This year's after-school program will incorporate a mix of both old and new programs and procedures, so whether your children have been coming for years, or you are completely new to NOCCS, you'll want to read the guidebook carefully and completely so you don't miss out on any information.



PROGRAM HOURS

Program end time is now 5:30

Kindergarten: 1:30 – 5:30
1st -7th grade: 3:00 – 5:30
Early Dismissal Days: 1:30-5:30

*Students not picked up by program end time will be billed at a rate of $1.00 per minute.

PROGRAM STRUCTURE

ASP will still offer an assortment of paid enrichments, sports, club and academic time, but there will be a few minor and major changes that should make you and your child's ASP experience a bit easier to navigate and a lot more enjoyable.

CHECK IN

Students will no longer be checking in at the same station (previously, the Multipurpose Room), but will now report to one of three ASP designated classrooms every day, according to their grade level. Pod A are our Kindergarten and 1st graders, Pod B are our 2nd through 4th graders, and Pod C are our 5th through 7th graders. (5th grade students may opt to join Pod B if appropriate and if space permits). K-3 students will meet in the MPR and eat snack together and then go with their podLeaders to their pod classroom. If your child is checking into an enrichment at 3:15, they will check in with their pods, and then check in with their enrichment teachers.

CHECK OUT

Checking your child out of ASP will be much like checking your child out at the end of the school day; ASP staff needs to see you, the authorized adult, before your child is released from ASP. ASP will still track attendance using our computerized attendance program (Procare), but you'll

never have to touch that crotchety old ASP laptop again. The new procedure for checking out is rather simple, if not old-fashioned: find your child, greet the ASP staff or enrichment teacher on duty, gather your child's belongings (which will travel with your child) and sign on the dotted line next to your child's name and checkout time (entered by ASP staff only). Whether you (or your designated authorized users) are picking your child up from an enrichment class, Linden Park, a classroom, or the MPR, the procedure is the same. **ASP staff are instructed to release students with a signature from authorized adults only;** please do not call your child from the parking lot or send a child into the building to track down their sibling(s). Please help us ensure the safety of your child by following these check-out procedures daily.

ACADEMIC TIME

Homework time should not be painful for you or your student. ASP offers a structured academic time where students can complete assignments, spend time reading or studying quietly, or challenge themselves with activities and games that support their academic development. ASP staff provide limited one-on-one support, lead group games, and facilitate read-alouds. Please see Ms. Remy if you are or someone you know is interested in volunteering during academic time as many of our students would benefit from the extra support.

PHYSICAL ACTIVITY

All children in ASP will have daily opportunities to move their bodies in play. Besides 15 minutes of recess time, students will engage in sports or other structured physical activities for an additional 30 minutes a day. Whether your child's thing is basketball, football, soccer, banana tag, freeze dance, 4square, ultimate, hula-hoop or hop-scotch, we've got something for everybody. Of course, you can also sign your child up for a Destiny Class!

ASP CLUBTIME

ASP staff will facilitate a number of enrichment style "clubs" on a daily basis. Clubs will be offered on Wednesdays from 1:30 to 3 pm, and Fridays from 3:15 to 5 pm. Monday, Tuesdays and Thursdays clubs will operate from 4:30 to 5:00 or 5:30 and will include a range of activities (indoor and outdoor, small and large motor skills, mental and physical) that should appeal to students of all ages and interests.

ENRICHMENTS

Enrichment classes are a great way to extend the learning we do out NOCCS beyond the school day. Go spend that extra hour at the gym or meet a friend for coffee and conversation, or better yet, sign up for your own enrichment classes! We hire qualified and talented instructors to teach our enrichments, so instead of wasting gas and time driving your student off campus, consider spending those few extra bucks here at NOCCS.

This year you will have many of the old favorites to choose from, as well as a few new offerings we think you'll be excited about. Enrichments classes are by enrollment only, and are billed by trimester, not per class. Each family will receive an enrichment schedule within the first week of school. Enrollment is determined on a first-come, first serve basis.

The enrichment class fee will now include the ASP hourly fee. That's right; you spoke (via the ASP survey) and we listened; signing up and budgeting your child's enrichment schedule has never been easier. Students will sign into enrichment classes after snack and can be picked up directly from the enrichment classroom by parents at the end of class time. (If students will be returning to ASP after their enrichment class, they will need to sign in with their ASP Pod Leader and will be charged their regular hourly rate.)

ASP SPACES

Multi-Purpose Room: This year ASP will still be using the MPR as a sort of home base, but only at specific times and hours. Destiny Arts will be using the newly built studio (Studio 2) during ASP hours, so please be mindful when entering and exiting the MPR; The MPR may also be used for enrichment classes. Regular ASP use times and days are listed below.

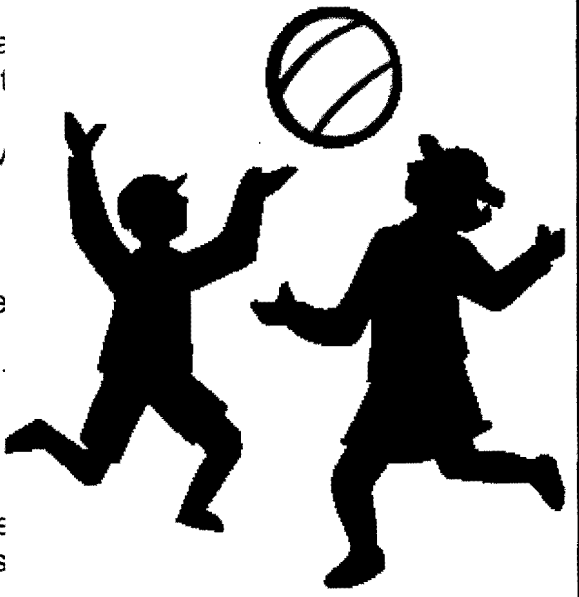
Daily: 4:30 to 5:30
Fridays 3:15 to 6:00

* Kindergartners will use the MPR as their base every afternoon between the hours of 1:30 and 3:15 (except Wednesdays). If you are the parent of a kindergartner who will be picking up before 3 pm you will pick up your child, and your child's personal belongings, in the MPR.

There will an ASP master schedule on-line, and posted on the ASP/Enrichment bulletin board located on the wall near the glass double doors in the MPR. The ASP master schedule will provide you with an at-a-glance map of where you child will be at any given time during program hours. We suggest you print out a few copies so that you can keep a copy in your wallet or purse, and have some available for babysitter and other authorized pick-ups.

Classrooms: Your teachers' classrooms will be used during academic time, which will always be between the hours of 3:15 and 4:15 on Monday through Thursday. Classrooms may also be used for our enrichment classes.

Linden Park: This is the play structure and (somewhat) grassy area NOCCS. This is a public park, and as such, we don't have any cont the space is used or who uses the space. ASP staff will be present at all times while your child(ren) are at play, at a ratio of 1:15, and w only use the park when there are two or more ASP staff on duty during after-school hours (kindergartners can play outside with just one ASP staff during school hours). ASP students are free to socialize and play with NOCCS and neighborhood children who use park during after-school hours, and ASP staff facilitate and support these interactions with care and attention. ASP staff are instructed use their best judgment when using the Linden Park area; if conditions are unsafe or unfriendly, they will take all necessary measures to ensure the well-being of our students, including returning to the NOCCS building. Students will be instructed, as the during regular school hours, to be friendly and respectful with adults Linden Park, but that it is not a time to "make friends."



The Courtyard: This is a new space at NOCCS and we're very excited about it. Located near the garden at the 43rd St. side of the parking lot (as I write this it's still being "built") this outside, semi-enclose area will have a basketball hoop, a four square area, and space to just chill-out and socialize. Students who spend time here will always have the option of helping Mr. Lans with the tending of the NOCCS garden.

Basketball Courts: With the creation of the new courtyard space we will limit the use of the basketball courts on 43rd St. to older students (4-7th grades). Students will be escorted across the 43rd Street by an ASP staff and will spend no longer than 45 minutes at the court. No ASP student will be allowed to cross 43rd St.
without adult supervision.

Off-Campus Sites: This year we will be offering at least one off-campus enrichment. Travel to and from these sites will be on foot, and the adult to student ratio will be 1:8. The walking field trip form that you filled out and turned in over the summer, as well as your child's enrollment in the off-site enrichment, enables ASP enrichment staff to take your child off-campus.

MONEY MATTERS

ASP Billing

Marissa Berman, our Teacher on Special Assignment, has agreed to revamp the ASP billing system and take over the role of ASP billing. What does this mean? Your monthly ASP statement will have new and improved look and feel, and all of your billing questions, including questions about scholarships, monthly enrollment and past due bills, will henceforth be handled by Marissa Berman.

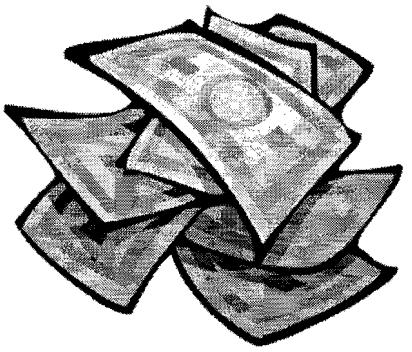
The hourly cost for ASP is $7/hour if you pay in advance, and $8/hour drop in rate (see attached sample Planned Purchase Form). Scholarships are available for those who qualify and are based on financial need. If you're not sure if your family qualifies for a scholarship but think it may be a struggle for you to afford the fees, by all means, apply. Scholarship awards will go out in the next few weeks and will be decided by a team made up of non-ASP staff.

ASP OPEN DAYS

ASP does not open on holidays, but we do open our doors from 8:30 to 5:30 pm on Professional Development Days (see calendar). ASP staff may schedule field trips or plan a day of fun filled activities on campus. Families are encouraged to sign up for ASP Open Days in advance. You may pay by the hour, or pay a flat rate of $35 for the whole day.

6th/7th Grade Community Leaders

6th and 7th graders commit to spending 10 of their total program hours a month on special community service assignments such as:



- Enrichment teacher assistant
- Classroom teacher assistant
- Tutoring/Buddy Reading
- Park and Courtyard Beautification
- ASP Friday Folder Production

- Jr. Recreation Leader

Pay a flat monthly rate of $200 a month for unlimited hours, and that could mean a savings of up to $150 per month, or $1500.00 per year. (If you are a scholarship family, a reduced rate will be determined based on your hourly fee.) And you can take that to the bank...or better yet, use it towards your NOCCS annual fund contribution or paying for few ASP enrichments.

*Application forms will be available soon and must be filled out before September 20th by interested student and parent(s). Students who apply for this opportunity must supply at least one formal recommendation from a member of the NOCCS/Destiny Arts community and be in good academic standing.

NOCCS Reader's Workshop Scope & Sequence

	Fall Trimester	Winter Trimester	Spring Trimester
Kindergarten	• Phonemic Awareness • Concepts of print • Letter Recognition/Letter Sounds	• Consonant/Vowel/Consonant Words • Decoding Skills	• Decoding Skills • Developing Comprehension
1st Grade	• Decoding Skills • Short Vowels/Short Vowel Word Families	• Decoding Skills • Long Vowels • Comprehension Strategies	• Blends/Digraphs • Comprehension • Independent, Fluent Reading
2nd/3rd Grade	• Reading is Thinking • Reading Strategies • Guided Reading	• Guided Reading • Reader's Workshop • Literature Response • Author's Study	• Reading Informational Text • Guided Reading • Literacy Centers
4th/5th Grade	• Historical Fiction & Nonfiction texts • Response to Literature: Opinion & Evidence • Strategies: - Questions - Inferring • Texts: - Morning Girl - • Spelling, Vocabulary, Grammar, Word Roots	• Historical Fiction and Poetry • Response to Literature: Poetry analysis & Compare and Contrast • Strategies: - Compare and Contrast - Imagining - Connections • Texts: - Book Club: - Roll of Thunder, Hear My Cry - Watsons Go To Birmingham--1963 - The stories Julian Tells - Various poetry studies • Spelling, Vocabulary, Grammar, Word Roots	• Mystery • Response to Literature: Creative Responses • Strategies: - Inferring - Questioning • Texts: - Egypt Game - And Then There Were None - Chasing Vermeer • Spelling, Vocabulary, Grammar, Word Roots

	Fall Trimester	Winter Trimester	Spring Trimester
6th Grade	• Response to Literature • Short Stories: Memoir • Strategies: - Strategies Overview - Monitoring Comprehension - Activating and Connecting to Background Knowledge - Visualizing and Inferring • Texts: - Mara, Daughter of the Nile, - Golden Goblet, - Rosetta Stone	• Response to Literature Biography • Reader's Workshop • Strategies: - Questioning - Inferring - Determining Importance in Text - Summarizing and Synthesizing • Texts: - - Esperanza Rising - Shabanu - Julie of the Wolves	• Response to Literature • Poetry • Strategies: - Questioning - Visualizing and Inferring • Texts: - The Cay - Hawk's Hill
7th grade	Response to Literature Reader's Workshop: Rites of Passage in Literature Strategies: - Strategies Overview - Making Inferences - Supporting interpretations with evidence - Understanding literary conventions Text: - "Seventh Grade" by Gary Soto - "The Outsiders" by S.E. Hinton	Response to Literature Reader's Workshop: Memoirs Strategies: - Strategies Overview - Making Inferences - Drawing Conclusions - Supporting Conclusions with Evidence - Understanding voice and theme - Applying context clues for further questioning and learning Texts: - Of Beetles and Angels by Mawi Asgedom - The Circuit by Francisco Jimenez - Bad Boy by Walter Dean Myers	Response to Literature Reader's Workshop: Realistic Fiction Strategies: - Making Predictions - Questioning of Text - Connecting Text to Contextual and Prior Knowledge - Making Inferences - Drawing Conclusions - Supporting Conclusions with Evidence - Understanding Metaphors, Analogies, Symbolism Possible Texts: - "War of the Wall" by Toni Cade Bambara - Roll of Thunder, Hear My Cry by Mildred Taylor - Before We Were Free by Julia Alvarez - The Other Side of Truth by Beverley Naidoo - Child of the Owl by Lawrence Yep

NOCCS Writer's Workshop Scope & Sequence

	Fall Trimester	Winter Trimester	Spring Trimester
Kindergarten	• Crafting a sentence • Personal Narrative	• Procedural Writing	• Craft of a friendly letter • Poetry
1st Grade	• Personal Narrative • Novels	• Biographies/Informational Writing • Procedural Writing	• Response to Literature • Poetry
2nd/3rd Grade Year A	• Personal Narrative • North American Inspired Myths • Reader's Response	• Biography • Fairy Tales • Poetry • Fiction • Reader's Response	• Fiction • Persuasive Letters • Reader's Response
2nd/3rd Grade Year B	• Narrative • Biography • Reader's Response	• Fiction – Author's Craft Study • Poetry • Journaling • Reader's Response	• Point of View Fiction • Persuasive Letters & Essays • Reader's Response
4th/5th Grade	• Genres: - Persuasive Writing - Non Fiction Writing • Strategies: - Topic and Concluding Sentences - Paragraphing - Persuasive Techniques • Summarizing	• Genres: - Poetry - Response to Literature • Strategies: - Descriptive Writing - Sensory Details - Poetry structure - Figurative Language - Imagery • Summarizing	• Genres: - Historical Fiction - Response to Literature • Strategies: - Leads - Point of View - Dialogue - Use of historical facts in historical fiction writing. • Summarizing
6th Grade	• Writing About People o Memoir o Personal Essays • Response to Literature • Word Study • Non-Fiction Paragraph Writing	• Student Choice Writer's Workshop • Fiction Writing: characters, setting and plots • Expository Essays • Research Writing • Response to Literature • Activist Project	• Student Choice Writer's Workshop • Expository Essays • Spoken Word o Poetry o Plays • Response to Literature
7th Grade	Writer's Workshop: Writing about Self and Identity - Narrative - Evaluation and Critique	Writer's Workshop Writing about Significance - Biography - Autobiography - Memoir Personal Essays	Writer's Workshop: Expository Writing - Persuasive writing

NOCCS Mathematics Curriculum Map

K	Getting ready: Intro to math workshop routines, vocabulary & manipulatives	Counting to 10, Intro to sorting, Data investigations	Counting to 20, Greater Than & Less Than, Intro to linear measurement	Sorting & classifying, Constructing and extending patterns	Linear measurement, Counting to 30, Basic addition and subtraction	Intro to 2-D and 3-D shapes	Addition and subtraction with larger numbers, Story problems	Matching and counting larger numbers, Intro to skip counting by groups of 2, 5, and 10	Time and Money
1	Review of counting 1-30 forwards & backwards, Addition facts to 10	2-D shapes	Addition facts to 15, Basic subtraction	Sorting & classifying, Surveys and data investigations	Measurement	Addition and subtraction facts to 20 w/ 2 or more addends	Patterns	Counting to 100, Skip counting by 2's, 5's and 10's, addition facts	2-D & 3-D Shapes, Time & Money
2	Counting to 100, Skip counting, addition and subtraction facts to 45	2-D & 3-D Shapes, Symmetry and Intro to Arrays	Addition & Subtraction, Place Value w/ Coins, Greater Than/Less Than	Sorting & Classifying, Carrying out Data Investigations	Making Tables, Intro to ratios, Patterns, Even & Odd Numbers	Addition and Subtraction facts to 100, Place Value with higher numbers	Intro to Fractions	Even/Odd Numbers, Addition and Subtraction, Basic Multiplication & Division	Measurement & Time
3	Review Place Value with Money, Counting to 1,000-10,000	Carrying out Data Investigations & Probability	2 & 3-digit Addition and Subtraction, Story Problems	2-D Shapes, Perimeter & Area, Angles	Multiplication and Arrays	Multiplication and Graphs and Tables, Positive and Negative Numbers	Fractions & Decimals	Addition and Subtraction with higher numbers, Story Problems	2-D & 3-D Shapes

4	Multiplication, Factors and Multiples, Prime and Square Numbers Data Investigations, Changes over time, graphs, and describing data.	Data Investigations, Creating Line Plots, Range & Median Multiplication, Factors and Multiples, Prime and Square Numbers. Algebraic expressions	Multiplication & Division, Algebraic Expressions	Measurement, 2-D Shapes, Angles and Calculating Area	Place Value, Addition, and Subtraction with Larger and Negative Numbers ,	Fractions & Decimals	3-D Shapes, Determining Volume with Rectangular Prisms	Multi-Digit Multiplication & Division	Graphs, Grids and Tables to Represent Change Patterns, functions, and change: The coordinate system.
5	Factors, Multiples, Prime and Square Numbers, Multiplication & Division, Multi-Digit Multiplication and Division	2-D & 3-D Shapes, Volume with Prisms, 2-D Shapes, Measuring Angles, Perimeter and Area	Addition & Subtraction with numbers in the thousands up to one million, Negative Integers	Operations with Decimals	Fractions & Percents Equivalencies with Fractions, Decimals and Percents	Fractions & Percents Equivalencies with Fractions, Decimals and Percents	Tables and Graphs to Represent Change, 4-Quadrant Graphs	Tables and Graphs to Represent Change, 4-Quadrant Graphs	Data Investigations, Line Plots and Probability
6	Operations with Integers, fractions, and decimals, and percents.	Operations with Integers, fractions, and decimals, and percents.	Algebraic expressions and equations; Solving one step linear equations.	Solving problems with best buys, unit rates , ratios and proportions.	Statistical measures and Sampling	Probability.	Circles, and Angles.	Measurement of two and three dimensional shapes to solve problems.	Review and extension of the year's curriculum.
7	Algebraic terminology . Using and solving for variables in one and two steps problems.	Simplifying and justifying expressions using algebraic properties.	Using the correct order of operations to evaluate algebraic expressions	Statistics; box-and-whisker plot, scatterplot, stem-and-leaf plot	Operations with rational and irrational numbers; absolute value, powers, square roots	Problem solving with discounts, markups, and interest	Operations with Exponents	Geometry: Perimeter, Area, Circumference, Pythagorean theorem.	Graph and interpret linear and nonlinear functions

NOCCS Science & Social Studies
Teaching for Understanding Scope & Sequence: Year A

	Fall Trimester	Winter Trimester	Spring Trimester

Kindergarten/1st Grade	• All About Me/Family
	• Senses
	  ○ Performing Arts Integration: *All About Me and My Family will culminate with a CD production of original song. My Five Senses*, will involve the creation of an interactive, multi-sensory Sensorium.
		• Bread from Around the World
		• Garden Integration: Growing Wheat
		• Celebrations
			• Paper/Wood Fabric
			  ○ Service-Learning Integration - Tree Care Guide Publishing Party & Neighborhood Adoption Ceremony
			• Animals/Insects/Habitats: Rainforest
			  ○ Visual Arts Integration: students use a variety of media from clay to paper in order to render a museum-like rain forest replica

2nd/3rd Grade	• Investigating Artifacts – Northern California Culture/Myths & Archeology (Observation & Inference)	• Physics of Sound
		• Migration/Harlem Renaissance Performing Arts Integration: students will conduct biographical research and improvise in full character of their Harlem Renaissance research subjects.
		• Immigration
		  ○ Service Learning Integration: Immigrants within the community.
			• New Plants/Interdependence & Pollinator Gardens
			  ○ Service Learning Integration: Pollinator Garden Neighborhood Workshop
			• Oakland Then & Now
			  ○ Visual Arts Integration: Students create scale models of buildings in Oakland and the Linden Park Neighborhood Area.

	Fall Trimester	Winter Trimester	Spring Trimester
4th/5th Grade	• Variables, Mixtures, and Solutions • Native Americans - The study of Native Americans Through documentaries, film and Photographs: Students will create a documentary about one of three periods of time (Age of Exploration, Age of Colonization, Age of Nationalization) which discusses main events in that period, misconceptions and stereotypes portrayed in the media about these events and the Native Americans, and how these events continue to influence native American life today.	• Landforms - Service-Learning Integration: School and Neighborhood Earthquake Preparedness • • • African Americans • Performing Arts Integration: • Students will study the history of African Americans through the medium of music. Students will explore the experience of African Americans within our set time periods (Age of Exploration, Age of Colonization, Age of Nationalization and Industrialization) by studying the changes in musical styles. As a final project, students will create an original piece of music that utilizes techniques evident in various styles of African American music and that tells the story of African American history.	• Human Body • • European Americans: • Visual Arts Integration: Students will study the European American perspective of American history through our three time periods through the medium of Art. As a final project, the students will be completing a picture book that tells the story of American History through the European American perspective.

	Fall Trimester	Winter Trimester	Spring Trimester

6th Grade	• Geology: FOSS Earth History
	  ○ Earth Layers
	  ○ Rocks
	  ○ Plate Tectonics
	  ○ Volcanoes
	  ○ Earthquakes
	  ○ Mountain Building
	  ○ Erosion
	• Paleolithic through the Development of Agriculture:
	  ○ Mesopotamia
	  ○ Egypt
	  ○ Kush
	  ○ Hebrew
		• Thermal and Solar Energy: Foss Solar Energy
		• Sun and Weather
		• Topography
		• Learning the scientific process of inquiry and experimental design through science fair
		• India
		• China
			• Ecology: ecosystems
			• Environmental Justice: Renewable and Non-Renewable Resources
			• Greece
			• Rome

7th Grade	• Networks of Exchange and Encounter (500BCE-500CE): Are empires good or bad? • Area Studies of… - Afroeurasia, incl. Ancient Africa, Americas, (empires of Kush, Axum, Kushana, Qin, Xiongnu, Rome, Parthian, Maya, Teotihuacan, Zapotec, Moche, Chavin, Wari	• Patterns of Interregional Unity (300CE-1500CE): Are empires good or bad? • Area Studies of… - Islam - Mongol Empire and China - Japan - Black Death in Europe - West Africa: Mali, Songhay, Ghana	• The Great Global Convergence OR When Empires Collide (1400-1600CE): Are empires good or bad? • Area Studies of… - Americas and the Columbian Exchange - European Renaissance and Reformation - Science - Age of Exploration and Reason

	• Cell Biology • Genetics	• Evolution • Learning the scientific process of inquiry and experimental design through science fair	• Comparative Anatomy: Learning about human anatomy through dissection of worm, frog, cow eye, lung and heart

	Fall Trimester	Winter Trimester	Spring Trimester

6th & 7th Grade Service-Learning	• Learning the Cycles of Inquiry and Action
	• Community Mapping
	• Community History (GPSF)
	  ○ Art Integration: Photo essays of people and places in Linden Park Neighborhood Area
	• Mapping Exhibition (GPSF)
	  ○ Art Integration: using mapping and interview data, students will draw on inspiration from Anna Deavere Smith's <u>Fires in the Mirror</u> piece to create a video that tells the stories of our various neighbors
		• Community Surveys
		• Mapping Analysis
		• Needs Assessment Proposals & Presentations (MLK Day)
			• Cesar Chavez Service Day
			  ○ Linden Park Community Mural – Wood Cuts
			  ○ Linden Park Beautification Day
			  ○ Other Student Proposed Projects
			• Next Steps for 2010-2011

NOCCS Science & Social Studies
Teaching for Understanding Scope & Sequence
Year B

	Fall Trimester	Winter Trimester	Spring Trimester
Kindergarten/1st Grade	• Mapping, Neighborhood, My Community • Transportation	• Animals 2 x 2	• Air & Weather • Solids, Liquids, Gases
2nd/3rd Grade	• Watercycle/Watershed Ecology • Map Skills	• Moon & Solar System	• Biographies • Government – "Our Town"
4th/5th Grade	• US & California Constitution • Local, State, and Federal Government Structures • Electricity & Magnetism •	• Before and After the Mexican American War • Granting of Statehood	• Food & Nutrition • Gold Rush • California Economy & Labor: Agricultural to Industrial
6th Grade	• Geology: FOSS Earth History o Rocks o Plate Tectonics o Volcanoes o Earthquakes o Mountain Building o Erosion • Service Learning Project: Earthquake Preparation • Paleolithic through the Development of Agriculture: o Mesopotamia o Egypt o Kush o Hebrew	• Thermal and Solar Energy: Foss Solar Energy • Service Learning Project: Energy Conservation • India • China	• Ecology: Foss Populations and Ecosystems • Service Learning Project: Creating a Healthy Neighborhood Eco-System • Greece • Rome

North Oakland Community Charter School
Fall Trimester
2008 - 2009
Teaching for Understanding Unit

Government

Grades 4/5

Teachers:
Serian Strauss
Kate Hayes
Dana Montoro

Unit Abstract

In this unit, students explore the three branches of a democratic government, how the branches check and balance each other, how citizens affect change in the government through voting, and how the constitution is a living document. This unit covers California State Social Studies standard 4.5 (Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.) Students practice taking notes on graphic organizers, presenting differing opinions objectively, creating visually appealing and informative brochures, utilizing timelines, and creating visually appealing and informative posters. For performances of understanding, students produce a creative project of their choice to teach younger children about the branches of government, create brochures on a proposition, discuss the pros and cons of a proposition in a Voter's Forum, create posters on one of the first ten amendments, and reflect on the constitution as a living document.

Unit Understanding Goals & Performances of Understanding:

1) How does our democracy work?
   a) How was it formed?
   b) What are the different branches?
   c) How do the various branches keep the others in check?
   d) What is the U.S. citizens' role in a democratic government?

   Associated performance of understanding: The students will create a method to teach the 2nd/3rd graders about the branches of government, how each branch keeps the other in check, and how citizens play a role in each branch. Suggested methods are: picture books, games, a play, etc.

2) How do California's citizens use propositions to have power over state laws?

   Associated Performance(s) of Understanding: Voter's forum in which students present a pamphlet describing a proposition, the arguments for and against it, and their opinions.

3) What is our constitution, what does it do, why is it important, and how has it changed over time?

Associated Performance(s) of Understanding:

a) Students will work in pairs to create a poster of an individual amendment, including the actual writing of the amendment, what it means in the students' own words, a picture to represent it, and how life would be different for us if it weren't in place. They will then present this amendment poster to the class.
b) Students will write a journal entry from the perspective of a person living in a society without their amendment.
c) Students will write a reflection on the constitution as a living document and how and why it's changed.

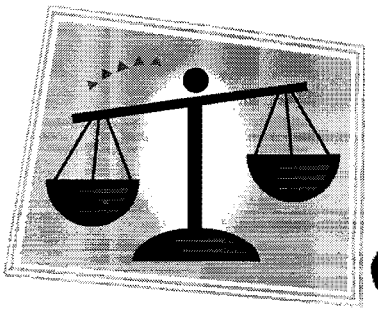
Culminating Performance of Understanding

Assessment Descriptors

Understanding Goal: How does our democracy work?

b) How was it formed?
c) What are the different branches?
d) How do the various branches keep the others in check?
e) What is the U.S. citizens' role in a democratic government?

Culminating Performance of Understanding: The students will create a method to teach the 2nd/3rd graders about the branches of government, how each branch keeps the other in check, and how citizens play a role in each branch. Suggested methods are: picture books, games, a play, etc.



Name: _____

Name of Group Members: _____

Project: _____

U.S. Government Project Rubric

Scale:

5: GREAT!! Above grade level expectations.

4: Good! Met grade level expectations.

3: OK. Nearing grade level expectations.

2: Not quite. Progressing towards grade level expectations.

1: Poor. Attention needed.

_____ Accuracy and completeness of information

_____ Creativity

_____ Cooperation as a group

_____ Individual effort

_____ Age appropriateness of the project for younger children

Total:

_____/25

_____%

Understanding Goal: How do California's citizens use propositions to have power over state laws?

Culminating Performance of Understanding: Voter's forum in which students present a pamphlet describing a proposition, the arguments for and against it, and their opinions.

Name: _____

Date: _____

Propositions Brochure Rubric

5: GREAT!! Above grade level expectations.

4: Good! Met grade level expectations.

3: OK. Nearing grade level expectations.

2: Not quite. Progressing towards grade level expectations.

1: Poor. Attention needed.

General

_____ The student turned in assignments on time.

_____ The student demonstrated effort.

_____ The student used respectful and appropriate language.

_____ The layout of the brochure was well planned and visually appealing.

_____ The brochure was revised and edited for grammatical and spelling errors.

"What it is" Section

_____ The paragraph was written in the student's own words.

_____ The paragraph shows understanding of the proposition.

"Pros" Section

_____ The paragraph was written in the student's own words.

_____ The paragraph shows understanding of the proposition.

"Cons" Section

_____ The paragraph was written in the student's own words.

_____ The paragraph shows understanding of the proposition.

"My Opinion" Section

_____ The paragraph was written in the student's own words.

_____ The paragraph shows understanding of the proposition.

Total:

_____/65

_____%

Understanding Goal: What is our constitution, what does it do, why is it important, and how has it changed over time?

Culminating Performance of Understanding: Students will work in pairs to create a poster of an individual amendment, including the actual writing of the amendment, what it means in the students' own words, a picture to represent it, and how life would be different for us if it weren't in place. They will then present this amendment poster to the class.

Name: _____

Date: _____

"Poster and presentation of an Amendment to the Constitution" Rubric

Scale:

5: GREAT!! Above grade level expectations.

4: Good! Met grade level expectations.

3: OK. Nearing grade level expectations.

2: Not quite. Progressing towards grade level expectations.

1: Poor. Attention needed.

_____ Effort: Student works well in their group, contributes ideas and is participates with others in creating the poster and during the presentation.

_____ Creativity:

- Poster is well laid out and thought out.
- Student is able to take the perspective of a person living without the amendment.
- The symbol reflects the amendment

_____ Content:

- Poster has all four components:

    1. Actual writing of the Amendment
    2. What it means in own words
    3. A picture to represent it
    4. How life would like without the amendment

_____ Presentation:

- Students share responsibility in presenting.
- All four components are shared

Total:

_____/20

_____%

Understanding Goal: What is our constitution, what does it do, why is it important, and how has it changed over time?

Culminating Performance of Understanding: Students will write a journal entry from the perspective of a person living in a society without their amendment.

Name: _____

Date: _____

"Life Without an Amendment" Reflection Rubric

Scale:

5: GREAT!! Above grade level expectations.

4: Good! Met grade level expectations.

3: OK. Nearing grade level expectations.

2: Not quite. Progressing towards grade level expectations.

1: Poor. Attention needed.

_____ Effort: journal entry is thorough and complete.

_____ Creativity: journal entry has an interesting voice and is descriptively written.

_____ Content: journal entry demonstrates an understanding of the amendment and what freedoms it provides.

_____ Writing conventions: writing has been polished and edited.

Total:

_____/20

_____%

Understanding Goal: What is our constitution, what does it do, why is it important, and how has it changed over time?

Culminating Performance of Understanding: Students will write a reflection on the constitution as a living document and how and why it's changed.

Name: _____

Date: _____

"Constitution as a Living Document" Reflection Rubric

Scale:

5: GREAT!! Above grade level expectations.

4: Good! Met grade level expectations.

3: OK. Nearing grade level expectations.

2: Not quite. Progressing towards grade level expectations.

1: Poor. Attention needed.

_____ Effort: reflection is thorough, complete, and utilizes author's unique voice.

_____ Content: journal entry demonstrates an understanding of the constitution and how it is a living document.

_____ Evidence: student provides examples of specific amendments as evidence.

_____ Writing conventions: writing has been polished and edited.

Total:

_____/20

_____%

Unit Overview – Week by Week

Part 1: Branches of Government

Objective(s) / Understanding Goals / Performance of Understanding	UG: How does our democracy work? ○ How was it formed? ○ What are the different branches? ○ How do the various branches keep the others in check? ○ What is the U.S. citizens' role in a democratic government? P of U: Creative teaching method for reteaching concepts to younger children
Lessons (teacher led)	Lesson 1: The History of Democracy 1 Period The students will read pages 11-15 of *See How They Run*. They will discuss democracy and how it was formed. The teacher will engage prior knowledge by reminding students of their unit on the American Revolution and the formation of the nation. Lesson 2: Branches of Government 3 Periods The students will then be given packets of information about the 3 branches of government (1 per period). They will also be given a graphic organizer to take notes on various aspects of these branches (1. who makes up the branch, 2. how many people make up this branch, 3. how they were appointed, 4. their jobs/duties, 5. who keeps them in check and how, 6. and how the citizens can influence the branch). Students will work in pairs/small groups to read these packets and fill out the graphic organizer (1-4). The teacher will then lead the class in a review, filling out the same graphic organizer on the overhead. Students will be encouraged to add or change their individual forms as needed. Lesson 3: Checks and Balances 1 Period The students will be given information on how the founding fathers

	established checks and balances to prevent corruption in government. Again, they will work in pairs or small groups to read this information and fill out section 5 of their graphic organizer. Again the teacher will lead a class discussion and fill out the section on the overhead while students add to their own. Lesson 4: Citizens Roles in Government 1-2 Periods The teacher will propose the question "How are we involved as citizens in these branches of government? Students will brainstorm in table groups and then share out. Students will then be given copies of the current ballot in order to get a better idea of what citizens vote on. The teacher will also help them to brainstorm other ways citizens are involved (jury duty).
Student Activities, Explorations, Experiments	4-6 Periods Students will be given the job of teaching this information to the 2nd/3rd graders. They will be responsible for teaching about the three branches of government, how each branch is kept in check by the other two, and how citizens play a role in each branch. The class will brainstorm different ways of doing this. Some ideas/options are: a picture book, a game, a play, etc. They will be put into groups of 3. The group will first meet to discuss what their method will be. They will then choose a branch of government to become an "expert." The class will then split off into "expert" groups to review the information they have gathered on their assigned branch of government. Once they've reviewed the information, they will work independently on their part of the group project. The groups of three will come together periodically to discuss how all of these components will tie together for a complete project. Once these projects are done, they will be presented to the 2nd/3rd graders and possibly families. They will be graded on a rubric.
Assessments	• Project rubric
Art/Garden Integration Lessons /	• Creation of games, posters, movies, powerpoint presentations

Strategies	
Equity Strategies	• Options of reading in small groups, pairs, individually or with a teacher. • Heterogeneous Group projects. • Specific group roles assigned by teacher when needed.
MLV Strategies	• Periodic presentation of group projects to rest of class. • Final presentation of project to younger children.
Field Experiences	None
Teacher Created Materials	Graphic organizers for taking notes on branches of government.

Part 2: California Propositions

Objective(s) / Understanding Goals / Performance of Understanding	UG: How do California's citizens use propositions to have power over state laws? P of U: Presentation of an advertisement for or against a proposition.
Lessons (teacher led)	Lesson 1: Federal vs. State Governments 1 period (11/17) Students will read a brief description about the state level of governments. The class will complete a venn diagram comparing and contrasting federal vs. state government. Lesson 2: My Life as a California Proposition 1 period (11/18) Joe DeVries and Claudia Huttner will present the California ballot and walk students through the "life" of a proposition from its inception to possible reversal using a single proposition from the past as an example.

Student Activities, Explorations, Experiments	Lesson 3: Proposition Pamphlets and Voter's Forum 4-5 periods (11/20, 12/1, 12/2, 12/4, 12/5) Students will be given the opportunity to watch ads for and against propositions (Prop 8 & Prop 2). While watching the ads, students will be filling out a checklist regarding the tactics the ads use to persuade the audience (word choice; intended emotional response; tone of voice; imagery (pictures, footage and words); and an offensive, defensive, or informative approach). The class will discuss the tactics used. The teacher will record the students' observations on chart paper for future reference. Students will then select one of the 12 California Propositions. They will research the proposition, using the My Vote Student Mock Election materials. They will then complete a ballot presenting the proposition, the arguments for and against the proposition, and finally their own opinion on the proposition. A voter's forum will be held in which students will discuss their researched proposition with adults, presenting the arguments for and against the proposition and finally giving their own opinion.
Assessments	• Informal ongoing assessment • Brochure rubric • Adult Assessment during Voter's Forum
Art/Garden Integration Lessons / Strategies	Design of Brochure
Equity Strategies	• Multiple outreach methods to notify parents of Voter's forum • In class discussion/support for creation of Brochure. • Basic brochure template provided.
MLV Strategies	• Voter's forum • Brochures
Field	Guest speaker

Experiences	
Teacher Created Materials	Brochure template

Part 3: The Amendments to the Constitution

Objective(s) / Understanding Goals / Performance of Understanding	UG: What is our constitution, what does it do, why is it important, and how has it changed over time? P of U: • Poster of Bill of Rights amendment • Journal Entry of life without amendment • Reflection on constitution's changes
Lessons (teacher led)	Lesson 1: What is the Constitution and why was it written? 1 Period (10/30—put off until after conferences due to shortened day) The students will be given a packet of information about the constitution, its purpose, and its components. The teacher will lead the students in a discussion of the information. Lesson 2: Bill of Rights 4 Periods (11/3, 11/4, 11/6, 11/7) The students will examine one of the first 10 amendments from various sources. The teacher will lead the students in a discussion of posters and how to make them visually interesting/informative. Such topics as general composition and layout, font size and style, use of relevant pictures and captions, text box size and position, and simplicity and clarity of information will be discussed. Lesson 3: Amendments 2 Periods (11/13, 11/14) The students will be given an amendment to review and create a symbol and

	a few words to represent it on a post-it note. They will then be asked to put them on a time line based on the date. They will go through the timeline, explaining what each amendment is. The students will then be asked to see, think, wonder about the timeline and its contents. If students don't bring it up, the teacher will point out that the constitution and its wording are interpreted differently depending on the time period. In the constitution, it states that "the people" will vote for the leaders of the government. The teacher will ask the students to define "people" and who is included under that category. Then the students will be asked to go down the list and confirm or deny that the listed "people" were allowed to vote at that time. They will then be asked to find the amendments which changed this over time. What other interpretations were changed?
Student Activities, Explorations, Experiments	Bill of Rights: • Students will work in pairs to create a poster of one of the first 10 amendments, including the actual writing of the amendment, what it means in the students' own words, a picture to represent it, and how life would be different for us if it weren't in place. They will then present this amendment poster to the class. • Students will write a journal entry from the perspective of a person living in a society without their amendment. Amendments: • Students will write a reflection on the constitution as a living document and how and why it's changed.
Assessments	• Ongoing informal assessment • Poster Rubric • "Life Without an Amendment" Reflection Rubric • "Constitution as a Living Document" Rubric
Art/Garden Integration Lessons / Strategies	• Examination of visually pleasing posters • Creation of posters
Equity Strategies	• Teacher led discussion/reading of amendments. • Heterogeneous pairing of students.
MLV Strategies	• Posters of bill of rights amendments • Timeline of amendments

Field Experiences	None
Teacher Created Materials	Assignment sheets Rubrics

Unit Resources

- Bower, Bert and Jim Lobdell. History Alive: America's Past. Palo Alto, CA: Teachers' Curriculum Institute, 2001. ISBN: 1-58371-052-3
- Gamble, Amy. U. S. Government and Presidents. Greensboro, N.C.: Carson-Dellosa Publishing Company, 2005. ISBN: 1-59441-069-0
- Goodman, Susan E. and Elwood H. Smith. See How They Run. New York, NY: Bloomsbury U.S.A. Children's Books, 2008. ISBN: 1-59990-171-4
- Hakim, Joy. A History of Us: From Colonies to Country. New York, NY: Oxford University Press, 1993. ISBN: 0-19-507750-4
- Kids Discover Magazine, January 2009. "The Constitution". ISSN: 1054-2868
- Maestro, Betsy and Giulio, A More Perfect Union. New York, NY: Mulberry Books, 1987. ISBN: 0-688-10192-5
- MyVote California Student Mock Election Materials.
- Smith, Robert, The Constitution. Westminster, CA: Teacher Created Resources, Inc. 2004. ISBN: 0-7439-3211-0

Teacher Reflections

1. How did this unit support the development of students' understanding(s) as outlined in your unit understanding goals?

Students had to become intimately involved in the structure of the democratic government, their chosen proposition, and the constitution in order to complete the performances of understanding. For the structure of the democratic government, students had to translate their own understanding into a creative format which would teach younger children about the government. They worked in small groups to accomplish this, thus supporting each others' learning. For the proposition project, students had to examine all sides of their chosen issue, again having to teach others about it. They also had to formulate their own opinion about the issue and present the pros, cons, and their opinions in a brochure format. This performance of understanding was very meaningful to the students and the community, as it was scheduled the day before Election Day in a very heated election year. Students took this experience very seriously, as they became influential and knowledgeable experts on the propositions even though they couldn't vote. Finally, in the third part of this unit, the study of the constitution, students examined how this document has changed over time due to changes in societal morals, values and challenges. They had to then consider how lives would be different without such a document.

2. How did this unit support the development and/or understanding of social studies content/concepts and inquiry process skills?

This unit was the first of the year in which students were faced with reading non-fiction texts. In order to support students in this endeavor, a great deal of the reading and taking notes was done as a whole group. In addition, students were required to go beyond given materials to gather information. For the proposition project, they had to interview others about their opinions on their chosen issue. They were given choice in all three performances of understanding, including choosing the proposition and constitutional amendments in which they were most interested, creating a strong sense of investment in the issues and outcomes. Finally, students experienced the power and

influence that Americans have in the government, even though they were too young to vote. They directly participated in the process of educating themselves on the issues and formulating an opinion on each. They followed the election closely, watching news coverage of debates and results. They were so informed that they then could critique the issues and were able to eloquently discuss them with adults. This was a strong lesson in an active participant in the American Democratic system and learning what a citizen can and cannot choose.

3. How did this unit use the arts to build and/or demonstrate understanding?

For the branches of government project, students were given choice as to how they wanted to present the information to younger children. Multiple art forms were used as a result. Students chose pop-up books, board games, power point presentations, movies, etc. For the second part of the unit, students created a brochure. To prepare them for this, we provided multiple examples of brochures and discussed basic graphic art concepts dealing with visuals, layout, text size, etc. For the third part of the unit, students examined posters and concepts of layout utilized in this format.

4. In looking at your students' culminating (or other) performances of understanding, how many students demonstrated strong, capable, progressing, developing, and emergent understanding/skills?

   a. What could be added to the unit to further challenge/engage the students who demonstrated strong and capable understanding/skills?

The benefit of most of the performances of understanding is that they're open ended. Therefore students could complete these projects at their own individual ability level. However there is always room for extensions on projects. For the brochure project, advanced students could have surveyed a number of adults on their opinion of the chosen proposition, visually representing the results of the survey on their brochure. For students who were interested in the amendment process, they could have researched further on a specific amendment and what led up to the change. For those students who expressed passion about government structures, a separate project could have been offered in which students examine the similarities and differences in the state

verses the federal government system, as well as the benefits and challenges in these systems.

b. What scaffolds/structures resources could be added to the unit to assist students who demonstrated progressing, developing, or emergent understanding/skills?

Even though a template was created for the brochure project, struggling students could have benefited from a pull-out group to assist in the writing of this brochure. Lower students also struggled with the group work required in the branches of government project. Assigning roles and providing additional support on these roles might have benefited them. For the Voter's Forum, it would have helped lower students speak knowledgeably about their proposition had they had time to highlight key points in their brochure as a starting point.

5. If you were to implement this unit again, what would you change?

In the first part of this unit, more support in the planning stages of the projects to teach younger children was needed. Many groups became so engrossed in the creation of games and the minute details of the game board and pieces that they overlooked the purpose and how the game would teach the younger children about government. More structures for planning were needed. Perhaps giving examples of games or other structures that teach were needed.

The greatest struggle in this unit was timing. So much time was spent on the first part of the unit that we then had to jump from federal government structure to California Propositions without much information about the California government structure. Ideally we'd like to do Federal government systems overview, amendments to the constitution, a brief overview of the California government, then finally the propositions. However we would want this final stage to be aligned with the November elections to make the experience meaningful to the students.

6. What additional resources would you need to improve this unit?

It would have been helpful to have had more resources on the propositions written in student-friendly language. It would have helped to have had a word bank describing difficult vocabulary in the propositions.

North Oakland Community Charter School
Spring 2008
Teaching for Understanding Unit

The Rainforest

Grades K/1

Teachers:
Mariah Landers
Lily Jones

Unit Abstract

By the end of this unit students will understand what is rainforest is, where they exist, the flora and fauna of a rainforest, and people that inhabit rainforests. Students will understand why rainforests are necessary and how to protect and preserve them.

We will teach the elements of the rainforest through:

1. The layers of the rainforest.
2. Animals and insects of the rainforest.
3. Products and people of the rainforest.

Unit Understanding Goals & Associated Performances of Understanding:

1. Students will be able to identify five animals and insects that inhabit the rainforest. They will understand the interdependence between these animals, insects and plant life in the rainforest.

Associated Performance(s) of Understanding:

A. Students will label or match animals and insects found in the rainforest.

B. Students will show through a puppet show how the animals and insects survive and thrive in the rainforest.

C. Students will create a model showing how animals and insects are connected to the plants, etc of the rainforest.

2. Students will understand the layers of the rainforest.

Associated Performance(s) of Understanding:

A. Identifying, describing and ordering the layers of the rainforest through making a model of the rainforest.

B. Students will label and match the layers of the rainforest.

C. Students will make representations of plants that grow in each layer of the rainforest.

3. (*if time*) Students will identify the people/cultures of the rainforest and understand the resources that they use to survive. Students will understand how these people help export these materials to make everyday products.

Associated Performance(s) of Understanding:

A. Students will identify city verses rainforest life. They will identify how their life would be different if they lived in a rainforest.

B. Students will be able to explain how a product that they know (i.e brazil nuts, rubber, cocoa) are connected to the rainforest.

C. Students will analyze life before modernization and life after modernization in relation to the rainforest.

Culminating Performance of Understanding: Creation of a rainforest in our hallway!

A. Students will help to construct the layers of the rainforest.

B. Students will each make a representation of an animal and a plant native to the Amazon rainforest.

C. Students will create ways to share facts alongside their visual representation of the rainforest.

Unit Overview – Week by Week

Weeks 1 and 2: Overview: What is a rainforest? Where do they exist? Why do they exist?

Objective(s) / Understanding Goals / Performance of Understanding	• To understand and define what a rainforest is. • To understand why the Amazon Rainforest is important to us ("The lungs of the planet")
Lessons/Student Activities	• Messing about: read and browse many different rainforest books and pictures of rainforests. • Vocabulary word splash: words that define a rainforest. • Map it: Identify where rainforests are found on a world map. • KWL chart • Video about rainforest
Assessments	• Pre-assessment: questions and drawing of the rainforests
Art Integration Lessons / Strategies	• Maps—creation of various maps to understand how maps work. Map of the world/rainforest, map of the human body (with discussion of lungs and tie-in to how rainforests help our lungs)
Making Learning Visible	• Post pre-assessment questions and drawings of the rainforest

Week 3—Layers of the Rainforest

Objective(s) / Understanding Goals / Performance of Understanding	• Students will understand, order and be able to identify the layers of the rainforest. • Students will be able to identify and describe the different plants that live in each layer of the rainforest. • Students will understand what creates the layers of the rainforest (why is it dark? What role does precipitation play? What role does the canopy play?)
Lessons/ Student Activities	• Students will label and identify the layers of the rainforest on a small representation of the rainforest. • Students will create a 3D model of the layers of the rainforest in the hallway • Students will make representations of different plants that live in the rainforest and apply them to the appropriate layer of the rainforest representation • Students will apply the animals that they make to the appropriate layer of the rainforest.
Assessments	• The students will label, identify and describe the layers of the rainforest • Students will be able to identify three living things that reside in each layer of the rainforest.
Art Integration Lessons / Strategies	• Painting the layers of the rainforest to put in the hallway • Creating plants and animals to put in the layers of the rainforest.
Making Learning Visible	• Pictures of children making the layers of the rainforest, children's reflections/captions on the process

Weeks 4 and 5: Insects, Animals and Plants

Objective(s) / Understanding Goals / Performance of Understanding	• To understand how animals adapt to their surroundings through mechanisms of camouflage, symbiotic relationships, etc. • To deeply understand the lives of sloths and beetles and how they survive in the rainforest. • To deeply understand the life of another rainforest animal (kids pick) and communicate that information to other students. • To understand how the strangler fig survives in the rainforest by taking over and growing on an already existing tree, thus providing a habitat for other rainforest animals.
Lessons/ Student Activities	• Insects: Story, worksheet (writing a sentence, matching relationships, etc, alphabetizing, vowels, blending, collage, webs) • Animals: Homework project on an animal of their choice • Read-alouds to expose students to plants, animals and insectsof the rainforest. Students will use clay, paint and sketching to show their understandings.
Assessments	• Homework research on a rainforest animal; presentation of that information.
Art Integration Lessons / Strategies	• Students will create representations of each animal, insect and plant
Making Learning Visible	• Constructions/labeled drawings of animals, animal projects, compare/contrast of animals

Week 6—The Culture and People of the Rainforest (** if time**)

Objective(s) / Understanding Goals / Performance of Understanding	• Students will identify city verses rainforest life. They will identify how their life would be different if they lived in a rainforest. • Students will be able to explain how a product that they know (i.e brazil nuts, rubber, cocoa) are connected to the rainforest. • Students will analyze life before modernization and life after modernization in relation to the rainforest.
Lessons/Student Activities	• The life cycle of rubber • The life cycle of cocoa • The Yanomamo • Rio De JaNeiro: city life-story/song to show students how the city came to be. • Compare/Contrast lifestyles of students to lifestyles of the Yanomamo • Compare/Contrast lifestyles of Yanamamo with lifestyles of people in Rio. • Destruction of the Rainforest. What helps? What hurts?
Assessments	• Name three products of the rainforest. • Name 5 ways life would be different if you lived in the rainforest. • Identify and describe the life of the Yanomamo • Name 5 ways to help the rainforest and why we should help it.
Art Integration Lessons /	• Body art • Sculptures using rainforest products

Strategies	

Week 7—Designing a rainforest exhibit

Objective(s) / Understanding Goals / Performance of Understanding	• Students will put together the representations of animals, plants and the layers of the rainforest that they have made over the course of the unit • Students will create ways to share facts alongside their visual representation of the rainforest • Students will become docents
Lessons	• Text boxes—how to write one? • How facts are presented in museums
Student Activities	• Brainstorm facts to include in our exhibit • Brainstorm ways to present facts. • Visit a museum—notice text boxes and other ways that facts are taught to visitors
Assessments	• Student text boxes, inclusion of facts in exhibit
Art Integration Lessons / Strategies	• Creation of rainforest exhibit
Making Learning Visible	• The rainforest creation, complete with art and text boxes

Making Learning Visible

Culminating performance of understanding—construction and labeling of the rainforest in the hallway. The rainforest will grow in the hallway from the ground layer up thus making learning visible throughout the unit.

Pre-assessment and post-assessment drawing

Hallway—week by week presentation of classroom learning

Questioning/Bias

(stereotyping, discrimination, and critical thinking)

Throughline:

Don't underestimate the power of a good question. A good question can benefit many people. We should ask a question form our heart, a question that has to do with our happiness, suffering, transformation and practice. A good question doesn't have to be very long.

Thich Nhat Hanh.

Asking Good Questions

Objective(s) / Understanding Goals	Don't underestimate the power of a good question. A good question can benefit many people. We should ask a question form our heart, a question that has to do with our happiness, suffering, transformation and practice. A good question doesn't have to be very long. Thich Nhat Hanh. Objective: Students will understand what a good question is. They will formulate questions that extend beyond yes and no and one word answers. They will understand that asking questions is important for the community to learn. Students will know that asking good questions allows members of a community to feel included.
Language	Curiosity, Respect, Caring, Inclusive, Empathy, Without Judgement, Compassion, Loving, Willing to Listen, Integrity, Eagerness, Perserverance (making good questions take time)
Materials/Set-Up	
Activity and Art Integration	Who Am I? Students will draw a self portrait. Within the image students should draw 5 things that they love (may include people, activities, or material items). With a buddy they will play "Who Am I?" One student will show his picture without making comments on her/his work. Student B will ask questions about the picture. Guide students to ask a question about each item drawn on the picture. Student A will respond with a brief story of each item they drew (i.e.

	This is my family. I have one brother and one sister. Or, That is an ipod, I like to listen to my dad's music.
Why/ Key Messages	Questions help us to understand others and the world around us.
Assessment/ Reflection	Have students reflect on what kinds of questions they asked. Write a few of the questions down that they share with the whole group. Post on wall. Ask students " How did questioning help us to understand someone else?" Dictate answers on paper and post.
Follow-up Lessons/Tie-In's	

Asking Questions About Things We See

Objective(s) / Understanding Goals	Students will ask surface questions that will lead into deeper, richer questions about a picture they observe.
Language	
Materials/Set-Up	(Picture needs to be about a bias or discrimination)
Activity and Art Integration	1. See: Ask them to point out the things that they see. Have students point out details from colors to shapes , to other fine details. Students should refrain from making any judgements or asking questions at this time. 2. Think: Ask students to think about what they are looking at. 3. Wonder: Have students generate questions about what they are looking at using the phrase " I wonder..." Write down students responses and show them all the questions they came up with. Challenge them to wonder again and see how many more questions can be generated.

Why/ Key Messages	Explain to students that when questions are made they are not always answered immediately. The important thing is to ask questions. Asking questions helps us to help other who are being put into a box or treated unfairly.
Assessment/ Reflection	Ask if anyone's idea of the picture changed after hearing other people's questions. Gather solutions students may have after thinking about the picture.
Follow-up Lessons/Tie-In's	

Thoughtful Questions

Objective(s) / Understanding Goals	This activity is to get students to form thoughtful questions that extend beyond factual questioning.
Language	Thoughtful, Factual
Materials/Set-Up	
Activity and Art Integration	Arrange students in small groups. Have a stack of questions for each small group. See pg. * • Have students go around in a circle and read a question. The group should decide if it's a thoughtful question or not. • Students arrange questions into 2 piles. Thoughtful and Factual • Have students evaluate what makes a thoughtful question. Students should "chalk talk" their answers.
Why/ Key Messages	Thoughtful questions show others that we care deeply about them. Thoughtful questions helps us to know more too about

	what we want to learn whether from a book, a person, a movie, or observing life.
Assessment/ Reflection	Give students an opportunity to form thoughtful questions about a picture (redo a "See-Think-Wonder") or to work with a partner or small group in making thoughtful questions for the current TFU unit you are working on.
Follow-up Lessons/Tie-In's	Bring students back to whole group and reflect on what makes a thoughtful question. Circle like ideas in one color. Try to get to under five words that make a thoughtful question. Post in room.

Gender Bias

Objective(s) / Understanding Goals	Students will reflect on societal constraints that tell them that some toys, games, activities in life are for boys and some are for girls.
Language	Gender
Materials/Set-Up	
Activity and Art Integration	Can I play dolls? 1. Give students a selection of toys to play with: dolls, legos, dress-up clothes, and dinosaurs. Tell them they have 3 min to play with one of the toys. 2. Bring them back to whole group and make a graph showing who played with what. 3. Do a See-Think-Wonder on the graph. If children do not notice gender heavily weighted in certain directions lead the discussion to take note of this. During the Wonder portion of the protocol jot down questions students are asking/wondering about. 4. Ask: Has anyone ever told you to play with a toy that you really didn't want to play with? Or told you not to play with a toy you really wanted to play with?
Why/ Key	You have the right to play with the toy you want to play with as

Messages	long as you are being respectful.
Assessment/ Reflection	Have students draw or write a response to the following: What are some toys or games you haven't tried that you think you might like? When are you going to try them?
Follow-up Lessons/Tie-In's	Challenge students to try a game or a play with a toy that they have resisted playing with or trying because they were told it was for boys or girls only. Encourage students to reflect this practice on the playground at recess.

Valuing Diversity, Family Diversity*

Throughline:

Through difference there's strength. A community that's diverse is a strong community. True learning happens when there is diversity. In order to be a true learner in the world we need to value and tap into the strength of each other. In order to tap each other's strengths we need let go of the fears we hold in others.

Part of valuing diversity is realizing how to work with and beyond initial perceived obstacles and fears of others.

Pop-Up

Objective(s) / Understanding Goals	Students will understand that people have different likes and dislikes.
Language	Like, Dislike, Important, Unimportant
Materials/Set-Up	Questions
Activity and Art Integration	1. Ask the 10 questions (see questions). Students will "pop" up to answer yes and "pop" down to answer no.
Why/ Key Messages	Every individual is unique and has different likes and dislikes.
Assessment/ Reflection	1. Reflection: Do we all have the very same answers for things we like and dislike? Is it important or unimportant that we like the

	same things?
Follow-up Lessons/Tie-In's	

Using our likes and dislikes to come together

Objective(s) / Understanding Goals	Students will understand that even when we have different likes and dislikes we can still work together in a positive community.
Language	Likes, Dislikes, Community
Materials/Set-Up	Paper, Writing utensils
Activity and Art Integration	1. Read Story: Healthy Snack Stew: In the city where the beat box beat, and the cars and bikes admired the street, were 10 best friends all clumsy but neat. Patrice said it's time for lunch. So they unpacked their bags to claim their treats. When they peered inside to what dismay. Each of them had something they didn't like that day. Sarita slowly lifted string beans, Olga ogled olives, Charlie showed cruched up crackers, Marlene managed mangos. Sara slipped out salami, Patrice pulled out pickles, Rasheed rose up radishes, Julius juggled jeruselum artichokes, Beverly bounced blueberries, and Ashley achingly acquired asparagus. Sarita touted "lets trade!" and then the bags flew. Beverly slyly grabbed salami, Sara pleaded for pickles, Julius reached for radishes, Patrice jerked for the jeruselum aritichokes, Sarita munched into mangoes, Olga caught the crackers, Charlie opened up for olives and Marlene slinked for string beans. "But who will eat my asparagus?" cried Ashley. They all knew just what to do. One by one Ashley made her trade and ended up with a healthy snack stew.
Why/ Key Messages	Everyone is unique to what they like and dislike. When our likes and dislikes differ from others it is an opportunity to come together rather than be exclusive in our friendships and

	partnerships.
Assessment/ Reflection	1. **Whole group discussion:** Do people like the same things in life like food? Is it important or unimportant when people like different things? How do our likes and dislikes help our class community? (record student reponses) 2. **Chalk Talk:** Can it be helpful if people like different things? Can it be hurtful if people like different things? 3. **Draw or Discuss:** When people have different likes and dislikes how can we all get along and work together?
Follow-up Lessons/Tie-In's	**Group Discussion:** Have students share a time when they figured out a way to work around differences of opinions or dislikes. **Think and Draw:** Create a book of ways that people can come together even though they may have the same likes and dislikes.

Conflict Resolution: The Five Steps of Conflict Resolution and I statements.

Objective(s) / Understanding Goals	
Language	
Materials/Set-Up	
Activity and Art Integration	
Why/ Key Messages	
Assessment/ Reflection	
Follow-up	

Lessons/Tie-In's

If you judge a book by it's cover you miss out on the treasures inside!

Objective(s) / Understanding Goals	Students will understand that when they judge others based on how they look they potentially miss great opportunities for friendships, sharing knowledge, and building community.
Language	Judgement, inclusion, discover
Materials/Set-Up	An assortment of books
Activity and Art Integration	1. Lay out books with different covers: (bright, dull, colorful, raggedy, etc.) 2. Ask students twhich book they would be interested in reading and why. 3. Ask how are books like people. (Jot down responses on chart paper) 4. How do we really get to know a book? 5. How do we really get to know each other? 6. Lay out books with different covers: (bright, dull, colorful, raggedy, etc.) 7. Ask students which book they would be interested in reading and why. 8. Ask "How are books like people." (Jot down responses on chart paper) 9. How do we really get to know a book? 10. How do we really get to know each other?

Why/ Key Messages	Acceptance of others comes when we can get past the initial judgement
Assessment/ Reflection	Draw: What can you discover when you get to know someone without judging them first?
Follow-up Lessons/Tie-In's	Have students think of someone they have been hesitant to get to know a person. Have them think of ways they can get to know this person at lunch or recess or during down times in the classroom. Challenge students to get to know someone they don't know that well for the week.

Valuing Family Culture

Objective(s) / Understanding Goals	Students will share personal family cultures. Students will begin to understand the concept of culture. Students will see similarities and differences between their family structures and the family structures of their class mates.
Language	family, characteristics, similarities, differences, likes/dislikes, hobbies, rituals, ancestors, culture
Materials/Set-Up	construction paper, scissors, glue, pencil colors, crayons, markers, chart paper
Activity and Art Integration	Activity Vocabulary Lesson (chart if you like): Have students brainstorm or provide definitions for : • Family • Culture

	• Unique Explain that students will be making a family story book about their family and what makes their family unique. The goal is to use words and pictures, just like a visually pleasing picture book does, to give a snap shot of their family. Write the following questions on the board to help guide their thinking: 1. Who are you? (self portrait) 2. Who do you live with? (family portrait) 3. Who else do you consider a part of your family? (extended family like pets, friends, aunts, uncles, etc) 4. What are 3 things you like to do with your family? 5. What are favorite food dishes your family enjoys? 6. How does your family help you when you're sad or afraid? 7. What does your family do to celebrate occasions such as birthday parties, etc? 8. (2/3's) What are some traditions and beliefs that you and your family have? 9. (2/3's) Do certain people have different roles/jobs in your family? What are they? 10. What is the best part about your family?
Why/ Key Messages	All families and ways of being in a family are important and special. Who we are in our families affects who we are as people. It's important to notice the places that we are similar to others and where we are different.
Assessments	Debrief: • Have students share one thing about themselves or their family to the

	class. • Did you learn anything about someone in our class? Did anything surprise you or was there something you were curious about and want to know more? Did anyone notice commonalities between families? Review: • Are all families the same? What surprised you? What were you curious about and want to more? • Do we see a culture in our families? Do some people have the same culture? • Do we see things that are unique?
Follow-up Lessons/Tie-In's	• You can make an actual website for computer literacy and add a multimedia component, after a paper draft is made. • Students can research where their ancestors are from and a big world map and a map of the Bay Area can be put up to represent where students' ancestors come from and where they live currently. • Students can share what they think the culture of the classroom is like and how it is like a family. • Students can share what they think the culture of the school is, what an ideal school culture might be, and what they can do individually to create a school culture that they think is ideal. Follow up periodically to evaluate if students are walking their talk.

That's a Family

Objective(s) / Understanding Goals	**Students will understand that families can be structured in different ways and can include many different people and pets. Students will understand that families come in all sizes and configurations. They will find that all families**

	share things in common.
Language	Difference, Strength, Value, (K/1) , LGBT, Families: gay, lesbian, foster parent, blended, mixed, adoption, birth mother, birth father, divorced, step parent, single parent family, guardian, transgender , privilege, poverty,
Materials/Set-Up	
Activity and Art Integration	1. Hand out picture cards of people and pets. Give students time to put pictures together of who they think make a family. Do a gallery walk or partner share so students can comment, disagree, or agree with each other. 2. Watch the Video: That's a Family 3. Group Reflection: At table groups or with whole group have students draw on a communal drawing space (large butcher paper) their representation of the following: (if you find your students are losing attention after the first 5 you can use pictures and have them identify the type of family or the structures represented in each family) • Blended Family • Single-Parent Family • Mixed Family • Birth mother • Birth Father • Lesbian • Foster parent • Gay • Guardian • Stepparent • Divorce • Adoption
Why/ Key Messages	Families may look different from each other but they all offer people the same things: love, support, comfort, joy, irritation, conflict, etc.
Assessment/ Reflection	Discussion: Whole group or Pair-Share:

	• What was your favorite part of the video? Why? • How did you feel about some of the teasing these children experienced? Have you ever seen people in this school tease other children because of their families? What did you do? What else could you have done? • What did you learn from the video that you'd like to share with others?
Follow-up Lessons/Tie-In's	Have students create a poster or book of what they learned from the video that they'd like to share with others.

Connections

Throughline:

You are connected to a community. Regardless of what you do and who you are, you have an effect on your community. You have choice in how you affect change.

In this series of lessons students will recognize that they are part of an interconnected and interdependent community. They will understand their influence upon their community. Students will understand how choice and personal responsibility affects the world around them.

Mapping our Interdependency

Objective(s) / Understanding Goals	Students will understand how they are interdependent. Students will create a web of string to show how they are interdependent.
Language	Interdependence, connectedness
Materials/Set-Up	String or Yarn,
Activity and Art Integration	(Pre-thinking game) I'm connected to: 1. Have students form a line by showing how they are connected to each other. For example: Eli begins and says I have on black shoes. Rahman stands up and says I'm connected to Eli

	because I have on a black shirt. Lael stands up next and says "I'm connected to Rahman because I have on a shirt," etc. Finish the line until everyone has a made a connection. 2. Ask students if there are other ways that they can be connected? The Web: 1. Have students form a circle. Have them think about ways that they NEED each other. (For example: Zane needs Oliver because he can show him how to draw animals. Hassan needs Jenya because she likes to read the same stories and can discuss books with her.) 2. Create a web using string or yarn stating how each person needs someone else in the circle. Remind students to think of how they need other people if the person they were thinking has already connected to the web. Each person should hold onto the web once. Make sure string remains taught between each person. 3. Refect on how strong the string is with each member holding on. Demonstrate what will happen if one member were to let go of the string. Talk about the consequences of that member not being there.
Why/ Key Messages	We are all interdependent on each other even if it's not easily visible or understood how. Everyone is connected in the world.
Assessment/Reflection	1. Ask students to think about what would happen if one by one each person were not there. 2. Record what students think and say. Keep ideas posted in the classroom.
Follow-Up Lessons/Tie-In's	

Because Brian Hugged His Mother

Objective(s) / Understanding	Students will understand how being thoughtful and kind towards others builds a connection of kindness.

Goals	
Language	Kindness, Thoughtful
Materials/Set-Up	*Because Brian Hugged His Mother* *See Serian for book
Activity and Art Integration	1. Do a "321 Bridge" protocol with your students with the word "Kindness" 2. Read the story: *Because Brian Hugged His Mother* 3. Discussion questions: • What action caused a ripple effect? (or a chain of events) • Was it a positive action? • What if it had been a negative action? What would the chain of events have been if Brian did something mean? • Would you like to be in the chain of events if Brian had done something mean? • How do you feel when someone does something kind to you?
Why/ Key Messages	We feel connected to others when they show kindness. Showing kindness and being thoughtful can create a chain of events in which people feel good and create more kindness in the world.
Assessments	Finish the "321 Bridge" protocol.
Follow-up Lessons/Tie-In's	Create a poster of kind ideas or actions that students can do for each other in the classroom and around school.

The Story of Our Choices

Objective(s) / Understanding Goals	Students will evaluate how choices impact others and the world around them.
Language	
Materials/Set-Up	

Activity and Art Integration	Note: This lesson can be done through drama, puppets, picture cues, or sentence strips. Choose your own creative influence.
Why/ Key Messages	
Assessments	
Follow-up Lessons/Tie-In's	

Connections

Throughline:

You are connected to a community. Regardless of what you do and who you are, you have an effect on your community. You have choice in how you affect change.

In this series of lessons students will recognize that they are part of an interconnected and interdependent community. They will understand their influence upon their community. Students will understand how choice and personal responsibility affects the world around them.

Activity #1: Mapping our Interdependency

Objective(s) / Understanding Goals	Students will understand how they are interdependent. Students will create a web of string to show how they are interdependent.
Language	Interdependence, connectedness
Materials/Set-Up	String or Yarn,
Activity and Art Integration	**(Pre-thinking game) I'm connected to:** 1. Have students form a line by showing how they are connected to each other. For example: Eli begins and says I have on black shoes. Rahman stands up and says I'm connected to Eli because I have on a black shirt. Lael stands up next and says "I'm connected to Rahman because I have on a shirt," etc. Finish the line until everyone has a made a connection. 2. Ask students if there are other ways that they can be connected? **The Web:** 1. <u>Have students form a circle.</u> Have them think about ways that they NEED each other. (For example: Zane needs Oliver because he can show him how to draw animals. Hassan needs Jenya because she likes to

	read the same stories and can discuss books with her.) 2. Create a web using string or yarn stating how each person needs someone else in the circle. Remind students to think of how they need other people if the person they were thinking has already connected to the web. Each person should hold onto the web once. Make sure string remains taught between each person. 3. Refect on how strong the string is with each member holding on. Demonstrate what will happen if one member were to let go of the string. Talk about the consequences of that member not being there.
Why/ Key Messages	We are all interdependent on each other even if it's not easily visible or understood how. Everyone is connected in the world.
Assessment/Reflection	1. Ask students to think about what would happen if one by one each person were not there. 2. Record what students think and say. Keep ideas posted in the classroom.
Follow-Up Lessons/Tie-In's	

Activity #2: *Because Brian Hugged His Mother*

Objective(s) / Understanding Goals	Students will understand how being thoughtful and kind towards others builds a connection of kindness.
Language	Kindness, Thoughtful
Materials/Set-Up	*Because Brian Hugged His Mother** *See Serian for book
Activity and Art Integration	1. Do a "321 Bridge" protocol with your students with the word "Kindness" 2. Read the story: *Because Brian Hugged His Mother* 3. Discussion questions: • What action caused a ripple effect? (or a chain of events) • Was it a positive action? • What if it had been a negative action? What would the chain of events have been if Brian did something mean? • Would you like to be in the chain of events if Brian had done something mean? • How do you feel when someone does something kind to you?
Why/ Key Messages	We feel connected to others when they show kindness. Showing kindness and being thoughtful can create a chain of events in which people feel good and create more kindness in the world.
Assessments	1. Finish the "321 Bridge" protocol.
Follow-up Lessons/Tie-In's	Create a poster of kind ideas or actions that students can do for each other in the classroom and around school.

Activity #3: Story of Our Choices

Objective(s) / Understanding Goals	Students will evaluate how choices impact others and the world around them.
Language	Impact, chain reaction, ripple effect
Materials/Set-Up	Choose which activity you are going to do and sort out the appropriate materials.
Activity and Art Integration	Note: This lesson can be done through drama, puppets, picture cues, sentence strips, bookmaking, etc. Choose your own creative influence. 1. Read a scenario to students. Employ one student to start the chain of events by asking them to tell (act, draw, etc) what would happen next. They should think about what they would really do rather than explore fictional ideas. (In some cases students might do the same action or have the same ideas. This is fine as long as they are showing thoughtful and kind actions.) 2. Read a scenario to students: Using community members such as the barista, a nurse, a clerk, the bus driver, etc, have students think about how each person would respond to the chain of events as specified from the scenario given. 3. Have students create book of 5 chain reactions based upon their world. It should start with "Because _____ hugged her/his _____." Students should choose 5 chain reactions to follow this.
Why/ Key Messages	We impact our world based on the things we do and say.
Assessment/ Reflection	1. How do we change the way people think and act in this world? 2. Can kindness and thoughtful thinking change a bad situation to a good one? How? 3. Has there been a time at school when you showed kindness to others?

Follow-up Lessons/Tie-In's	Have students share the books they made. Make a nook for them in the classroom library. Encourage students to read them on their own.

Scenarios

Zion picked flowers for his mother on the way home from school. It made his mom so happy and loved that she.....	Ajaya and Rahman saw their friend Zane sitting by himself at lunch. They walked up to him and asked if they could eat with him. Zane was relieved and happy that someone came to join him for lunch. At recess instead of feeling sad and upset he was able to.....
Sophie was hungry and forgot her snack at home. Charlie had an extra snack and gave her one of his. Sophie was so happy that someone shared a snack with her. She was no longer hungry. When she went back into the classroom she.....	Ms. G was tired from working all night long for the students at NOCCS to have a great school. In the morning Ms. Berman brought her some coffee. Later that day Ms. G....
Hermon's little sister was crying. She walked up to her and started singing her a song. The baby stopped crying. Her mother was so pleased she...	Naia came to school and immediately gave Ms. Landers a huge hug! Ms. Landers smiled a big smile. She felt loved and was grateful for Naia's hug. It made her so happy she .....

Questioning/Bias

(stereotyping, discrimination, and critical thinking)

Throughline:

Don't underestimate the power of a good question. A good question can benefit many people. We should ask a question form our heart, a question that has to do with our happiness, suffering, transformation and practice. A good question doesn't have to be very long.

Thich Nhat Hanh.

Activity #1: Asking Good Questions

Objective(s) / Understanding Goals	Students will understand what a good question is. They will formulate questions that extend beyond yes and no and one word answers. They will understand that asking questions is important for the community to learn. Students will know that asking good questions allows members of a community to feel included.
Language	Curiosity, Respect, Caring, Inclusive, Empathy, Without Judgement, Compassion, Loving, Willing to Listen, Integrity, Eagerness, Perserverance (making good questions take time)
Materials/Set-Up	Drawing paper, drawing utensils
Activity and Art Integration	**Who Am I?** 1. Students will draw a self portrait. Within the image students should draw 5 things that they love (may include people, activities, or material items). 2. With a buddy they will play "Who Am I?" One student will

	show his picture without making comments on her/his work. Student B will ask questions about the picture. Guide students to ask a question about each item drawn on the picture. Student A will respond with a brief story of each item they drew (i.e. This is my family. I have one brother and one sister. Or, That is an ipod, I like to listen to my dad's music.)
Why/ Key Messages	Questions help us to understand others and the world around us.
Assessment/ Reflection	1. Have students reflect on what kinds of questions they asked. Write a few of the questions down that they share with the whole group. Post on wall. 2. Ask students " How did questioning help us to understand someone else?" Dictate answers on paper and post.
Follow-up Lessons/Tie-In's	

Activity #2: Asking Questions About Things We See

Objective(s) / Understanding Goals	Students will ask surface questions that will lead into deeper, richer questions about a picture they observe.
Language	*consider what language might come up with the picture presented
Materials/Set-Up	Find a picture that ties in with your TFU unit. (Picture needs to be about a bias or discrimination)
Activity and Art Integration	1. **See:** Ask them to point out the things that they see. Have students point out details from colors to shapes , to other fine details. Students should refrain from making any judgements or asking questions at this time. 2. **Think:** Ask students to think about what they are looking at. 3. **Wonder:** Have students generate questions about what they are looking at using the phrase " I wonder..." Write down students responses and show them all the questions they came up with. Challenge them to wonder again and see how many more questions can be generated.
Why/ Key Messages	Explain to students that when questions are made they are not always answered immediately. The important thing is to ask questions. Asking questions helps us to help others who are being put into a box or treated unfairly.
Assessment/ Reflection	1. Ask if anyone's idea of the picture changed after hearing other people's questions. 2. Gather solutions students may have after thinking about the picture.
Follow-up Lessons/Tie-In's	

Activity #3: Thoughtful Questions

Objective(s) / Understanding Goals	This activity is to get students to form thoughtful questions that extend beyond factual questioning.
Language	Thoughtful, Factual
Materials/Set-Up	Questions
Activity and Art Integration	1. Arrange students in small groups. Have a stack of questions for each small group. See questions. 2. Have students go around in a circle and read a question. The group should decide if it's a thoughtful question or not. 3. Students arrange questions into 2 piles. Thoughtful and Factual 4. Have students evaluate what makes a thoughtful question. Students should "chalk talk" their answers.
Why/ Key Messages	Thoughtful questions show others that we care deeply about them. Thoughtful questions helps us to know more too about what we want to learn whether from a book, a person, a movie, or observing life.
Assessment/ Reflection	1. Give students an opportunity to form thoughtful questions about a picture (redo a "See-Think-Wonder") or to work with a partner or small group in making thoughtful questions for the current TFU unit you are working on.
Follow-up Lessons/Tie-In's	1. Bring students back to whole group and reflect on what makes a thoughtful question. Circle like ideas in one color. Try to get to under five words that make a thoughtful question. Post in room.

Activity #4: Gender Bias

Objective(s) / Understanding Goals	Students will reflect on societal constraints that tell them that some toys, games, activities in life are for boys and some are for girls.
Language	Gender
Materials/Set-Up	Typical gender based games or toys. Graph.
Activity and Art Integration	Can I play dolls? 1. Give students a selection of toys to play with: dolls, legos, dress-up clothes, and dinosaurs. Tell them they have 3 min to play with one of the toys. 2. Bring them back to whole group and make a graph showing who played with what. 3. Do a See-Think-Wonder on the graph. If children do not notice gender heavily weighted in certain directions lead the discussion to take note of this. During the Wonder portion of the protocol jot down questions students are asking/wondering about. 4. Ask: Has anyone ever told you to play with a toy that you really didn't want to play with? Or told you not to play with a toy you really wanted to play with?
Why/ Key Messages	You have the right to play with the toy you want to play with as long as you are being respectful.
Assessment/ Reflection	1. Have students draw or write a response to the following: What are some toys or games you haven't tried that you think you might like? When are you going to try them?
Follow-up Lessons/Tie-In's	1. Challenge students to try a game or a play with a toy that they have resisted playing with or trying because they were told it was for boys or girls only. Encourage students to reflect this practice on the playground at recess.

Questions: Factual or Thoughtful

Do you have a sister?	Is your family big?
Can you count to 10?	Does your family make you laugh?
Where do you live?	Are your friends' kind and fun to be with?
How do you feel when you see a rainbow in the sky?	How many friends do you have?
What makes you scared?	What brings you the most joy?
Do you like French fries?	Are you going to the playground?
Who did you have lunch with?	When you're sad, what comforts you?
Do you like to ride bikes?	If you found $20 on the ground what would you do with it?
If someone was crying next to you how would you comfort them?	Are you someone that prefers the company of your family or friends?
Do you like pizza?	What does the color blue make you think of?
How do you feel when you step into a bright red room?	Do you like chocolate milk?
Can you be bored with a lot of things around you? (like toys)	What is your favorite color?

Valuing Diversity, Family Diversity*

Throughline:

You're important, just like everybody else

Through difference there's strength. A community that's diverse is a strong community. True learning happens in a community when there is diversity. In order to be a true learner in the world we need to value and tap into the strength of each other. In order to tap each other's strengths we need let go of the fears we hold in others.

Part of valuing diversity is realizing how to work with and beyond initial perceived obstacles and fears of others.

Activity #1: Pop-Up

Objective(s) / Understanding Goals	Students will understand that people have different likes and dislikes.
Language	Like, Dislike, Important, Unimportant
Materials/Set-Up	Questions
Activity and Art Integration	**Whole Group** 1. Ask the 10 questions (see questions). Students will "pop" up to answer yes and "pop" down to answer no.
Why/ Key Messages	Every individual is unique and has different likes and dislikes.
Assessment/ Reflection	**Whole Group Discussion, Pair/Share** 1. Do we all have the very same answers for things we like and dislike?

	2. Is it important or unimportant that we like the same things?
Follow-up Lessons/Tie-In's	

Activity # 2: Using our likes and dislikes to come together

Objective(s) / Understanding Goals	Students will understand that even when we have different likes and dislikes we can still work together in a positive community.
Language	Likes, Dislikes, Community
Materials/Set-Up	Paper, Writing utensils
Activity and Art Integration	1. Read Story: Healthy Snack Stew
Why/ Key Messages	Everyone is unique to what they like and dislike. When our likes and dislikes differ from others it is an opportunity to come together rather than be exclusive in our friendships and partnerships.
Assessment/ Reflection	1. **Whole group discussion:** Do people like the same things in life like food? Is it important or unimportant when people like different things? How do our likes and dislikes help our class community? (record student reponses) 2. **Chalk Talk:** Can it be helpful if people like different things? Can it be hurtful if people like different things? 3. **Draw or Discuss:** When people have different likes and dislikes how can we all get along and work together?
Follow-up Lessons/Tie-In's	**Group Discussion:** Have students share a time when they figured out a way to work around differences of opinions or dislikes. **Think and Draw:** Create a book of ways that people can come together even though they may have the same likes and dislikes.

Activity #3: Conflict Resolution

Objectives/ Understanding Goals	Introduce the steps of conflict resolution. Students understand what conflict resolution is and the reason for using I statements.
Language	Conflict resolution Conflict Peaceful Solution
Materials/ Set-up	Chart paper with the 5 steps of Conflict Resolution; I statement sentence frame; Conflict Resolution Song (see Mosaic CD) and lyrics on a chart or overhead.
Activity and Art Integration	Introduction to the steps of conflict resolution and I statements. 1. Ask students if they have ever been in a conflict. (All hands should go up. If someone doesn't put their hand up challenge them). 2. Go around the circle and ask students how they feel about conflict. Ask questions to help get students started: Do you avoid conflict? Do you feel comfortable and stay calm? Do you get very angry and put the other person down? Be sure to let students know that there is no right answer and they shouldn't feel ashamed about their response. 3. Tell students that even though we all have different experiences with conflict, conflict itself isn't bad, it's how we handle a conflict. There are violent ways that hurt people and cause harm, and there are peaceful ways. 4. Ask students to point to someone across the room and say, "You". Have them say this a few times and then have them point to themselves and say "I", pointing to themselves, a few times. 5. Discuss the difference between the two words and how they felt. Ask students how it might feel if you were in a conflict and someone kept on saying, "you!" (Solving conflict in a peaceful way means that you need to communicate in a way that invites the other person in and does not cause violence. What happens when a person feels blamed?)

	6. Define Conflict Resolution with students. 7. Introduce the 5 steps of Conflict Resolution (See 5 Steps of Conflict Resolution). Say that the steps make sure that all the people involved in the conflict are respected and that a peaceful solution can be found. 8. Teach Conflict Resolution Song.
Why/Key Messages	Conflict itself is not bad; it's the way that we handle it. We can be peacemakers in the way that we handle conflict. Solving conflicts in a peaceful way mean that you do not blame or use violence.
Assessment/ Reflection	Ask students to reflect on their thoughts about conflict after the lesson.
Follow-up Lessons/ Tie-Ins	Lesson on "I Statements" should follow along with role plays to help with the steps.

Activity # 4: Me Feelings/I Statements

Objectives/ Understanding Goals	Students practice how to use Me Feelings/I Statements and understand why it's important. Students think about conflicts that they have had in their life.
Language	Me Feelings I Statement Conflict Empathy (I feel for you, compassion)
Materials/ Set-up	5 steps of CR charted; I statement frame on a chart; paper for taking notes, chart paper, conflict resolution song and lyrics, puppets, stick puppets for student use.
Activity and Art Integration	1. Pair Share: Have students list situations where they have gotten into a conflict. Be sure that there are different kinds of conflicts – individual conflicts, conflicts with groups, family members, teacher/student, parent/student. Write all the situations down for future reference in creating roleplays for students. 2. Let students know that they are going to practice a way that they can solve conflicts peacefully. 3. See-Hear-Think-Wonder: Using puppets, act out a conflict resolution regarding a conflict in the classroom. Engage students through the protocol to help them notice what the puppets are doing. 4. Ask students to think about how the puppets solved their conflict. Ask what language they heard the puppets use. Record answers. 5. Show students the sentence strip of an I statement. Have them repeat the language to you, to a buddy, to themselves. 6. Practice: see reflection below 7. Sing CR song
Why/Key Messages	• The purpose of an I statement is to communicate feelings and needs in a non-violent way so that needs can be met. Tone and body language is even more important than the exact words said. Even a perfectly crafted I statement can be violent if said in a mean tone. • The most important step is empathy.

Assessment/ Reflection	Have students use puppets with each other to practice the protocol around using me feelings/I statements.
Follow-up Lessons/ Tie-Ins	• Practice steps and I statement frame using conflict list students generated. • Once students have practiced a few times, encourage them to move the parts of the I statement frame around and making it more like the way they really talk. Emphasize that it is not about getting the order or the words exactly, it's about the intention. • Really monitor body language and tone. • Practice the steps in conflicts that occur in school. • Ask students who are in a conflict if the class can help them solve it and practice the steps. • Use conflicts in books as possible role plays and practice the steps.

Activity #5:

If you judge a book by it's cover you miss out on the treasures inside!

Objective(s) / Understanding Goals	Students will understand that when they judge others based on how they look they potentially miss great opportunities for friendships, sharing knowledge, and building community.
Language	Judgement, inclusion, discover
Materials/Set-Up	An assortment of books
Activity and Art Integration	1. Lay out books with different covers: (bright, dull, colorful, raggedy, etc.) 2. Ask students twhich book they would be interested in reading and why. 3. Ask how are books like people. (Jot down responses on chart paper) 4. How do we really get to know a book? 5. How do we really get to know each other? 6. Lay out books with different covers: (bright, dull, colorful, raggedy, etc.) 7. Ask students which book they would be interested in reading and why. 8. Ask "How are books like people." (Jot down responses on chart paper) 9. How do we really get to know a book? 10. How do we really get to know each other?
Why/ Key Messages	Acceptance of others comes when we can get past the initial judgement

Assessment/ Reflection	1. **Draw:** What can you discover when you get to know someone without judging them first?
Follow-up Lessons/Tie-In's	1. Have students think of someone they have been hesitant to get to know a person. 2. Have them think of ways they can get to know this person at lunch or recess or during down times in the classroom. 3. Challenge students to get to know someone they don't know that well for the week.

Activity #6: Valuing Family Culture

Objective(s) / Understanding Goals	Students will share personal family cultures. Students will begin to understand the concept of culture. Students will see similarities and differences between their family structures and the family structures of their class mates.
Language	Family, characteristics, similarities, differences, likes/dislikes, hobbies, rituals, ancestors, culture
Materials/Set-Up	construction paper, scissors, glue, pencil colors, crayons, markers, chart paper
Activity and Art Integration	1. **Vocabulary Lesson** (chart if you like): Have students brainstorm or provide definitions for : • Family • Culture • Unique 2. **Explain that students will be making a family story book** about their family and what makes their family unique. The goal is to use words and pictures, just like a visually pleasing picture book does, to give a snap shot of their family. Use a model. Write the following questions on the board to help guide their thinking: a. Who are you? (self portrait) b. Who do you live with? (family portrait) c. Who else do you consider a part of your family? (extended family like pets, friends, aunts, uncles, etc)

	d. What are 3 things you like to do with your family? e. What are favorite food dishes your family enjoys? f. How does your family help you when you're sad or afraid? g. What does your family do to celebrate occasions such as birthday parties, etc? h. (2/3's) What are some traditions and beliefs that you and your family have? i. (2/3's) Do certain people have different roles/jobs in your family? What are they? j. What is the best part about your family?
Why/ Key Messages	All families and ways of being in a family are important and special. Who we are in our families affects who we are as people. It's important to notice the places that we are similar to others and where we are different.
Assessments	1. **Whole Group**: • Have students share one thing about themselves or their family to the class. • Did you learn anything about someone in our class? Did anything surprise you or was there something you were curious about and want to know more? Did anyone notice commonalities between families? 2. **Review**: • Are all families the same? What surprised you? What were

	you curious about and want to more? • Do we see a culture in our families? Do some people have the same culture? • Do we see things that are unique?
Follow-up Lessons/Tie-In's	1. Students can research where their ancestors are from and a big world map and a map of the Bay Area can be put up to represent where students' ancestors come from and where they live currently. 2. Students can share what they think the culture of the classroom is like and how it is like a family. 3. Students can share what they think the culture of the school is, what an ideal school culture might be, and what they can do individually to create a school culture that they think is ideal. Follow up periodically to evaluate if students are walking their talk.

Activity #7: *That's a Family*

Objective(s) / Understanding Goals	Students will understand that families can be structured in different ways and can include many different people and pets. Students will understand that families come in all sizes and configurations. They will find that all families share things in common.
Language	Difference, Strength, Value, (K/1) , LGBT, Families: gay, lesbian, foster parent, blended, mixed, adoption, birth mother, birth father, divorced, step parent, single parent family, guardian, transgender , privilege, poverty,
Materials/Set-Up	Video: That's a Family*, Photo cards,
Activity and Art Integration	1. Hand out picture cards of people and pets. Give students time to put pictures together of who they think make a family. 2. Do a gallery walk or partner share so students can comment, disagree, or agree with each other. 3. Watch the Video: That's a Family 4. Group Reflection: At table groups or with whole group have students draw on a communal drawing space (large butcher paper) their representation of the following: (if you find your students are losing attention after the first 5 you can use pictures and have them identify the type of family or the structures represented in each family) • Blended Family • Single-Parent Family • Mixed Family • Birth mother • Birth Father • Lesbian • Foster parent • Gay • Guardian • Stepparent • Divorce

	• Adoption
Why/ Key Messages	Families may look different from each other but they all offer people the same things: love, support, comfort, joy, irritation, conflict, etc.
Assessment/ Reflection	**1. Discussion: Whole group or Pair-Share:** • What was your favorite part of the video? Why? • How did you feel about some of the teasing these children experienced? Have you ever seen people in this school tease other children because of their families? What did you do? What else could you have done? • What did you learn from the video that you'd like to share with others?
Follow-up Lessons/Tie-In's	Have students create a poster or book of what they learned from the video that they'd like to share with others.

Healthy Snack Stew

In the city where the beat box beat, and the cars and bikes admired the street, were 10 best friends all clumsy but neat. Patrice said it's time for lunch. So they unpacked their bags to claim their treats. When they peered inside to what dismay. Each of them had something they didn't like that day. Sarita slowly lifted string beans, Olga ogled olives, Charlie showed cruched up crackers, Marlene managed mangos. Sara slipped out salami, Patrice pulled out pickles, Rasheed rose up radishes, Julius juggled jeruselum artichokes, Beverly bounced blueberries, and Ashley achingly acquired asparagus. Sarita touted "lets trade!" and then the bags flew. Beverly slyly grabbed salami, Sara pleaded for pickles, Julius reached for radishes, Patrice jerked for the jeruselum aritichokes, Sarita munched into mangoes, Olga caught the crackers, Charlie opened up for olives and Marlene slinked for string beans. "But who will eat my asparagus?" cried Ashley. They all knew just what to do. One by one Ashley made her trade (for a string bean, an olive, a cracker, a mango, salami, a pickle, a radish, a jeruselum artichoke, and a blueberry) and ended up with a healthy snack stew!

5 Steps of Conflict Resolution

1. **Stop. Cool off. Take a deep Breath.**
2. **Talk**
3. **Listen**
4. **Empathy**
5. **Find a solution**

Questions for Activity #1: Pop-Up

1. Do you enjoy music?
2. Do you like the sound of rain falling?
3. Are you someone who likes to take a bath?
4. Do you prefer crunchy cookies over soft chewy cookies?
5. Are you someone who likes cats more than dogs?
6. Are you a person who enjoys eating brussel sprouts?
7. Do you like loud sounds (like a fire truck siren or a large crowd of screaming people)?
8. Are you someone who'd rather play indoors than outdoors?
9. Do you prefer vanilla over chocolate?
10. Would you choose a bike ride over swimming?

*Create as many questions as is appropriate for your lesson timing.

Organization

Beginning	Developing	Approaching	Meeting	Exceeding
Struggles to keep track of materials Stores materials in a disorganized manner Has difficulty locating and putting away classroom materials	Keeps track of materials some of the time Organizes and stores materials according to classroom norms some of the time Able to locate materials with some teacher assistance	Keeps track of materials most of the time Organizes and stores materials according to classroom norms most of the time Able to locate materials with little teacher assistance	Consistently keeps track of materials Neatly organizes and stores materials according to classroom norms Is consistently able to locate class materials	Consistently keeps track of materials Neatly organizes and stores materials according to classroom norms Is consistently able to locate class materials Able to anticipate what materials will be needed for specific projects

Neatness

Beginning	Developing	Approaching	Meeting	Exceeding
Has difficulty writing legibly Works quickly with little attention to detail Has difficulty turning in and maintaining neat papers and products	Writes legibly with teacher support Slows down and works carefully with teacher support Pays some attention to detail Turns in and maintains neat papers and products some of the time	Writes legibly Slows down and works carefully with minimal teacher support Begins to pay attention to detail Turns in and maintains neat papers and products most of the time	Writes neatly and carefully Is able to slow down and work carefully when needed Pays some attention to detail Consistently turns in and maintains neat papers and products	Writes neatly and carefully Is able to slow down and work carefully when needed Pays great attention to detail Consistently turns in and maintains neat papers and products

Time Management

Beginning	Developing	Approaching	Meeting	Exceeding
Rarely finishes work on time Needs guidance on how to break projects into manageable pieces and keep up a productive pace Very rarely finishes work early	Sometimes finishes work on time. Breaks projects into manageable pieces and keeps up a productive pace with teacher help Rarely finishes work early	Often finishes work on time Breaks projects into manageable pieces and keeps up a productive pace with limited teacher help Rarely finishes work early	Routinely uses time well to ensure projects get done on time Breaks projects into manageable pieces and keeps up a productive pace Sometimes finishes work early and devotes time to revision	Routinely uses time well to ensure projects get done on time Breaks projects into manageable pieces and keeps up a productive page Routinely finishes work early and devotes time to revision Helps other students stay on task when working in a group

Uses Materials Respectfully

Beginning	Developing	Approaching	Meeting	Exceeding
Has difficulty cleaning up materials and returning them to designated spaces Rarely treats materials with care	Sometimes cleans up materials and returns them to designated spaces Sometimes treats materials with care	Often cleans up materials and returns them to designated spaces Often treats materials with care	Consistently cleans up materials and returns them to designated spaces Consistently treats materials with care	Consistently cleans up materials and returns them to designated spaces Consistently treats materials with care
Often does not use materials purposefully May waste materials	Sometimes uses materials purposefully May sometimes waste materials	Usually uses materials purposefully May occasionally waste materials	Uses materials purposefully Does not waste materials	Uses materials purposefully Does not waste materials Takes ownership over maintenance of class materials

Engagement and Participation

Beginning	Developing	Approaching	Meeting	Exceeding
Struggles to stay focused on classroom activities Rarely participates in classroom discussions and activities Rarely asks appropriate questions or contributes relevant comments to class discussions May be able to stay engaged in a one-on-one situation Often has difficulty focusing when in a group	Sometimes focused on classroom activities Participates in classroom discussions and activities some of the time Asks appropriate questions and contributes relevant comments to class discussions some of the time Sometimes able to stay engaged in both individual and group situations	Stays focused on classroom activities most of the time Participates in classroom discussions and activities Often asks appropriate questions and contributes relevant comments to class discussions Often able to stay engaged in both individual and group situations	Consistently stays focused on classroom activities Actively participates in classroom discussions and activities Asks appropriate questions and contributes relevant comments to class discussions Able to stay engaged in both individual and group situations	Consistently stays focused on classroom activities Actively participates in classroom discussions and activities Asks appropriate questions and contributes relevant comments to class discussions Able to stay engaged in both individual and group situations Helps inspire others to be engaged in classroom activities

Perseverance

Beginning	Developing	Approaching	Meeting	Exceeding
Often gives up when confronted with challenging situations Rarely asks for help when needed	Has some difficulty working through challenging situations Sometimes asks for help when needed	Often works through challenging situations Often asks for help when needed	Works through challenging situations Asks for help when needed	Sees challenging situations as opportunities to learn Asks for help when needed
Hesitant to take risks	Hesitant to take risks	Takes risks with teacher encouragement	Attempts to resolve questions before asking for help Takes risks and accepts failures as opportunities to learn	Attempts to resolve questions before asking for help Takes risks with confidence

Articulation of Thoughts

Beginning	Developing	Approaching	Meeting	Exceeding
Has difficultly clearly communicating thoughts to others Expresses thoughts in front of a group with support Finds it hard to articulate and express emotions	May hesitate or become unclear when articulating thoughts Expresses thoughts in front of a group with support May find it hard to articulate and express emotions	Often able to clearly communicate thoughts to others Expresses thoughts in front of a group with minimal support Appropriately articulates and expresses emotions most of the time	Clearly communicates thoughts to others Confidently and clearly expresses thoughts in front of a group Appropriately articulates and expresses emotions	Clearly and eloquently communicates thoughts to others Confidently and clearly expresses thoughts in front of a group Appropriately articulates and expresses emotions

Responsibility

Beginning	Developing	Approaching	Meeting	Exceeding
Rarely accepts responsibility for his/her actions Has difficulty making responsible choices during work and free time Rarely assumes responsibility for personal work Rarely turns in homework on time May perform class jobs with teacher support/reminders	Accepts responsibility for his/her actions with some teacher support Makes responsible choices during work and free time some of the time Sometimes assumes responsibility for personal work Sometimes turns in homework on time Performs class jobs with teacher support/reminders	Accepts responsibility for his/her actions with minimal teacher support Makes responsible choices during work and free time most of the time Often assumes responsibility for personal work Often turns in homework on time Performs class jobs	Accepts responsibility for his/her actions Makes responsible choices during work and free time Assumes responsibility for personal work Consistently turns in homework on time Performs class jobs	Independently accepts responsibility for his/her actions Makes responsible choices during work and free time Assumes responsibility for personal work Consistently turns in homework on time Independently performs class jobs

Self-Awareness

Beginning	Developing	Approaching	Meeting	Exceeding
Has difficulty with impulse control Rarely able to articulate and describe emotions Recognizes personal needs but has difficulty effectively communicates needs to others Demonstrates limited understanding of how his/her actions affect others	Has some difficulty with impulse control Sometimes able to articulate and describe emotions Recognizes personal needs and effectively communicates needs to others some of the time Demonstrates some understanding of how his/her actions affect others	Shows impulse control most of the time Often able to articulate and describe emotions Recognizes personal needs and effectively communicates needs to others most of the time Demonstrates some understanding of how his/her actions affect others	Shows impulse control Able to articulate and describe emotions Recognizes personal needs and effectively communicates needs to others Demonstrates an understanding of how his/her actions affect others	Shows impulse control Able to clearly articulate and describe emotions Consistently recognizes personal needs and effectively communicates needs to others Consistently demonstrates an understanding of how his/her actions affect others

Flexibility

Beginning	Developing	Approaching	Meeting	Exceeding
Has difficulty managing transitions Needs teacher support to adapt to changes in routine Needs teacher support to adapt to new places and events	Manages transitions with some teacher support Adapts to changes in routine with some teacher preparation Adapts to new places and events with some teacher preparation	Manages transitions with limited teacher support Adapts to changes in routine with limited teacher preparation Adapts to new places and events with limited teacher preparation	Manages transitions Consistently adapts to changes in routine Consistently adapts to new places and events	Manages transitions Consistently adapts to changes in routine Consistently adapts to new places and events Uses coping strategies to manage a range of feelings and situations

Positive Attitude

Beginning	Developing	Approaching	Meeting	Exceeding
Rarely comes to school with a positive attitude Shows little interest in schoolwork or learning	Sometimes comes to school with a positive attitude Shows some interest in schoolwork and learning	Often comes to school with a positive attitude Approaches schoolwork with curiosity and interest Interested in learning and getting along with others	Consistently comes to school with a positive attitude Approaches schoolwork with curiosity and interest Eager to learn and get along with others	Consistently comes to school with a positive attitude Approaches schoolwork with curiosity and enthusiasm Assumes positive intent of others Eager to learn and get along with others

Empathy

Beginning	Developing	Approaching	Meeting	Exceeding
Beginning to show care and empathy for others Has difficulty considering others' viewpoints and feelings Beginning to be aware of the concerns of others	Shows care and empathy for others some of the time Considers others' viewpoints and feelings most of the time Sometimes aware of the concerns of others	Often shows care and empathy for others Considers others' viewpoints and feelings most of the time Aware of the concerns of others	Shows care and empathy for others Considers others' viewpoints and feelings Appreciates the concerns of others	Shows care and empathy for others Considers others' viewpoints and feelings Appreciates the concerns others and acts with those concerns in mind

Leadership

Beginning	Developing	Approaching	Meeting	Exceeding
Rarely takes a leadership role Rarely considers others when making decisions Infrequently takes care of others	Rarely takes a leadership role Sometimes able to make decisions that benefit the group Sometimes takes care of others	Sometimes takes a leadership role Is often able to make decisions that benefit the group Often takes care of others	Leads by example Often takes a leadership role Is able to make decisions that benefit the group Takes care of others	Leads by example Often takes a leadership role Is able to make decisions that benefit the group Takes care of others Is able to motivate others towards a common goal

Honesty

Beginning	Developing	Approaching	Meeting	Exceeding
Struggles to tell the truth Has difficulty honestly recounting events from his/her perspective when solving problems Rarely admits when he/she has been dishonest	Tells the truth some of the time Sometimes is able to honestly recount events from his/her perspective when solving problems Admits when he/she has been dishonest with teacher prompting	Tells the truth most of the time Often is able to honestly recount events from his/her perspective when solving problems Admits when he/she has been dishonest with minimal prompting	Consistently tells the truth Is able to honestly recount events from his/her perspective when solving problems Admits when he/she has been dishonest	Consistently tells the truth Is able to honestly recount events from his/her perspective when solving problems Independently admits when he/she has been dishonest Encourages others to act honestly and leads by example

Cooperation

Beginning	Developing	Approaching	Meeting	Exceeding
Struggles to work cooperatively and collaboratively in classroom and school activities Has difficulty making contributions to group projects Struggles to get along with others Rarely takes responsibility in cooperative learning groups	Sometimes works cooperatively and collaboratively in classroom and school activities Makes some contributions to group projects Gets along well with others some of the time Sometimes shares responsibility in cooperative learning groups	Often works cooperatively and collaboratively in classroom and school activities Makes meaningful contributions to group projects Gets along well with others most of the time Often shares responsibility in cooperative learning groups	Consistently works cooperatively and collaboratively in classroom and school activities Makes meaningful contributions to group projects Gets along well with others Shares responsibility in cooperative learning groups	Consistently works cooperatively and collaboratively in classroom and school activities Makes meaningful contributions to group projects Gets along well with others Shares responsibility in cooperative learning groups Encourages others to share responsibility and take an active role in cooperative learning groups

Conflict Resolution

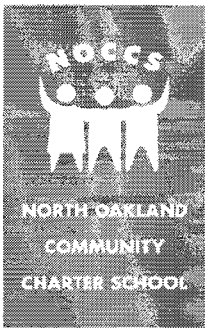
Beginning	Developing	Approaching	Meeting	Exceeding
Rarely uses peacemaking strategies to solve conflicts Struggle to practice active listening when resolving conflicts Has difficulty using empathy when solving conflicts Struggles to state his/her own perspective and listen to others Rarely accepts help from peers or adults when dealing with anger	Sometimes uses peacemaking strategies to solve conflicts Practices active listening when resolving conflicts some of the time Uses empathy when solving conflicts some of the time Is sometimes able to state his/her own perspective and listen to others Accepts help from peers or adults when dealing with anger	Often uses peacemaking strategies to solve conflicts Practices active listening when resolving conflicts most of the time Often uses empathy when solving conflicts Is often able to state his/her own perspective and listen to others Accepts help from peers or adults when dealing with anger	Uses peacemaking strategies to solve conflicts Practices active listening when resolving conflicts Uses empathy when solving conflicts States his/her own perspective and listens to others Accepts help from peers or adults when dealing with anger	Uses peacemaking strategies to solve conflicts Practices active listening when resolving conflicts Uses empathy when solving conflicts States his/her own perspective and listens to others Accepts help from peers or adults when dealing with anger Helps others solve conflicts

	some of the time	most of the time		

NOCCS Progress Report Continuum Correlations

	B	D	A	M	E
	Beginning	Developing	Approaching	Meeting	Exceeding
GPA	0	1	2	3	4
Letter Grades	F	D	C	B	A
Check system	-	√-	√	√+	+
5 point rubric	1	2	3	4	5
Developmental	1+ years away	1 year away	1-6 months away	At grade level standard	Above grade level standard
Rubric Wording	Rarely	Sometimes	Often	Consistently	Goes beyond
NOCCS Math Assessments	0-39%	40-59%	60-69%	70-79%	80-100%
Classroom Work (%)	0-39%	40-59%	60-69%	70-89%	90-100%

North Oakland Community Charter School



Fall 2009 Progress Report for Luana Cirne-Lima

Teacher(s): Mariah Landers

Twinkling Stars, Grade: K

Developmental Guidelines:

This Progress Report seeks to communicate the academic and social development of a child based on the standards at his/her grade level. The standards listed on this report are set at a level of performance approximately equivalent to the end of Kindergarten. Due to individual developmental differences among children, it is expected that some students may reach proficiency with some standards earlier than prescribed, and other children may reach proficiency later. The teacher's reflections on the child's progress are based on a wide range of indicators including: formal and informal assessments, observations, portfolios, class work, and observations.

Descriptors:

These categories reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the standards listed. The letter X indicates that a category is not applicable.

Beginning (B)	Developing (D)	Approaching (A)	Meeting (M)	Exceeding (E)

Attendance:

Fall	Winter	Spring
Tardy: 0 Absent: 0	Tardy: Absent:	Tardy: Absent:

Mission Statement

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PEACEMAKING AND STUDY SKILLS

Work Habits

Standard	Fall	Winter	Spring
Organization			
Neatness			
Time Management			
Uses Materials Respectfully			

Lifelong Learner Habits

Engagement and Participation			
perseverance			
Articulation of Thoughts			
Responsibility			
Self Awareness			
Flexibility			
Positive Attitude			

Community Habits

Empathy			
Leadership			
Honesty			
Cooperation			
Conflict Resolution			

Peacemaking and Study Skills Comments

Current Trimester

READING

Fluency

Standard	Fall	Winter	Spring
Understands concepts about print			
Knows letter names			
Knows letter sounds			
Blends sounds to read words			
Recognizes high frequency words			
Distinguishes initial, medial and ending sounds			
Reads fluently with expression and attention to punctuation			

Comprehension

Retells stories in sequence (beginning, middle, end)			
Identifies characters, settings and key events			
Identifies basic facts and ideas from non-fiction texts			

Literary Analysis

Makes connections to stories			
Makes predictions about what might happen next in a story			
Asks questions to aid understanding			

Listening and Speaking

Participates in group discussions			
Actively listens and responds			
Restates and follows simple 2- and 3-step directions			

WRITING

Content

Standard	Fall	Winter	Spring
Writes first name			
Reads own writing			
Uses pictures and print to convey meaning			
Writes in complete sentences			
Writes on topic			
Uses descriptive words			

Conventions

Writes left to right and top to bottom			
Writes with correct letter formation			
Leaves spaces between words			
Uses correct capitalization and punctuation			
Prints legibly			

Reading & Writing Comments

Current Trimester

MATHEMATICS

Number Sense

Standard	Fall	Winter	Spring
Identifies and represents numbers 1-30			
Skip counts by 2, 5, 10			

Algebra and Functions

Classifies and sorts objects			
Computes simple addition and subtraction problems			

Measurement and Geomtery

Recognizes and describes basic 2D shapes (triangle, circle, square, rectangle)			
Recognizes and describes 3D shapes (sphere, cube, pyramid, cone, cylinder)			
Classifies shapes by common attributes			
Understands concepts of weight, volume, height and length			
Identifies coin values (penny, nickel, dime, quarter)			
Tells time to the hour			
Understands the relationship between today, tomorrow and yesterday			
Names and orders the days of the week			
Names and orders the months of the year			

Statistics, Data Analysis and Probability

Identifies, copies, extends and creates patterns			
Identifies, describes and reads bar graphs and pictographs			
Makes appropriate estimates			

Mathematical Reasoning and Communication

Solves simple word problems using mathematical reasoning			

Mathematics Comments

Current Trimester

TEACHING FOR UNDERSTANDING

- Fall Unit(s):

Science

Standard	Fall	Winter	Spring
Content Understanding Goal for Science			
- Fall Goal:			
Process Understanding Goal for Science			
- Fall Goal:			
Additional Understanding Goal for Science			
- Fall Goal:			

Social Studies

Content Understanding Goal for Social Studies			
- Fall Goal:			
Process Understanding Goal for Social Studies			
- Fall Goal:			
Additional Understanding Goal for Social Studies			
- Fall Goal:			

Teaching for Understanding Comments

Current Trimester

PHYSICAL EDUCATION

Standard	Fall	Winter	Spring
Physical skills development			
Effort and attitude			

Physical Education Comments

Current Trimester

MUSIC AND PERFORMING ARTS

Develop Craft			
Engage and Persist			
Envision/Audiate			
Express			
Listen/Observe			
Reflect			
Stretch & Explore			
Understanding Music in the World			

North Oakland Community Charter School

Fall 2009 Progress Report for Vera Kersten-Hellikson

Teacher(s): Lily Jones

Shooting Stars, Grade: 1

Developmental Guidelines:

This Progress Report seeks to communicate the academic and social development of a child based on the standards at his/her grade level. The standards listed on this report are set at a level of performance approximately equivalent to the end of 1st grade. Due to individual developmental differences among children, it is expected that some students may reach proficiency with some standards earlier than prescribed, and other children may reach proficiency later. The teacher's reflections on the child's progress are based on a wide range of indicators including: formal and informal assessments, observations, portfolios, class work, and observations.

Descriptors:

These categories reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the standards listed. The letter X indicates that a category is not applicable.

Beginning (B)	Developing (D)	Approaching (A)	Meeting (M)	Exceeding (E)

Attendance:

Fall	Winter	Spring
Tardy: 0 Absent: 0	Tardy: Absent:	Tardy: Absent:

Mission Statement

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PEACEMAKING AND STUDY SKILLS

Work Habits

Standard	Fall	Winter	Spring
Organization			
Neatness			
Time Management			
Uses Materials Respectfully			

Lifelong Learner Habits

Engagement and Participation			
perseverance			
Articulation of Thoughts			
Responsibility			
Self Awareness			
Flexibility			
Positive Attitude			

Community Habits

Empathy			
Leadership			
Honesty			
Cooperation			
Conflict Resolution			

Peacemaking and Study Skills Comments

Current Trimester

READING

Fluency

Standard	Fall	Winter	Spring
Understands concepts about print			
Knows letter names			
Knows letter sounds			
Blends sounds to read words			
Recognizes high frequency words			
Distinguishes initial, medial and ending sounds			
Reads fluently with expression and attention to punctuation			

Comprehension

Retells stories in sequence (beginning, middle, end)			
Identifies characters, settings and key events			
Identifies basic facts and ideas from non-fiction texts			

Literary Analysis

Makes connections to stories			
Makes predictions about what might happen next in a story			
Asks questions to aid understanding			

Listening and Speaking

Participates in group discussions			
Actively listens and responds			
Restates and follows simple 2- and 3-step directions			

WRITING

Content

Standard	Fall	Winter	Spring
Writes first name			
Reads own writing			
Uses pictures and print to convey meaning			
Writes in complete sentences			
Writes on topic			
Uses descriptive words			

Conventions

Writes left to right and top to bottom			
Writes with correct letter formation			
Leaves spaces between words			
Uses correct capitalization and punctuation			
Prints legibly			

Reading & Writing Comments

Current Trimester

MATHEMATICS

Number Sense

Standard	Fall	Winter	Spring
Compares and orders numbers to 100			
Understands and memorizes addition and subtraction facts to 20			
Solves addition and subtraction problems with 2 digits by counting on/counting back			

Algebra and Functions

Understands the use of the = sign (the notion of equivalence)			
Writes and solves addition and subtraction number sentences			

Measurement and Geomtery

Estimates and measures the length, volume and mass of objects			
Tells time to the nearest 1/2 hour			
Identifies coin values (penny, nickel, dime, quarter)			
Identifies, classifies and describes plane/solid geometric shapes			

Statistics, Data Analysis and Probability

Sorts objects by common attributes			
Collects, organizes and represents data on graphs/charts			
Identifies, extends, describes and builds patterns			

Mathematical Reasoning and Communication

Uses manipulatives to solve problems			
Explains solutions with drawings, words, numbers and symbols			

Mathematics Comments

Current Trimester

TEACHING FOR UNDERSTANDING

- Fall Unit(s):

Science

Standard	Fall	Winter	Spring
Content Understanding Goal for Science			
- Fall Goal:			
Process Understanding Goal for Science			
- Fall Goal:			
Additional Understanding Goal for Science			
- Fall Goal:			

Social Studies

Content Understanding Goal for Social Studies			
- Fall Goal:			
Process Understanding Goal for Social Studies			
- Fall Goal:			
Additional Understanding Goal for Social Studies			
- Fall Goal:			

Teaching for Understanding Comments

Current Trimester

PHYSICAL EDUCATION

Standard	Fall	Winter	Spring
Physical skills development			
Effort and attitude			

Physical Education Comments

Current Trimester

MUSIC AND PERFORMING ARTS

Develop Craft			
Engage and Persist			
Envision/Audiate			
Express			
Listen/Observe			
Reflect			
Stretch & Explore			
Understanding Music in the World			

North Oakland Community Charter School

Fall 2009 Progress Report for Julian Plasencia-Schonberg

Teacher(s): Ember Kelley

Solar Coronas, Grade: 2

Developmental Guidelines:

This Progress Report seeks to communicate the academic and social development of a child based on the standards at his/her grade level. The standards listed on this report are set at a level of performance approximately equivalent to the end of 2nd grade. Due to individual developmental differences among children, it is expected that some students may reach proficiency with some standards earlier than prescribed, and other children may reach proficiency later. The teacher's reflections on the child's progress are based on a wide range of indicators including: formal and informal assessments, observations, portfolios, class work, and observations.

Descriptors:

These categories reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the standards listed. The letter X indicates that a category is not applicable.

Beginning (B)	Developing (D)	Approaching (A)	Meeting (M)	Exceeding (E)

Attendance:

Fall	Winter	Spring
Tardy: 0 Absent: 0	Tardy: Absent:	Tardy: Absent:

Mission Statement

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PEACEMAKING AND STUDY SKILLS

Work Habits

Standard	Fall	Winter	Spring
Organization			
Neatness			
Time Management			
Uses Materials Respectfully			

Lifelong Learner Habits

Engagement and Participation			
perseverance			
Articulation of Thoughts			
Responsibility			
Self Awareness			
Flexibility			
Positive Attitude			

Community Habits

Empathy			
Leadership			
Honesty			
Cooperation			
Conflict Resolution			

Peacemaking and Study Skills Comments

Current Trimester

READING

Fluency

Standard	Fall	Winter	Spring
Independently reads for extended periods of time (20-30 minutes) for pleasure and to gain information			
Reads fluently and with expression, attending to punctuation and other emphasized words to infer meaning			
Sorts words according to different patterns (I.e. root words, long vowel patterns, prefixes, suffixes, etc.)			
Chooses, read and finishes a variety of fiction and non-fiction texts at an appropriate level			
Uses and understands the purpose of key features of informational texts (table of contents, glossaries, indexes)			

Comprehension

Uses prior knowledge, phonics, context/picture cues and other decoding strategies to decipher text with unfamiliar vocabulary and content			
Identifies and describes the main idea, characters, setting, events and problems in a story			

Literary Analysis

Clearly articulates predictions, personal connections and interpretations of a text			
Communicates inferences about a character's feelings, motives and actions in a piece of fiction			
Identifies the main idea and supporting details from an expository text for a basic research project			

WRITING

Content

Standard	Fall	Winter	Spring
Utilizes a variety of pre-writing strategies including being able to use various graphic organizers to brainstorm ideas			
Writes for different purposes and in different formats (letters, stories, reports, biographies, captions, advertisements)			
Writes stories that include several literary elements (character, setting, problem, resolution)			
Uses voice, descriptive language and tone to emphasize point of view and make writing more effective, vivid and clear			
Follows a set of directions, a model or a rubric to carry out a basic research report, being able to gather information from serveral sources			
Writes non-fiction text, focusing on a central idea while including organized and supporting details			

Conventions

Uses writing conventions such as endmarks, commas, capitalization, quotation marks and apostrophes to indicate possession			
Follows the editing and revising process independently and with peers, being able to re-read a story and check it for grammar, punctuation and clarity			
Applies knowledge of phonics, root words, prefixes and suffixes, word families and syllabication to spell unfamiliar words			

Reading & Writing Comments

Current Trimester

MATHEMATICS

Number Sense

Standard	Fall	Winter	Spring
Understands the structure of a base-ten number system up to 1000, including being able to break apart and put together whole numbers			
Estimates quantity and rounds numbers to the nearest ten and hundred			

Algebra and Functions

Identifies and extends patterns with numbers, shapes and objects			
Solves number sentences with equalities or inequalities where a number is missing (I.e. 10 - ? = 6 or 7 > 2 + ?)			

Measurement and Geomtery

Sorts, classifies and compares objects and shapes using a variety of attributes			
Measures for and compares lengths, heights and weights using both standard and non-standard measures			
Tells and writes time to the hour, half-hour and quarter-hour			

Statistics, Data Analysis and Probability

Collects data to answer basic survey questions and organizes and displays that information through simple numerical summaries such as counts, tables, tally charts and basic graphs			

Mathematical Reasoning and Communication

Uses pictures, numbers and words to solve addition and subtraction problems with two and three digit numbers			
Demonstrates and applies basic understanding of multiplication and division by using repeated addition, repeated subtraction and equal sharing of one and two digit numbers			
Identifies and interprets basic fractions and decimals (including money) to understand quantities less than one whole and the relationship between parts and a whole			

Mathematics Comments

Current Trimester

TEACHING FOR UNDERSTANDING

- Fall Unit(s):

Science

Standard	Fall	Winter	Spring
Content Understanding Goal for Science			
- Fall Goal:			
Process Understanding Goal for Science			
- Fall Goal:			
Additional Understanding Goal for Science			
- Fall Goal:			

Social Studies

Content Understanding Goal for Social Studies			
- Fall Goal:			
Process Understanding Goal for Social Studies			
- Fall Goal:			
Additional Understanding Goal for Social Studies			
- Fall Goal:			

Teaching for Understanding Comments

Current Trimester

PHYSICAL EDUCATION

Standard	Fall	Winter	Spring
Physical skills development			
Effort and attitude			

Physical Education Comments

Current Trimester

MUSIC AND PERFORMING ARTS

Develop Craft			
Engage and Persist			
Envision/Audiate			
Express			
Listen/Observe			
Reflect			
Stretch & Explore			
Understanding Music in the World			

North Oakland Community Charter School

Fall 2009 Progress Report for Emmet Gomes-McEwen

Teacher(s): Ember Kelley

Solar Coronas, Grade: 3

Developmental Guidelines:

This Progress Report seeks to communicate the academic and social development of a child based on the standards at his/her grade level. The standards listed on this report are set at a level of performance approximately equivalent to the end of 3rd grade. Due to individual developmental differences among children, it is expected that some students may reach proficiency with some standards earlier than prescribed, and other children may reach proficiency later. The teacher's reflections on the child's progress are based on a wide range of indicators including: formal and informal assessments, observations, portfolios, class work, and observations.

Descriptors:

These categories reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the standards listed. The letter X indicates that a category is not applicable.

Beginning (B)	Developing (D)	Approaching (A)	Meeting (M)	Exceeding (E)

Attendance:

Fall	Winter	Spring
Tardy: 0 Absent: 0	Tardy: Absent:	Tardy: Absent:

Mission Statement

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PEACEMAKING AND STUDY SKILLS

Work Habits

Standard	Fall	Winter	Spring
Organization			
Neatness			
Time Management			
Uses Materials Respectfully			

Lifelong Learner Habits

Engagement and Participation			
perseverance			
Articulation of Thoughts			
Responsibility			
Self Awareness			
Flexibility			
Positive Attitude			

Community Habits

Empathy			
Leadership			
Honesty			
Cooperation			
Conflict Resolution			

Peacemaking and Study Skills Comments

Current Trimester

READING

Fluency

Standard	Fall	Winter	Spring
Independently reads for extended periods of time (20-30 minutes) for pleasure and to gain information			
Reads fluently and with expression, attending to punctuation and other emphasized words to infer meaning			
Sorts words according to different patterns (I.e. root words, long vowel patterns, prefixes, suffixes, etc.)			
Chooses, read and finishes a variety of fiction and non-fiction texts at an appropriate level			
Uses and understands the purpose of key features of informational texts (table of contents, glossaries, indexes)			

Comprehension

Uses prior knowledge, phonics, context/picture cues and other decoding strategies to decipher text with unfamiliar vocabulary and content			
Identifies and describes the main idea, characters, setting, events and problems in a story			

Literary Analysis

Clearly articulates predictions, personal connections and interpretations of a text			
Communicates inferences about a character's feelings, motives and actions in a piece of fiction			
Identifies the main idea and supporting details from an expository text for a basic research project			

WRITING

Content

Standard	Fall	Winter	Spring
Utilizes a variety of pre-writing strategies including being able to use various graphic organizers to brainstorm ideas			
Writes for different purposes and in different formats (letters, stories, reports, biographies, captions, advertisements)			
Writes stories that include several literary elements (character, setting, problem, resolution)			
Uses voice, descriptive language and tone to emphasize point of view and make writing more effective, vivid and clear			
Follows a set of directions, a model or a rubric to carry out a basic research report, being able to gather information from serveral sources			
Writes non-fiction text, focusing on a central idea while including organized and supporting details			

Conventions

Uses writing conventions such as endmarks, commas, capitalization, quotation marks and apostrophes to indicate possession			
Follows the editing and revising process independently and with peers, being able to re-read a story and check it for grammar, punctuation and clarity			
Applies knowledge of phonics, root words, prefixes and suffixes, word families and syllabication to spell unfamiliar words			

Reading & Writing Comments

Current Trimester

MATHEMATICS

Number Sense

Standard	Fall	Winter	Spring
Understands place value of whole numbers up to 10,000 and can order such numbers according to size			
Rounds three and four digit numbers to the nearest ten, hundred and thousand			

Algebra and Functions

Identifies the rule needed to extend or determine a missing element of a pattern			

Measurement and Geomtery

Recognizes and describes properties of plane and solid figures using proper mathematical vocabulary (names of shapes, angles, sides and faces)			
Finds the perimeter of a polygon with multiple sides and calculates the area of a rectangle			
Uses standard measurement tools and recognizes the importance of utilizing consistent units when measuring for length, width, height, volume and time			

Statistics, Data Analysis and Probability

Generates problems and questions that involve collecting and organizing data			
Organizes data numerically and in categories in the forms of graphs, charts and tables			

Mathematical Reasoning and Communication

Calculates and solves algorithms and story problems that include doing addition and subtraction with numbers up to 3 digits long			
Uses pictures, numbers and words to multiply whole numbers			
Uses pictures, numbers and words to divide whole numbers			
With objects and numbers, can describe and compare fractional relationships (I.e. 1/4 < 1/2)			
Adds and subtracts commonly used fractions with a common denominator			
Can divide a real object into equal parts (I.e. a pie) in a variety of ways and can describe and compare the relative size of each piece			

Mathematics Comments

Current Trimester

TEACHING FOR UNDERSTANDING

- Fall Unit(s):

Science

Standard	Fall	Winter	Spring
Content Understanding Goal for Science			
- Fall Goal:			
Process Understanding Goal for Science			
- Fall Goal:			
Additional Understanding Goal for Science			
- Fall Goal:			

Social Studies

Content Understanding Goal for Social Studies			
- Fall Goal:			
Process Understanding Goal for Social Studies			
- Fall Goal:			
Additional Understanding Goal for Social Studies			
- Fall Goal:			

Teaching for Understanding Comments

Current Trimester

PHYSICAL EDUCATION

Standard	Fall	Winter	Spring
Physical skills development			
Effort and attitude			

Physical Education Comments

Current Trimester

MUSIC AND PERFORMING ARTS

Develop Craft			
Engage and Persist			
Envision/Audiate			
Express			
Listen/Observe			
Reflect			
Stretch & Explore			
Understanding Music in the World			

North Oakland Community Charter School

Fall 2009 Progress Report for Finn Capurro-Durkee

Teacher(s): Kate Hayes

Milky Way, Grade: 4

Developmental Guidelines:

This Progress Report seeks to communicate the academic and social development of a child based on the standards at his/her grade level. The standards listed on this report are set at a level of performance approximately equivalent to the end of 4th grade. Due to individual developmental differences among children, it is expected that some students may reach proficiency with some standards earlier than prescribed, and other children may reach proficiency later. The teacher's reflections on the child's progress are based on a wide range of indicators including: formal and informal assessments, observations, portfolios, class work, and observations.

Descriptors:

These categories reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the standards listed. The letter X indicates that a category is not applicable.

Beginning (B)	Developing (D)	Approaching (A)	Meeting (M)	Exceeding (E)

Attendance:

Fall	Winter	Spring
Tardy: 0 Absent: 0	Tardy: Absent:	Tardy: Absent:

Mission Statement

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PEACEMAKING AND STUDY SKILLS

Work Habits

Standard	Fall	Winter	Spring
Organization			
Neatness			
Time Management			
Uses Materials Respectfully			

Lifelong Learner Habits

Engagement and Participation			
perseverance			
Articulation of Thoughts			
Responsibility			
Self Awareness			
Flexibility			
Positive Attitude			

Community Habits

Empathy			
Leadership			
Honesty			
Cooperation			
Conflict Resolution			

Peacemaking and Study Skills Comments

Current Trimester

READING

Fluency

Standard	Fall	Winter	Spring
Reads with fluency and expression			

Comprehension

Uses comprehension strategies (connecting, imagining, inferring, questioning, predicting) to understand grade level texts.			
Recognizes and understands vocabulary words in context.			

Literary Analysis

Understands literary elements of and analyzes grade level texts using various responses (perspective journals, graphic organizers, creative responses, etc.)			
Summarizes fiction and non-fiction grade level texts			

WRITING

Content

Utilizes the writing process (planning, drafting, revising, editing, publishing) thoroughly and thoughtfully.			
Utilizes narrative strategies (exciting leads, use of dialogue, suspense, descriptive writing, etc.) to produce creative written pieces			
Utilizes expository strategies (using supportive evidence, using notes to sequence information, using topic and concluding sentences to link paragraphs, etc.)			

Conventions

Uses grammar and punctuation rules correctly in writing.			
Uses conventional spelling in published work			
Understands sentence and paragraph structure.			

Reading & Writing Comments

Current Trimester

MATHEMATICS

Number Sense

Standard	Fall	Winter	Spring
Understands place value, rounding and estimation of whole numbers and decimals to the millions and thousandths place.			
Converts simple fractions into equivalent decimals.			
Understands how decimals and fractions make up part of a whole.			
Masters basic math facts for multiplication, division, subtraction and addition.			
Computes basic operations of whole multi-digit numbers in unique contexts.			

Algebra and Functions

Manipulates equations to determine the value of a variable.			
Understands the equals sign.			
Solves basic algebraic equations by substituting a number for one variable to determine the value of a second variable.			

Measurement and Geomtery

Understands and can calculate the perimeter and area of regular and irregular shapes.			
Interprets and uses grids to represent points/graphs/simple figures			
Demonstrates understanding of the characteristics of plane/solid geometric shapes.			

Statistics, Data Analysis and Probability

Interprets and represents data on charts and appropriate graphs			
Represents and interprets functional relationships on a coordinate grid.			
Predicts outcomes in simple probability situations.			

Mathematical Reasoning and Communication

Utilizes various problem solving strategies to solve word problems (breaking down a big problem into smaller parts, working backwards, drawing a picture)			
Explains thinking by using words, pictures, graphs and diagrams.			
Supplies evidence and reasoning for a given result.			
Understands what is relevant, irrelevant, and incomplete information in a math problem.			

Mathematics Comments

Current Trimester

TEACHING FOR UNDERSTANDING

- Fall Unit(s):

Science

Standard	Fall	Winter	Spring
Content Understanding Goal for Science			
- Fall Goal:			
Process Understanding Goal for Science			
- Fall Goal:			
Additional Understanding Goal for Science			
- Fall Goal:			

Social Studies

Content Understanding Goal for Social Studies			
- Fall Goal:			
Process Understanding Goal for Social Studies			
- Fall Goal:			
Additional Understanding Goal for Social Studies			
- Fall Goal:			

Teaching for Understanding Comments

Current Trimester

PHYSICAL EDUCATION

Standard	Fall	Winter	Spring
Physical skills development			
Effort and attitude			

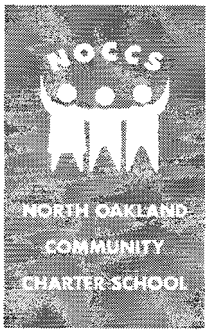
Physical Education Comments

Current Trimester

MUSIC AND PERFORMING ARTS

Develop Craft			
Engage and Persist			
Envision/Audiate			
Express			
Listen/Observe			
Reflect			
Stretch & Explore			
Understanding Music in the World			

North Oakland Community Charter School



Fall 2009 Progress Report for Lucianna Onderwyzer-Gold

Teacher(s): Kate Hayes

Milky Way, Grade: 5

Developmental Guidelines:

This Progress Report seeks to communicate the academic and social development of a child based on the standards at his/her grade level. The standards listed on this report are set at a level of performance approximately equivalent to the end of 5th grade. Due to individual developmental differences among children, it is expected that some students may reach proficiency with some standards earlier than prescribed, and other children may reach proficiency later. The teacher's reflections on the child's progress are based on a wide range of indicators including: formal and informal assessments, observations, portfolios, class work, and observations.

Descriptors:

These categories reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the standards listed. The letter X indicates that a category is not applicable.

Beginning (B)	Developing (D)	Approaching (A)	Meeting (M)	Exceeding (E)

Attendance:

Fall	Winter	Spring
Tardy: 0 Absent: 0	Tardy: Absent:	Tardy: Absent:

Mission Statement

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PEACEMAKING AND STUDY SKILLS

Work Habits

Standard	Fall	Winter	Spring
Organization			
Neatness			
Time Management			
Uses Materials Respectfully			

Lifelong Learner Habits

Engagement and Participation			
perseverance			
Articulation of Thoughts			
Responsibility			
Self Awareness			
Flexibility			
Positive Attitude			

Community Habits

Empathy			
Leadership			
Honesty			
Cooperation			
Conflict Resolution			

Peacemaking and Study Skills Comments

Current Trimester

READING

Fluency

Standard	Fall	Winter	Spring
Reads with fluency and expression			

Comprehension

Uses comprehension strategies (connecting, imagining, inferring, questioning, predicting) to understand grade level texts.			
Recognizes and understands vocabulary words in context.			

Literary Analysis

Understands literary elements of and analyzes grade level texts using various responses (perspective journals, graphic organizers, creative responses, etc.)			
Summarizes fiction and non-fiction grade level texts			

WRITING

Content

Utilizes the writing process (planning, drafting, revising, editing, publishing) thoroughly and thoughtfully.			
Utilizes narrative strategies (exciting leads, use of dialogue, suspense, descriptive writing, etc.) to produce creative written pieces			
Utilizes expository strategies (using supportive evidence, using notes to sequence information, using topic and concluding sentences to link paragraphs, etc.)			

Conventions

Uses grammar and punctuation rules correctly in writing.			
Uses conventional spelling in published work			
Understands sentence and paragraph structure.			

Reading & Writing Comments

Current Trimester

MATHEMATICS

Number Sense

Standard	Fall	Winter	Spring
Estimates, rounds and manipulates large and small numbers			
Computes basic operations of whole multi-digit positive and negative integers			
Computes basic operations of fractions			
Computes basic operations of decimals			
Finds decimal and percent equivalents for fractions			
Masters basic math facts for addition, subtraction, multiplication and division			

Algebra and Functions

Manipulates equations to determine the value of a variable.			
Solves basic algebraic equations by substituting a number for one variable to determine the value of a second variable.			
Writes equations for linear functions and graphs the equation on a grid.			

Measurement and Geomtery

Understands and computes perimeters, volumes and areas of geometric objects			

Statistics, Data Analysis and Probability

Uses grids, tables, graphs, and charts to record and analyze data			
Computes and compares mean, median, mode, and range of data			

Mathematical Reasoning and Communication

Utilizes various problem solving strategies to solve mathematical word problems (breaking down a big problem into smaller parts, working backwards, drawing a picture, etc.)			
Explains thinking by using words, pictures, graphs and diagrams.			

Mathematics Comments

Current Trimester

TEACHING FOR UNDERSTANDING

- Fall Unit(s):

Science

Standard	Fall	Winter	Spring
Content Understanding Goal for Science			
- Fall Goal:			
Process Understanding Goal for Science			
- Fall Goal:			
Additional Understanding Goal for Science			
- Fall Goal:			

Social Studies

Content Understanding Goal for Social Studies			
- Fall Goal:			
Process Understanding Goal for Social Studies			
- Fall Goal:			
Additional Understanding Goal for Social Studies			
- Fall Goal:			

Teaching for Understanding Comments

Current Trimester

PHYSICAL EDUCATION

Standard	Fall	Winter	Spring
Physical skills development			
Effort and attitude			

Physical Education Comments

Current Trimester

MUSIC AND PERFORMING ARTS

Develop Craft			
Engage and Persist			
Envision/Audiate			
Express			
Listen/Observe			
Reflect			
Stretch & Explore			
Understanding Music in the World			

North Oakland Community Charter School

Fall 2009 Progress Report for Cameron Lukaszewski

Teacher(s): Lee Tempkin

Purple Chipmunks on the Moon, Grade: 6

Developmental Guidelines:

This Progress Report seeks to communicate the academic and social development of a child based on the standards at his/her grade level. The standards listed on this report are set at a level of performance approximately equivalent to the end of 6th grade. Due to individual developmental differences among children, it is expected that some students may reach proficiency with some standards earlier than prescribed, and other children may reach proficiency later. The teacher's reflections on the child's progress are based on a wide range of indicators including: formal and informal assessments, observations, portfolios, class work, and observations.

Descriptors:

These categories reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the standards listed. The letter X indicates that a category is not applicable.

Beginning (B)	Developing (D)	Approaching (A)	Meeting (M)	Exceeding (E)

Attendance:

Fall	Winter	Spring
Tardy: 0 Absent: 0	Tardy: Absent:	Tardy: Absent:

Mission Statement

The North Oakland Community Charter School 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.

PEACEMAKING AND STUDY SKILLS

Work Habits

Standard	Fall	Winter	Spring
Organization			
Neatness			
Time Management			
Uses Materials Respectfully			

Lifelong Learner Habits

Engagement and Participation			
Perserverance			
Articulation of Thoughts			
Responsibility			
Self Awareness			
Flexibility			
Positive Attitude			

Community Habits

Empathy			
Leadership			
Honesty			
Cooperation			
Conflict Resolution			

Peacemaking & Study Skills Comments

Current Trimester

READING

Fluency

Standard	Fall	Winter	Spring
Reads aloud narrative and expository text with fluency, expression, and accuracy			
Chooses and finishes appropriate level independent reading selections			

Comprehension

Applies knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary.			
Applies metacognitive strategies (prediction, visualization, inference, summary, connections) to understand grade level fictional texts.			
Applies metacognitive strategies (prediction, visualization, inference, summary, connections) to understand grade level expository texts.			

Literary Analysis

Uses evidence from text (ideas and details) to demonstrate understanding of cause and effect relationships.			
Uses evidence from text (ideas and details) to support inferences, interpretations and conclusions.			
Discusses character, setting, plot development and themes in fictional texts			

WRITING

Content

Standard	Fall	Winter	Spring
Writes clear and coherent pieces with an awareness of audience and purpose			
Develops vivid and realistic characters that change and grow over time			
Uses the Writer's Workshop process to refine all aspects of their writing			
Is fluent in a range of writing styles and genres			
Develops fictional plots with strong beginnings, middles and ends			
Develops structured essays and expository reports from researched notes			

Conventions

Applies standard language conventions accurately (capitalization, punctuation and grammar)			
Uses a variety of complex sentence structures to enhance writing			
Uses paragraphs to organize writing			
Uses interesting vocabulary, metaphors, similes and other descriptors to enliven writing			
Uses appropriate spelling			

Public Speaking

Delivers focused and coherent presentations to different audiences on a range of topics			
Asks clarifying, summarizing and probing questions to deepen their own understanding			
Is able to make a persuasive presentation on a topic using supporting arguments			

Reading and Writing Comments

Current Trimester

MATHEMATICS

Number Sense

Standard	Fall	Winter	Spring
Understands place value, rounding and estimation of whole numbers and decimals to the millions and thousandths place.			
Converts simple fractions into equivalent decimals.			
Understands how decimals and fractions make up part of a whole.			
Masters basic math facts for multiplication, division, subtraction and addition.			
Computes basic operations of whole multi-digit numbers in unique contexts.			

Algebra and Functions

Manipulates equations to determine the value of a variable.			
Understands the equals sign.			
Solves basic algebraic equations by substituting a number for one variable to determine the value of a second variable.			

Measurement and Geomtery

Understands and can calculate the perimeter and area of regular and irregular shapes.			
Interprets and uses grids to represent points/graphs/simple figures			
Demonstrates understanding of the characteristics of plane/solid geometric shapes.			

Statistics, Data Analysis and Probability

Interprets and represents data on charts and appropriate graphs			
Represents and interprets functional relationships on a coordinate grid.			
Predicts outcomes in simple probability situations.			

Mathematical Reasoning and Communication

Utilizes various problem solving strategies to solve word problems (breaking down a big problem into smaller parts, working backwards, drawing a picture)			
Explains thinking by using words, pictures, graphs and diagrams.			
Supplies evidence and reasoning for a given result.			
Understands what is relevant, irrelevant, and incomplete information in a math problem.			

Mathematics Comments

Current Trimester

Lukaszewski, Cameron 1000010 200911

TEACHING FOR UNDERSTANDING

- Fall Unit(s):

Science

Standard	Fall	Winter	Spring
Content Understanding Goal for Science			
- Fall Goal:			
Process Understanding Goal for Science			
- Fall Goal:			
Additional Understanding Goal for Science			
- Fall Goal:			

Social Studies

Content Understanding Goal for Social Studies			
- Fall Goal:			
Process Understanding Goal for Social Studies			
- Fall Goal:			
Additional Understanding Goal for Social Studies			
- Fall Goal:			

Teaching for Understanding Comments

Current Trimester

PHYSICAL EDUCATION

Standard	Fall	Winter	Spring
Physical skills development			
Effort and attitude			

Physical Education Comments

Current Trimester

MUSIC AND PERFORMING ARTS

Develop Craft			
Engage and Persist			
Envision/Audiate			
Express			
Listen/Observe			
Reflect			
Stretch & Explore			
Understanding Music in the World			

ELECTIVES

Academic Support			
Media Arts			
Spanish			

North Oakland Community Charter School

Fall 2009 Progress Report for Davida Mulinghaus-Anderson

Teacher(s): Natalie Roman Jah-Yee Woo

Dark Matter, Grade: 7

Developmental Guidelines:

This Progress Report seeks to communicate the academic and social development of a child based on the standards at his/her grade level. The standards listed on this report are set at a level of performance approximately equivalent to the end of 7th grade. Due to individual developmental differences among children, it is expected that some students may reach proficiency with some standards earlier than prescribed, and other children may reach proficiency later. The teacher's reflections on the child's progress are based on a wide range of indicators including: formal and informal assessments, observations, portfolios, class work, and observations.

Descriptors:

These categories reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the standards listed.

Beginning (B)	Developing (D)	Approaching (A)	Meeting (M)	Exceeding (E)

Attendance:

Fall	Winter	Spring
Present: 52 Tardy: 3 Absent: 2		

Mission Statement

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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.

PEACEMAKING AND STUDY SKILLS

Work Habits

Standard	Fall	Winter	Spring
Organization	M		
Neatness	M		
Time Management	M		
Uses Materials Respectfully	M		

Lifelong Learner Habits

Engagement and Participation	M		
Perserverance	D		
Articulation of Thoughts	M		
Responsibility	M		
Self Awareness	M		
Flexibility	M		
Positive Attitude	M		

Community Habits

Empathy	M		
Leadership	B		
Honesty	n/a		
Cooperation	E		
Conflict Resolution	E		

Peacemaking & Study Skills Comments

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READING

Fluency

Standard	Fall	Winter	Spring
Reads aloud fictional and expository text with fluency, expression, and accuracy.	A		

Comprehension

Applies knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of	D		
Uses metacognitive thinking and questioning (prediction, visualization, inference, summary, connections) to deepen reading skills and habits of mind.	A		
Reads and understands a variety of historically and significant grade-level fictional and expository texts.	n/a		

Literary Analysis

Analyzes literary elements of plot, theme, symbolism, metaphor, and character development in grade level fictional texts.	A		
Synthesizes evidence to understand multiple cause and effect relationships in grade-level expository texts.	E		
Synthesizes evidence to support inference, interpretation, and conclusion in grade-level expository texts.	E		
Identifies and applies the understanding of source to their analyses of fictional and expository texts.	E		

WRITING

Content

Standard	Fall	Winter	Spring
Writes clear, coherent, and focused narrative, expository, and persuasive pieces of at least 500 to 700 words in each genre with an awareness of audience and purpose.	E		
Organizes persuasive writing with a clear position, supported by evidence, and conclusion.	E		
Identifies and applies counter-arguments to strengthen persuasive writing.	E		
Understands and uses the writer's workshop process to guide, improve, and reflect upon writing.	E		

Conventions

Applies the standard conventions of each of the particular piece to their writing. For example, the use of sensory details to narrative writing, the use of a plot line for narrative writing, and argu	E		
Applies transition words to strengthen expository writing.	E		
Writes with a command of standard Academic English language conventions.	E		

Public Speaking

Delivers coherent and focused presentations supported by sound evidence.	M		
Uses knowledge of audience and content to make appropriate and effective choices in tone and delivery.	M		
Asks clarifying, summarizing, and probing questions to deepen understanding of others	M		

Reading and Writing Comments

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MATHEMATICS

Number Sense

Standard	Fall	Winter	Spring
Understands place value, rounding and estimation of whole numbers and decimals to the millions and thousandths place.	A		
Converts simple fractions into equivalent decimals.	A		
Understands how decimals and fractions make up part of a whole.	M		
Masters basic math facts for multiplication, division, subtraction and addition.	M		
Computes basic operations of whole multi-digit numbers in unique contexts.	M		

Algebra and Functions

Manipulates equations to determine the value of a variable.	M		
Understands the equals sign.	M		
Solves basic algebraic equations by substituting a number for one variable to determine the value of a second variable.	D		

Measurement and Geomtery

Understands and can calculate the perimeter and area of regular and irregular shapes.	D		
Interprets and uses grids to represent points/graphs/simple figures	D		
Demonstrates understanding of the characteristics of plane/solid geometric shapes.	D		

Statistics, Data Analysis and Probability

Interprets and represents data on charts and appropriate graphs	D		
Represents and interprets functional relationships on a coordinate grid.	D		
Predicts outcomes in simple probability situations.	D		

Mathematical Reasoning and Communication

Utilizes various problem solving strategies to solve word problems (breaking down a big problem into smaller parts, working backwards, drawing a picture)	D		
Explains thinking by using words, pictures, graphs and diagrams.	D		
Supplies evidence and reasoning for a given result.	D		
Understands what is relevant, irrelevant, and incomplete information in a math problem.	D		

Mathematics Comments

this comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire ...

TEACHING FOR UNDERSTANDING

- Fall Unit(s): Peanut Butter and Jelly

Science

Standard	Fall	Winter	Spring
Content Understanding Goal for Science	E		
- Fall Content Understanding Goal for Science: Likes Peanut Butter			
Process Understanding Goal for Science	A		
- Fall Process Understanding Goal for Science: Eats Peanut Butter			
Additional Understanding Goal for Science	n/a		
- Fall Additional Understanding Goal for Science:			

Social Studies

Content Understanding Goal for Social Studies	E		
- Fall Content Understanding Goal for Social Studies: Likes Jelly			
Process Understanding Goal for Social Studies	D		
- Fall Process Understanding Goal for Social Studies: Eats Jelly			
Additional Understanding Goal for Social Studies	n/a		
- Fall Additional Understanding Goal for Social Studies:			

Teaching for Understanding Comments

this comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire ...

PHYSICAL EDUCATION

Standard	Fall	Winter	Spring
Physical skills development	E		
Effort and attitude	E		

Physical Education Comments

this comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire data entry box yesthis comment takes up the entire ...

MUSIC AND PERFORMING ARTS

Develop Craft	M		
Engage and Persist	M		
Envision/Audiate	A		
Express	M		
Listen/Observe	M		
Reflect	A		
Stretch & Explore	B		
Understanding Music in the World	B		

ELECTIVES

Academic Support	D		
Media Arts	E		
Spanish	n/a		

Month	Math	ELA	TfU: Science-Social Studies	Peacemaking
March	• 2nd Trimester Assessment	•	Per Trimester: • One photo with student reflection	Per Trimester: • One artifact from a peacemaking lesson or activity
April		• One writing piece	• One work sample and reflection on an integration piece (art, garden, service-learning)	• One peacemaking lesson reflection
May	• One on-going assessment or math work sample with student reflection	• Level A-J Narrative DRA • Level K+ Expository LRA	• Culminating performance of understanding work sample, rubic, and reflection	
June	• 3rd Trimester Assessment	• One writing piece • Level A-J Expository DRA • Level K+ Narrative LRA	• End year reflection	• End year reflection

Portfolios

- Portfolios are maintained by every NOCCS student throughout his/her career
- Throughout each month, teachers should work with their students to build and maintain their portfolios
- At conferences, teachers are encouraged to review the students' portfolios with the family
- Grades 4 – 8 should involve the students in their conferences, having them use the portfolios to talk about their work and progress throughout the trimester and year
- Portfolios are passed along from teacher to teacher as the student progresses through their grade levels
- There are a number of mandatory items that should be placed in the portfolios throughout the year. These include the following:

Month	Math	ELA	TfU: Science-Social Studies	Peacemaking
September	• Pre-Assessment if new to NOCCS	• DRA - Narrative	Per Trimester: • One photo with student reflection • One work sample and reflection on an integration piece (art, garden, service-learning) • Culminating performance of understanding work sample, rubic, and reflection	Per Trimester: • One artifact from a peacemaking lesson or activity • One peacemaking lesson reflection
October	• One on-going assessment or math work sample with student reflection	• Expository DRAs • One writing piece		
November	• 1st Trimester Assessment	• Level A-J Narrative DRA due 11/11 • Level K+ Expository LRA due 11/11		
December		• One writing piece	Per Trimester: • One photo with student reflection • One work sample and reflection on an integration piece (art, garden, service-learning) • Culminating performance of understanding work sample, rubic, and reflection	Per Trimester: • One artifact from a peacemaking lesson or activity • One peacemaking lesson reflection
January	• One on-going assessment or math work sample with student reflection	• Level A-J Expository DRA • Level K+ Narrative LRA		
February	•	• One writing piece		

NOCCS
Continuous Improvement Coaching, Reflection, and Evaluation System for Educators
OVERVIEW

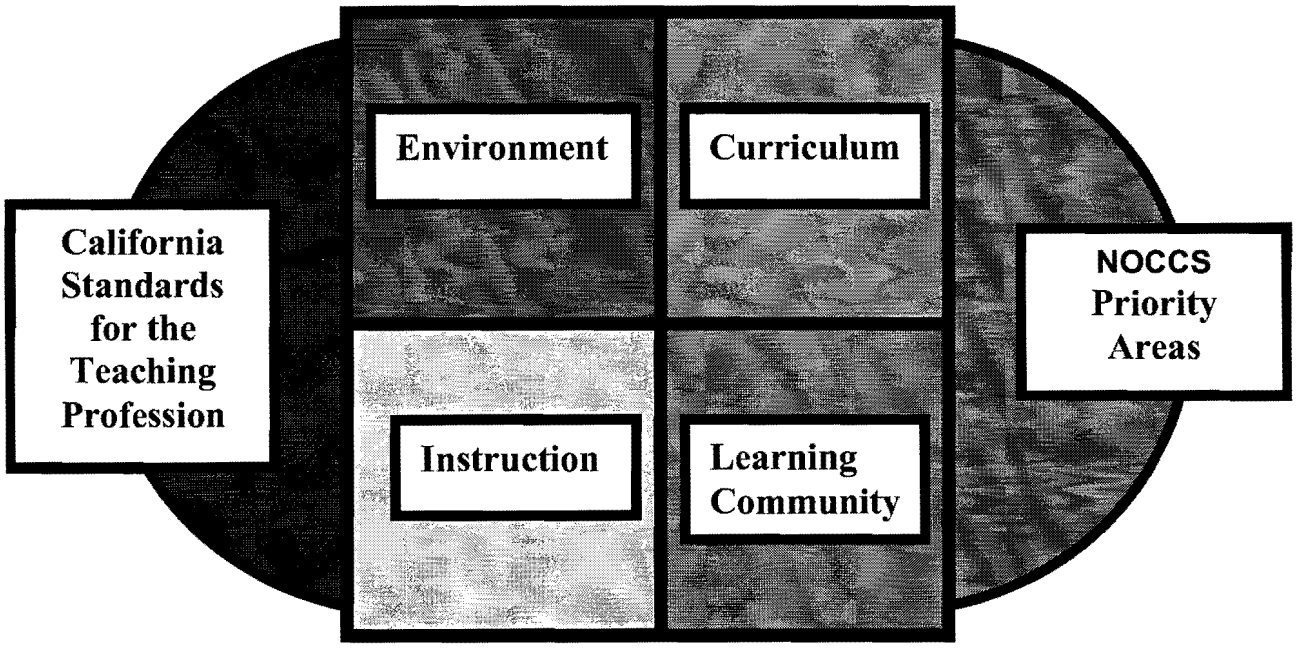
Purpose

The purpose of the NOCCS Continuous Improvement Coaching, Reflection, and Evaluation (CICRE) System for Educators is to:

- create a professional culture of collaboration, reflection, and continuous improvement within the school community
- prompt reflection about student learning and teacher practice
- assist educators to formulate professional goals to improve student learning and teacher practice
- guide, monitor, and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks

Four Evaluation Blocks

The framework for the NOCCS Continuous Improvement Coaching, Reflection, and Evaluation System for Educators will be organized around four main areas: Classroom Environment, Curriculum, Instruction, and Learning Community. These four coaching, reflection, and evaluation areas are aligned to and reflect both the six California Standards for the Teaching Profession and any of NOCCS' selected priority or focused school-wide improvement areas.



Together these four areas – which are integrated with the CSTP and NOCCS Priority Areas – represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and

students as well as the mission of the NOCCS Charter School. Each area is comprised of a number of objectives and performance indicators listed as follows:

CICRE AREA #1: ENVIRONMENT (CSTP 2 & 6; NOCCS PI – Peace Making)

Creating and contributing to a positive, mission-driven, peaceful, and positive discipline oriented classroom and school environment is critical to effective and exemplary practice as an educator. As such, teachers at NOCCS are expected to develop their practice in the following ways:

A. Create and maintain classroom space and organizational systems that are conducive to safe, effective, and engaging learning, teaching, and the building of community.
B. Create and maintain classroom routines that facilitate safe, effective, and engaging learning, teaching, and the building of community.
C. Set, consistently communicate, and uphold high expectations for all learners.
D. Create classroom environments that adhere to the principles of culturally relevant teaching.
E. Make student learning visible through high quality displays of student work and maintenance of on-going portfolios/collections of student work.
F. Communicate, utilize, and uphold school-wide systems, norms, and expectations for positive student behavior and citizenship development.
G. Develop and maintain strong, positive relationships with parents, families, and caring adults of all students.
H. Actively participate in the Student Success Team (SST) process for students in need of extra support.

CICRE AREA #2: CURRICULUM (CSTP 1, 3, 4, 5; NOCCS PI – TfU & Math)

Utilizing, developing, aligning, planning, and implementing effective, developmentally appropriate, and standards-based curriculum is critical to student achievement and the attainment of NOCCS' mission. As such, teachers at NOCCS are expected to develop their practice in the following ways:

A. Develop, utilize, and implement a high quality, standards-based, balanced, CELL/XCEL aligned literacy/reading writing curriculum that includes the development of (1) phonemic awareness and phonics skills, (2) vocabulary awareness and use, (3) reading fluency, (4) comprehension skills and strategies within multiple genres, (4) writing skill and fluency within multiple genres, (5) speaking and listening skills, and (6) real-world application of skills and knowledge.
B. Develop, utilize, and implement a high quality, standards-based balanced mathematics curriculum that includes the development of conceptual knowledge, critical thinking and reasoning, and computational skill in the areas of (1) number sense, (2) algebra and functions, (3) measurement and geometry, (4) statistic, data analysis, and probability, and (5) real-world application of skills and knowledge.
C. Develop, utilize, and implement a high quality, standards-based, and teaching for understanding oriented social studies curriculum that (1) engages students in active and critical thinking about their world, (2) helps students to understand how to think and work like historians, (3) integrates, engages, and builds on disciplinary literacy skills, and (4) integrates the arts as a tool for understanding.
D. Develop, utilize, and implement a high quality, standards-based science curriculum that (1) engages students in active and critical thinking about their world, (2) helps students to understand how to think and work like scientists, (3) integrates, engages, and builds on disciplinary literacy skills, and (4) integrates the arts as a tool for understanding.
E. Develop, utilize, and implement positive discipline, peacemaking, community building, conflict resolution, and other related curriculum that builds' students' civic and community skills, knowledge, and behaviors.

F. Develops clear and appropriate standards-based objectives, units, lessons, and assessments for students in long and short-term planning.

CICRE AREA #3: INSTRUCTION (CSTP 1, 2, 4, 5)

Utilizing, developing, aligning, planning, and implementing engaging, effective, developmentally appropriate, pedagogically sound, and data-driven instruction is critical to student achievement and the attainment of NOCCS' mission. As such, teachers at NOCCS are expected to develop their practice in the following ways:

A. Use a variety of "best practices" including developmentally appropriate instructional strategies and techniques to develop strong student understanding of concepts and use of academic skills.
B. Use a variety of formal and informal student assessment data to guide and differentiate instruction.
C. Modify instruction based on the needs of the learners.
D. Design and implement daily lesson plans with clear and appropriate objectives.
E. Design and implement instruction with a strong and logical sequence such as building on/activating prior knowledge, using direct instruction to build skill/knowledge, implementing guided practice/application of new information with a gradual release of responsibility, independent practice and demonstration of knowledge application or skill development, review and reflection, and preview of next steps.
F. Utilize instructional time in an effective manner.
G. Select and utilize effective and appropriate materials and resources to support instructional objectives.
H. Engage, direct, and support teaching assistants to support instructional objectives.
I. Engage, direct, and support classroom volunteers and community members to support instructional objectives.
J. Develop and implement instruction in a way that builds community and a safe and engaging learning environment for all students.

CICRE AREA #4: LEARNING COMMUNITY (CSTP 2, 5, 6)

The development of a strong, proactive, collegial, collaborative, and reflective learning community – made up of students, families/caring adults, community members, and educators – is essential for developing a positive school environment for all and ensuring student achievement. As such, teachers at NOCCS are expected to develop their practice in the following ways:

A. Actively engage in participate in school-wide and individualized professional development activities.
B. Collaborate with colleagues to plan and implement curriculum and instruction.
C. Demonstrate responsible professional conduct including timeliness, meeting all deadlines, and communicating in a positive manner.
D. Demonstrate deep reflective practice to improve teaching, learning, and student achievement.
E. Lead a minimum of one school-wide initiative/committee.
F. Direct, develop, guide, and coach teaching assistants.
G. Develop and facilitate collaboration with community based organizations and businesses that support teaching and learning.
H. Partner with families/caring adults.

I. Collaborate and communicate with extended day program staff, counselors, and other personnel working with individual students.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION & NOCCS PRIORITY AREAS

The EBCC CICRE areas described above are based on and integrated with both the California Standards for the Teaching Profession and the school's annual priority areas which are described below.

STANDARD #1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

To meet this standard, teachers:

a. Build on students' prior knowledge, life experience, and interests to achieve learning goals for all students by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Assisting students to see the connections between what they already know and the new material
   - Assisting students to connect classroom learning to their life experiences and cultural understandings
   - Assisting students to use first and second language skills to achieve learning goals
   - Opening a lesson or unit in a way that captures students' attention and interest
   - Building on students' comments and questions during a lesson to extend their understanding
   - Taking advantage of teachable moments within a lesson based on students' interests and questions

b. Use a variety of instructional strategies and resources that respond to students' diverse needs by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Engaging all students in a variety of learning experiences that accommodate the different ways they learn
   - Using a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand
   - Making the complexity and depth of subject matter understandable to all students
   - Supporting subject matter learning for second language learners
   - Modifying materials and resources and use appropriate adaptive equipment to support each student's fullest participation
   - Using technology to enhance student learning
   - Varying instructional strategies to increase students' active participation in learning
   - Asking questions or facilitate discussion to clarify or extend students' thinking
   - Taking advantage of unexpected events to augment student learning
   - Recognizing when a lesson is falling apart and what do I do about it

c. Facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Using the classroom environment to provide opportunities for independent and collaborative learning
   - Creating a variety of grouping structures to promote student interactions and learning
   - Modeling, participating in, and promote positive interactions between all learners
   - Supporting and monitoring student autonomy and choice during learning experiences
   - Supporting and monitoring student collaboration during learning activities
   - Assisting students to make sound decisions about managing time and materials during learning activities

d. Actively engage all students in problem solving and critical thinking within and across subject matter areas and/or teach concepts and skills in ways that encourage students to apply them in real-life contexts that make subject matter meaningful by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Providing opportunities for all students to think, discuss, interact, reflect and evaluate content
   - Assisting all students to learn, practice, internalize and apply subject-specific learning strategies and procedures
   - Supporting all students in critically investigating subject matter concepts and questions
   - Engaging all students in problem solving activities and encourage multiple approaches and solutions
   - Encouraging all students to ask critical questions and consider diverse perspectives about subject matter
   - Providing opportunities for all students to learn and practice skills in meaningful contexts
   - Helping all students to analyze and draw valid conclusions about content being learned

e. Assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:

- Motivating all students to initiate their own learning and to strive for challenging learning goals
- Encouraging all students to describe their own learning processes and progress
- Explaining clear learning goals for all students of each activity or lesson
- Engaging all students in opportunities to examine and evaluate their own work and to learn from the work of their peers
- Helping all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning
- Assisting all students to develop and use strategies for accessing knowledge and information

STANDARD #2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR LEARNING

To meet this standard, teachers:

a. Create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Arranging the classroom to facilitate positive classroom interactions
   - Arranging and adapting classroom seating to accommodate individual and group learning needs
   - Managing student and teacher access to materials, technology, and resources to promote learning
   - Creating a classroom environment that reflects and promotes student learning
   - Making the classroom environment safe and accessible for all students

b. Maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Helping all students become respectful of others who may be different from them
   - Modeling and promoting fairness, equity, and respect in the classroom
   - Encouraging, supporting, and recognizing the achievements and contributions of all students
   - Encouraging students to take risks and be creative
   - Understanding and responding to inappropriate behaviors in a fair, equitable way

c. Encourage all students to participate in making decisions and in working independently and collaboratively by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Helping all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view
   - Grouping students to promote social development and learning
   - Facilitating the development of each student's self esteem
   - Creating opportunities for all students to communicate and work with one another
   - Teaching leadership skills and providing opportunities for all students to use them
   - Using classroom rules to support all students in assuming responsibility for themselves and one another
   - Creating opportunities for all students to become self-directed learners

d. Set expectations for student behavior that are established early, clearly understood, and consistently maintained by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Understanding the reasons for student behavior
   - Establishing and consistently maintaining standards for behavior that reflect each student's developmental and personal needs
   - Intervening when student behavior does not meet agreed-upon classroom standards
   - Facilitating student participation in classroom decision-making
   - Helping all students learn to solve problems and resolve conflicts
   - Supporting all students as they develop responsibility for their own behavior
   - Working collaboratively with families to maintain standards for student behavior

e. Plan and implement effective classroom procedures and routines by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Developing effective classroom schedules, timelines, routines, and rules
   - Involving all students in the development of classroom procedures and routines
   - Supporting students to internalize classroom rules, routines, and procedures and to become self-directed learners
   - Developing classroom procedures and routines that promote and maintain a climate of fairness and respect
   - Making thoughtful and informed decisions about modifying procedures and rules to support student learning

f. Make effective use of instructional time by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Structuring time with students to support their learning
   - Helping students move efficiently from one instructional activity to the next
   - Pacing and adjusting instructional time so that all students remain engaged
   - Redirecting student behavior in the most productive and time effective ways

- Ensuring that adequate time is provided for all students to complete learning activities
- Providing time for all students to reflect on their learning and process of instruction
- Structuring time for day to day managerial and administrative tasks

STANDARD #3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR LEARNING

To meet this standard, teachers:

a. Exhibit strong working knowledge of subject matter and student development by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Identifying and understanding the key concepts and underlying themes and relationships in the subject area(s) to be taught
   - Ensuring their knowledge of the subject matter incorporates different perspectives
   - Continuing to develop and enhance subject matter knowledge
   - Ensuring their subject matter knowledge is sufficient to support student learning
   - Building understanding of each students' cognitive and linguistic development
   - Building understanding of each students' social, emotional, and physical development

b. Organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Using knowledge and research about human development to organize and sequence the curriculum to increase student understanding
   - Using subject matter knowledge to organize and sequence the curriculum to increase student understanding
   - Using knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships
   - Organizing subject matter effectively to reveal and value different cultural perspectives
   - Incorporating subject or grade level expectations and curriculum frameworks in organizing subject matter
   - Organizing curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area

c. Interrelate ideas and information within and across curricular areas to extend students' understanding by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Identifying and integrating key concepts and relationships across subject matter areas
   - Helping all students to relate subject matter concepts to previous lessons and their own lives
   - Helping all students to see the relationships and connections across subject matter areas
   - Helping all students to apply learning from different curricular areas to solve problems
   - Developing units and lessons that highlight themes within and across subject matter areas

d. Use effective and appropriate teaching strategies to make subject matter accessible to all students by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Teaching a particular subject matter
   - Using subject matter to help students construct their own knowledge
   - Challenging all students to think critically in each subject area
   - Building on student life experience, prior knowledge, and interests to make the content relevant and meaningful
   - Illustrating a concept and its connections within and across subject areas
   - Helping all students develop enthusiasm for and a deep knowledge of the subject matter

e. Use a variety of instructional resources and technologies to make subject matter accessible to all students by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Using subject matter resources, materials, and technologies to organize the curriculum
   - Selecting and using instructional materials and resources that promote students' understanding of subject matter
   - Selecting and using learning materials and resources that reflect the diversity in each classroom
   - Using technologies to convey key concepts in the subject matter area
   - Helping all students gain access to useful materials, resources, and technologies to support their learning of subject matter

STANDARD #4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

To meet this standard, teachers:

a. Plan instruction that draws on and values students' backgrounds, prior knowledge, and interests by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Incorporating students' knowledge and experience into curriculum and instructional planning
   - Using knowledge about students' lives and their families and communities to inform planning of curriculum and instruction
   - Recognizing and incorporating student diversity as an integral part of lesson planning
   - Planning lessons and units that promote access to academic content for all students
   - Designing lessons that promote subject matter knowledge and language development for second language learners
   - Using research concerning cognitive and linguistic development to plan instruction that supports student learning
   - Using research concerning physical, social, and emotional development to plan instruction and make appropriate adaptations to meet students' unique needs
   - Designing lessons that challenge students at their own developmental levels

b. Establish challenging learning goals for all students based on student experience, language, development, and home and school expectations by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Establishing short-term and long-term goals for student learning
   - Ensuring that each instructional activity is related to learning goals
   - Building on the strengths, interests, and needs of all students to establish high expectations for learning
   - Establishing learning goals that address all students' language, experience, and home and school expectations
   - Designing instructional activities so that all students participate in setting and achieving learning goals
   - Ensuring that goals for student learning promote critical thinking and problem solving

c. Sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Sequencing subject matter concepts to support student learning
   - Using formal and informal student assessment in short-term and long-term planning
   - Planning to use instructional strategies appropriate to the complexity of the lesson content and student learning needs
   - Selecting and sequencing curriculum to promote understanding and critical thinking for all students
   - Sequencing instruction to help students see relationships and connections across subject matter areas
   - Choosing and adapting instructional materials to make subject matter relevant to students' experience and interests
   - Developing and sequencing instruction that supports students' second language learning and subject matter knowledge

d. Use instructional activities that promote learning goals and connect with student experiences and interests by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Developing short-term and long-term plans that build on and extend students' understanding of subject matter
   - Making decisions about organizing curriculum to allow enough time for student learning, review, and assessment
   - Thinking ahead toward long-term goals for student learning
   - Using knowledge of subject matter and students to plan and pace instructional activities over time
   - Planning to ensure access to challenging, diverse, academic content for all students
   - Providing opportunities for all students to learn at their own pace into daily, weekly, and unit plans
   - Incorporating diverse subject matter perspectives into lesson/unit planning

e. Modify and adjust instructional plans according to student engagement and achievement by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Adjusting the lesson plan to make content relevant and accessible to each student
   - Revising plans based on formal and informal student assessments
   - Adjusting plans to allow enough time for student learning
   - Modifying plans to ensure opportunities for all students to learn and synthesize information

- Reflecting on teaching to inform short-term and long-term planning

STANDARD #5: ASSESSING STUDENT LEARNING

To meet this standard, teachers:

a. Establish and clearly communicate learning goals for all students by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Using subject matter standards from district, state, and other sources to guide the establishment of learning goals for each student
   - Involving all students and families in establishing goals for learning
   - Reviewing and revising learning goals with every student over time
   - Ensuring that student learning goals reflect the key subject matter concepts, skills, and applications
   - Ensuring that goals for learning are appropriate to my students' development, language acquisition, or other special needs
   - Ensuring classroom grading systems reflects goals for student learning
   - Working with other educators to establish learning goals and assessment tools that promote student learning

b. Collect information about student performance from a variety of sources by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Using a variety of assessments to determine what students know and are able to do
   - Selecting, designing, and using assessment tools appropriate to what is being assessed
   - Knowing that the assessment tools used are matched to and support explicit goals for student learning
   - Collecting, selecting, and reflecting upon evidence of student learning
   - Working with families to gather information about all students and their learning
   - Ensuring that grades are based on multiple sources of information
   - Assessing students to support learning goals, district standards, and family expectations
   - Using standardized tests, diagnostic tools, and developmental assessments to understand student progress
   - Using a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)

c. Involve all students in assessing their own learning by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Making assessment integral to the learning process
   - Modeling assessment strategies for all students
   - Developing and using tools and guidelines that help all students assess their own work
   - Helping all students to build their skills in self-reflection
   - Providing opportunities for all students to engage in peer discussion of their work
   - Helping all students to understand and monitor their own learning goals
   - Providing opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom

d. Use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Using assessment to guide my planning
   - Using informal assessments of student learning to adjust instruction while teaching
   - Using assessment data to plan more effective ways of teaching subject matter concepts and processes
   - Using assessment information to determine when and how to revisit content that has been taught
   - Using assessment data to meet students' individual needs
   - Using assessment results to plan instruction to support students' individual educational plans (IEP)

e. Exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Providing all students with information about their progress as they engage in learning activities
   - Providing opportunities for all students to share their progress with others
   - Communicating learning goals to all students and their families
   - Initiating and maintain regular contact with families and resource providers about student progress
   - Communicating the results of assessments with my students and their families
   - Involving families as partners in the assessment process

STANDARD #6: DEVELOPING AS A PROFESSIONAL EDUCATOR

To meet this standard, teachers:

a. Reflect on their teaching practice and actively engage in planning their professional development by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Performing self-assessment of growth as a teacher over time
   - Learning about teaching through observation and interaction with students
   - Reflection on instructional successes and dilemmas to move practice forward
   - Analyzing teaching to understand what contributes to student learning
   - Formulating professional development plans based on self-reflection and analysis

b. Establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Maintaining an attitude of lifelong learning
   - Learning about and expanding professional roles and responsibilities
   - Establishing goals and seeking out opportunities for professional growth and development
   - Using professional literature, school district, and other professional development opportunities to increase understanding of teaching and learning
   - Continuing to seek out and refine approaches that make the curriculum accessible to every student
   - Expanding knowledge of new instructional methods and technologies
   - Benefiting from and contribute to professional organizations to improve teaching and professional practice

c. Learn about and work with local communities to improve their professional practice by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Valuing and respecting the student's community and appreciate its role in student learning
   - Increasing understanding of the cultures and dynamics of students' communities
   - Promoting collaboration between school and community
   - Identifying and using school, district, and local community social service resources to benefit students and their families
   - Seeking out and using resources from the local community and businesses to support student learning
   - Providing students with community-based experiences that support their learning
   - Interacting with students in activities outside the classroom

d. Communicate effectively with families and involve them in student learning and the school community by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Valuing and respecting students' families and appreciating their role in student learning
   - Developing an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds
   - Engaging families as sources of knowledge about students' linguistic and social backgrounds
   - Promoting positive dialogue and interactions with all families, and respond to their concerns about student progress
   - Ensuring that communication with all students and their families is understood
   - Providing opportunities for all families to participate in the classroom and school community
   - Presenting the educational program to all families

e. Contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Creating opportunities to collaborate with colleagues
   - Collaborating with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met
   - Engaging in thoughtful dialogue and reflection with colleagues to solve teaching- related problems
   - Participating in making and implementing school-wide decisions
   - Contributing to school-wide events and learning activities
   - Establishing and maintaining relationships with other school staff to become a visible and valued member of the school community
   - Using observations of colleagues to improve teaching and professional practice
   - Proactively preventing and resolving personal and professional conflicts with colleagues
   - Contributing to the learning of other educators

Balance professional responsibilities and maintain motivation and commitment to all students by developing into their teaching repertoire a variety of skills, strategies, and classroom systems for:
   - Reducing stress and maintaining a positive attitude with students and colleagues
   - Creating and meeting intellectual and creative challenges throughout his/her career
   - Dealing with and counteracting the isolation of teaching
   - Finding support to balance professional responsibilities with personal needs

- Demonstrating professional conduct and integrity in the classroom and school community
- Extending knowledge about professional and legal responsibilities for students' learning, behavior and safety

NOCCS PRIORITY AREAS

The NOCCS Priority Areas are developed by the Director and staff, in consultation with and based on the needs of students and families. One to three priority areas will be chosen per year. These priority areas will drive a portion of the coaching, reflection, and evaluation that will take place at the school. In addition, the priorities will also drive site-based professional development and fund development for the school.

The 2008 - 2009 Priority Areas and Objective are as follows:

NOCCS Priority Area #1: DEVELOPING & IMPLEMENTATING A SCHOOL-WIDE SAFE AND PEACEFUL ORIENTED CLASSROOM AND SCHOOL PROGRAM

To meet this standard, the teacher will:

- Implement and contribute to the on-going refinement and improvement of the comprehensive NOCCS safe and peaceful school climate plan and related procedures and policies.
- Actively and thoughtfully participates in school-wide professional development related to peace making.
- Utilizes school-wide materials for peacemaking instruction.
- Contributes to the selection and development of additional peacemaking materials and strategies as needed.
- Help to develop/adopt and refine an assessment tool for civic development at NOCCS.
- Participates in/leads a peacemaking workgroup throughout the year.

NOCCS Priority Area #2: DEVELOPING SKILLS AND KNOWLEDGE RELATED TO TEACHING FOR UNDERSTANDING BY DEVELOPING, IMPLEMENTING, REFLECTING ON, REFINING, AND DOCUMENTING EFFECTIVE SCIENCE AND SOCIAL STUDIES UNITS

To meet this standard, the teacher:

- Utilizes/identifies and/or develops materials for inquiry-based science instruction including FOSS Kits and materials.
- Utilizes/identifies and/or develops materials for inquiry-based social studies instruction.
- Develops and improves TfU-based science and social studies units based on topics outlined in the NOCCS curriculum guide.
- Collaborates with teaching artists to integrate and use the arts as a tool for building understanding of science and social studies content and skills.
- Develops effective and useful TfU-based understanding rubrics and uses data from these assessments to guide and modify instruction.
- Participates in professional development related to building a strong understanding and skill in utilizing the TfU framework.

NOCCS Priority Area #3: DEVELOPING SKILLS AND KNOWLEDGE RELATED TO EFFECTIVE, EQUITY-BASED MATH INSTRUCTION

To meet this standard, the teacher:

- Utilizes/identifies and/or develops materials for balanced mathematics instruction including TERC, CGP, Connected Math, and other mathematics materials.
- Utilizes/identifies and/or develops materials for math instruction.
- Develops and improves mathematics units based on topics outlined in the NOCCS curriculum guide and the NOCCS mathematics pacing guide.
- Effectively uses data from trimester assessments and other sources to guide and modify instruction.
- Participates in professional development related to building a strong understanding and skill in mathematics.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL

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Teacher: _____

Lead Teacher
09-10 Job Description & Benchmarks

Expectations / Duties	Benchmarks	Deliverable Date(s)
CIRCRE AREA #1: ENVIRONMENT: Creating and contributing to a positive, mission-driven, peaceful, and positive discipline oriented classroom and school environment is critical to effective and exemplary practice as an educator	1.	1. 2.
CIRCRE AREA #2: CURRICULUM Utilizing, developing, aligning, planning, and implementing effective, developmentally appropriate, and standards-based curriculum is critical to student achievement and the attainment of NOCCS' mission.		1.

Expectations / Duties	Benchmarks	Deliverable Date(s)
CIRCRE AREA #3: INSTRUCTION (CSTP 1, 2, 4, 5) Utilizing, developing, aligning, planning, and implementing engaging, effective, developmentally appropriate, pedagogically sound, and data-driven instruction is critical to student achievement and the attainment of NOCCS' mission.	1.	1.
CIRCRE AREA #4: LEARNING COMMUNITY The development of a strong, proactive, collegial, collaborative, and reflective learning community – made up of students, families/caring adults, community members, and educators – is essential for developing a positive school environment for all and ensuring student achievement.	1.	1.

Teacher Observation & Check-In Process

- The director will make every attempt to conduct informal to semi-formal walk-through observations of all classroom teachers, and bi-monthly walk through observations of enrichment teachers.

- The objective of these visits is to inform the director about what is happening within each classroom, to offer support to teachers and students as needed, and to provide each teacher with feedback and support on an on-going basis.

- At least once a month, the director will provide each teacher with written feedback from the walk-through observations.

- Often, the director will include questions for the teacher in an observation write up. Teachers should respond to these questions, via email, within two days of the observation.

- The director is available, upon request, to observe and provide specific feedback to teachers as needed.

- Within the first six to ten weeks of school, the director will meet with each teacher to construct and review an "Objectives & Benchmarks" plan. This plan will focus the teacher on collaboratively created, high leverage objectives that will help the teacher to continuously improve his/her work.

- The director will also schedule meetings with teachers to review assessment data and differentiation plans for students, and to discuss support strategies for the teacher in implementing these plans.

- The director will complete a minimum of 4 observation write ups for all teachers by the end of the year. A minimum of 3 observation write ups will be completed prior to the teacher receiving an annual evaluation in March.

BYLAWS
of
NORTH OAKLAND COMMUNITY CHARTER SCHOOL
a California Public Benefit Corporation

ARTICLE 1
PRINCIPAL OFFICE

The principal office of this corporation shall be located in Alameda County, California.

ARTICLE 2
MEMBERSHIP

This corporation shall have no voting members, but the Board of Trustees may, by resolution, establish one or more classes of nonvoting members and provide for eligibility requirements for membership and rights and duties of members, including the obligation to pay dues.

ARTICLE 3
DESIGNATOR

Section 1. Naming of Designators: The Designators referred to in these Bylaws shall be the Oakland Unified School District and the Parent Teacher Association _of the North Oakland Community Charter School. Designators shall serve until the Designator resigns. After the resignation of the last remaining Designator, the Board of Trustees shall exercise all rights reserved to the Designators under these Bylaws.

Section 2. Actions of Designator: All actions of the Designator shall be evidenced in writing, signed by an authorized representative of the Designator, delivered to an officer of this corporation, and filed by the Secretary with the proceedings of the Board of Trustees of this corporation. Any such writing may be signed in counterparts.

ARTICLE 4
TRUSTEES

Section 1. Powers: This Corporation shall have powers to the full extent allowed by law. All powers and activities of this corporation shall be exercised and managed by the Board of Trustees of this corporation directly or, if delegated, under the ultimate direction of the Board.

Section 2. Number: The number of Trustees shall be not less than eight (8) or more than sixteen (16), with the exact number of authorized Trustees to be fixed within these limits by resolution of the Board of Trustees.

Section 3. Classes of Trustees: There shall be three four classes of Trustees of this corporation known as the Board-Elected Trustees; the School-Elected Trustees; the Designated Trustees, either voting or non-voting; and the Ex-officio Trustee.

Section 4. Limitations on Interested Persons: At all times, not more than 49 percent of the Trustees of this corporation may be interested persons. An interested person means either:

(a) any person currently being compensated by this corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee in his or her capacity as a Trustee; or

(b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 5. Selection and Term of Office of Trustees:

A. Designated Trustees: Except for the initial Trustees, who may be named by the Incorporator or the Designators, six of the Trustees of this corporation shall be designated by the Designators as follows: (a) five voting Trustees shall be designated by the Parent Teacher Association of the North Oakland Community Charter School; and (b) one nonvoting Trustee shall be designated by the Oakland Unified School District. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will not be a district staff or district Board member and will sit on the Board of Trustees as a non-voting member who facilitates communications and mutual understanding between the charter school and the district. The remaining number of authorized Trustees shall be selected pursuant to Sections 5B and 5C below. The Designated Trustees shall be designated from time to time, subject to the power of the Board to fix the number of Trustees as provided in Section 2 above. Designations shall be made in a writing signed by an authorized representative of the Designator and delivered to an officer of this corporation. Designations shall be filed by the Secretary with the proceedings of the Board of Trustees of this corporation. The effective date of any such designation shall be as provided therein. Trustees may be designated for any term prescribed in the written designation. If no such term is prescribed, the term shall be two years. Trustees may be designated to serve any number of consecutive terms. Each Trustee shall serve until expiration of his or her term and until a successor has been appointed or designated.

B. Ex-Officio Trustee: The principal of the school shall serve as the Ex-Officio Trustee for so long as he/she is principal of the school.

C. Elected Trustees: Elected Trustees: Each elected Trustee shall be elected for a term of up to three years. Each elected trustee shall hold office until expiration of the term and until a successor has been elected or the position eliminated. Terms shall be staggered such that at least one third of the elected Trustees shall be elected annually..

The Board of Trustees shall, by a majority vote of Trustees, designate one (1) or more of its members (who may also be serving as officers of this corporation) to chair an advisory Nominating Committee. The Nominating Committee must include at least one additional member who is not a Trustee of the Corporation. The Nominating Committee shall nominate candidates for election to the Board, though the Board is not obliged to follow the recommendations of the nominating committee.

i. **School-Elected Trustees:** Five members of the board shall be elected by school families. Each family with one or more students at the school or a member of staff working at the school or a member of the Board of Trustees casts a single (1)

ballot. Votes may be cast for any candidate, whether nominated by the Board or not. Elections shall be held in the first two months of every school year. School-Elected Trustees shall start their terms within a month of being elected but after Board-Elected Trustees have been elected. The Board may determine term length at the time of their appointment or prior to election.

ii. **Board-Elected Trustees:** The voting Trustees then in office shall elect new board members as needed to recruit Trustees from outside the community and/or to recruit Trustees with particular skills or expertise needed by the Board. (The voting Trustees then in office shall elect new board members each year, within a month of the School-Elected Trustees being elected and prior to the School-Elected Trustees beginning their terms. The new Board-Elected Trustees shall start their terms at the same time as the School-Elected Trustees.) Their term length shall be stated at the time of their appointment.

D. Authority of Board to Modify Trustee Terms. In order to facilitate elections, or better coordinate the arrivals of new trustees, the Board may increase an existing trustee's term by up to one year.

Section 6. Vacancies: A vacancy shall be deemed to exist on the Board in the event that the actual number of Trustees is less than the authorized number for any reason. Any vacancy shall be filled for the unexpired portion of the term in the manner provided in these Bylaws for the Trustee whose position was vacated. A Trustee elected to the board to fill a vacancy may start their term immediately. A Trustee's term cannot be truncated as the result of reducing the number of Trustees, nor by adjusting term limits or lengths.

Section 7. Resignation of Trustees: Resignations shall be effective upon receipt in writing by the Chairperson or the Secretary of this corporation, unless a later effective date is specified in the resignation.

Section 8. Removal of Trustees:

A. Designated Trustees: A designated Trustee may be removed at any time by the Designator who appointed such Trustee, with or without cause.

B. Elected Trustees: A majority of the trustees then in office may remove any elected Trustee at any time, with or without cause. A School-Elected Trustee can only be removed in this way once per school year, in the case where they are subsequently re-elected to the Board by school election.

C. Ex-Officio Trustee: The Ex-Officio Trustee is deemed removed as a Trustee when his/her employment as principal terminates for any reason.

D. School-Elected Trustee: A simple majority of those eligible to vote for School-Elected Trustees can vote to remove a School-Elected Trustee from office at any time.

Section 9. Annual Meetings: A meeting of the Board of Trustees shall be held at least once a year. Annual meetings shall be called by the Chairperson or any two Trustees, and noticed in accordance with Section 12.

Section 10. Special Meetings: Special meetings of the Board of Trustees may be called by the Chairperson of the Board or by any two Trustees, and such meetings shall be held

at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

Section 11. Place of Meetings: Meetings shall be held at the principal office of the corporation unless otherwise provided by the Board or at such place within or without the State of California that has been designated from time to time by resolution of the Board of Trustees. In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all Trustees given either before or after the meeting and filed with the Secretary of the corporation or after all Board members have been given written notice of the meeting as hereinafter provided for special meetings of the Board.

Section 12. Notice of Meetings: Notice of the annual meeting and any special meetings of the Board of Trustees shall be given to each trustee at least at least four days before any such meeting if given by first-class mail or forty-eight hours before any such meeting if given personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means, and shall state the date, place, and time of the meeting. The purpose of any Board meeting need not be specified in the notice.

Section 13. Waiver of Notice and Consent to Holding Meetings: The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each Trustee not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 14. Quorum for Meetings: A majority of the total number of voting Trustees then in office shall constitute a quorum, provided that in no event shall the required quorum be less than one-fifth of the authorized number of Trustees or two Trustees, whichever is larger. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the Trustees present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the Board.

The Trustees present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Trustees from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation.

Section 15. Majority Action as Board Action: Every act or decision done or made by a majority of the Trustees present at a meeting duly held at which a quorum is present is the act of the Board of Trustees, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a Trustee has a material financial interest (Section 5233), and

indemnification of Trustees (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the Board.

Section 16. Conduct of Meetings: Meetings of the Board of Trustees shall be presided over by the Chairperson of the Board or, if no such person has been so designated or in his or her absence, by a Chairperson chosen by a majority of the Trustees present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by rules of order adopted by the Board, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

The corporation shall comply with the Ralph M. Brown Act, California Government Code §§ 54950 et seq.

Section 17. Action by Unanimous Written Consent without Meeting: Any action required or permitted to be taken by the Board of Trustees under any provision of law may be taken without a meeting, if all voting members of the Board shall individually or collectively consent in writing to such action. For the purposes of this Section only, "all members of the Board" shall not include any "interested Trustee" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of the Trustees. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Trustees without a meeting and that the Bylaws of this corporation authorize the Trustees to so act, and such statement shall be prima facie evidence of such authority.

Section 18. Telephone and Electronic Meetings: Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all Trustees participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following apply:

(a) Each Trustee participating in the meeting can communicate with all of the other Trustees concurrently;

(b) Each Trustee is provided the means of participating in all matters before the Board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation;

(c) The corporation adopts and implements some means of verifying 1) that all persons participating in the meeting are Trustees of the corporation or are otherwise entitled to participate in the meeting, and 2) that all actions of, or votes by, the Board are taken and cast only by eligible Trustees and not by persons who are not Trustees.

Section 19. Duties: It shall be the duty of the Trustees to:

(a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;

(b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation;

(c) Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly;

(d) Meet at such times and places as required by these Bylaws;

(e) Register their addresses with the Secretary of the corporation, and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof;

(f) Act as the governing body of the North Oakland Community Charter School;

(g) Hire, evaluate, and manage the principal;

(h) Raise funds for operation of the school;

(i) Ensure the provision of appropriate facilities;

(j) Manage the finances of the corporation;

(k) Oversee curriculum development;

(l) Ensure the school population is representative of the local community;

(m) Involve the parents and local community in the school.

Section 20. Standard Of Care:

1. General: A Trustee shall perform the duties of a Trustee, including duties as a member of any Board Committee on which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

(i) one or more officers or employees of this corporation whom the Trustee believes to be reliable and competent as to the matters presented;

(ii) counsel, independent accountants, or other persons as to matters which the Trustee believes to be within such person's professional or expert competence; or

(iii) a Board Committee upon which the Trustee does not serve, as to matters within its designated authority, provided that the Trustee believes such Committee merits confidence;

so long as, in any such case, the Trustee acts in good faith after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article 7 below, a person who performs the duties of a Trustee in accordance with this Section shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a Trustee, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which a corporation, or assets held by it, is dedicated.

2. Investments: Except with respect to assets held for use or used directly in carrying out this corporation's charitable activities, in investing, reinvesting, purchasing or acquiring, exchanging, selling, and managing this corporation's investments, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of this corporation's capital. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to this corporation.

Section 21. Trustees' Inspection Rights: Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

Section 22. Compensation: Trustees shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 19 of this Article. Trustees may not be compensated for rendering services to the corporation in any capacity other than Trustee unless such other compensation is reasonable and is allowable under the provisions of Section 4 of this Article.

Section 23. Non-Liability of Trustees: The Trustees shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

ARTICLE 5
OFFICERS

Section 1. Number of Officers: The officers of the corporation shall be a Chief Executive Officer who shall be designated the Chairperson, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, at the discretion of the Trustees, such other officers as may be appointed by the Board of Trustees. The same person may hold any number of offices except that neither the Secretary nor the Treasurer may serve concurrently as the Chairperson.

Section 2. Qualification, Election, and Term of Office: Any person may serve as an officer of this corporation. Officers shall be elected by the Board of Trustees, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise

disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 3. Removal and Resignation: Any officer may be removed, either with or without cause, by the Board of Trustees, at any time. Any officer may resign at any time by giving written notice to the Board of Trustees or to the Chairperson or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract that has been approved or ratified by the Board of Trustees relating to the employment of any officer of the corporation.

Section 4. Vacancies: Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of Chairperson, such vacancy may be filled temporarily by appointment by the Chairperson until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the Board may or may not be filled, as the Board shall determine.

Section 5. Duties of Chairperson: The Chairperson shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Trustees, supervise and control the affairs of the corporation. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Trustees. The Chairperson coordinates the activities of the other officers.

Section 6. Duties of Secretary: The Secretary shall:

Certify and keep at the principal office of the corporation the original or a copy of these Bylaws as amended or otherwise altered to date;

Keep at the web site of the corporation or at such other place as the Board may determine, a book of minutes of all meetings of the Trustees, and, if applicable, meetings of committees of Trustees and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

Be custodian of the records and of the seal (if one exists) of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws;

Exhibit at all reasonable times to any Trustee of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, and the minutes of the proceedings of the Trustees of the corporation;

File, with the Secretary of State, a list of principal officers of the corporation as required by law (bi-annually and when the officers change);

Keep a record of the current Trustees, the method of their appointment or designation to the Board, the expiration of their terms on the Board, their official addresses, telephone numbers and e-mail addresses;

The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting. Minutes shall be taken by the Secretary of the Meeting or by a delegate of the Secretary of the corporation;

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Trustees.

Section 7. Duties of Treasurer: Subject to Article 9 of these Bylaws relating to the "Execution of Instruments, Deposits, and Funds," the Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Trustees;

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever;

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Trustees, taking proper vouchers for such disbursements;

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

Exhibit at all reasonable times the books of account and financial records to any Trustee of the corporation, or to his or her agent or attorney, on request therefor;

Render to the Chairperson and Trustees, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation;

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports;

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Trustees.

Section 8. Compensation: The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Trustees, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a Trustee of the corporation, provided, however, that such compensation paid a Trustee for serving as an officer of this corporation shall only be allowed if permitted under the provisions of Article 4, Section 4, of these Bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation.

ARTICLE 6
COMMITTEES

Section 1. Executive Committee: The Board of Trustees may, by a majority vote of Trustees, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the Board in the management of the business and affairs of the corporation, except with respect to:

(a) Setting the number of Trustees within a range specified in these Bylaws;

(b) The filling of vacancies on the Board or on any committee that has the authority of the Board;

(c) The fixing of compensation of the Trustees for serving on the Board or on any committee;

(d) The amendment or repeal of Bylaws or the adoption of new Bylaws;

(e) Amendment of the Articles of Incorporation of this corporation;

(f) The amendment or repeal or any resolution of the Board which by its express terms is not so amendable or repealable;

(g) The appointment of committees of the Board or the members thereof;

(h) The expenditure of corporate funds to support a nominee for Trustee after there are more people nominated for Trustee than can be elected;

(i) The approval of any transaction to which this corporation is a party and in which one or more of the Trustees has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law;

(j) The approval of any merger, reorganization, voluntary dissolution, or disposition of substantially all of the assets of this corporation.

By a majority vote of its members then in office, the Board may at any time revoke or modify any or all of the authority so delegated, increase or decrease, but not below two (2), the number of Executive Committee members, and fill vacancies therein from the members of the Board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the Board from time to time as the Board may require.

Section 2. Advisory Committees: The Corporation shall have such other committees as may from time to time be designated by resolution of the Board of Trustees. Such other committees may consist of persons who are not also members of the Board. Each committee is preferably chaired by a Board member. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as "advisory" committees.

Section 3. Meetings and Action of Committees: Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Trustees, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Trustees and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Trustees or by the committee. The time for special meetings of committees may also be fixed by the Board of Trustees. The Board of Trustees may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 7
CERTAIN TRANSACTIONS

Section 1. Loans: Except as permitted by Section 5236 of the California Nonprofit Public Benefit Corporation Law, this corporation shall not make any loan of money or property to, or guarantee the obligation of, any Trustee or officer; provided, however, that this corporation may advance money to a Trustee or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such Trustee or officer so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 2. Self-Dealing Transactions: Except as provided in Section 3 below, the Board of Trustees shall not approve, or permit the corporation to engage in, any self-dealing transaction. A self-dealing transaction is a transaction to which this corporation is a party and in which one or more of its Trustees has a material financial interest, unless the transaction comes within California Corporations Code Section 5233(b).

Section 3. Approval: This Corporation may engage in a self-dealing transaction if the transaction is approved by a court or by the Attorney General. This corporation may also engage in a self-dealing transaction if the Board determines, before the transaction, that (a) this corporation is entering into the transaction for its own benefit; (b) the transaction is fair and reasonable to this corporation at the time; and (c) after reasonable investigation, the Board determines that it could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Such determinations must be made by the Board in good faith, with knowledge of the material facts concerning the transaction and the Trustee's interest in the transaction, and by a vote of a majority of the Trustees then in office, without counting the vote of the interested Trustee or Trustees.

Where it is not reasonably practicable to obtain approval of the Board before entering into a self-dealing transaction, a Board Committee may approve such transaction in a manner consistent with the requirements above; provided that, at its next meeting, the full Board determines in good faith that the Board Committee's approval of the transaction was consistent with the requirements above and that it was not reasonably practical to obtain advance approval by the full Board, and ratifies the transaction by a majority of the Trustees then in office without the vote of any interested Trustee.

Section 4. Personnel Matters and Compensation Issues: When discussing, in private session, personnel or compensation issues related to a Board member who is an officer or employee of the corporation or who is an interested party to the discussion, as defined in

these Bylaws, that Board member shall temporarily leave the meeting unless a motion to let that person stay is proposed, seconded, and voted for by the majority of the remainder of the Board.

ARTICLE 8
INDEMNIFICATION AND INSURANCE

Section 1. Right of Indemnity: To the fullest extent allowed by Section 5238 of the California Nonprofit Public Benefit Corporation Law, this corporation shall indemnify and advance expenses to its agents, in connection with any proceeding and in accordance with Section 5238. For purposes of this Article, "agent" shall have the same meaning as in Section 5238(a), including directors, officers, employees, other agents, and persons formerly occupying such positions; "proceeding" shall have the same meaning as in Section 5238(a), including any threatened action or investigation under Section 5233 or brought by the Attorney General; and "expenses" shall have the same meaning as in Section 5238(a), including reasonable attorneys' fees.

Section 2. Approval of Indemnity: On written request to the Board of Directors in each specific case by any agent seeking indemnification, to the extent that the agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d). Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the proceeding, whether, in the specific case, the agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c), and, if so, shall authorize indemnification to the extent permitted thereby.

Section 3. Advancing Expenses: The Board of Directors may authorize the advance of expenses incurred by or on behalf of an agent of this corporation in defending any proceeding prior to final disposition, if the Board finds that:

(a) the requested advances are reasonable in amount under the circumstances; and

(b) before any advance is made, the agent will submit a written undertaking satisfactory to the Board to repay the advance unless it is ultimately determined that the agent is entitled to indemnification for the expenses under this Article.

The Board shall determine whether the undertaking must be secured, and whether interest shall accrue on the obligation created thereby.

Section 4. Insurance: The Board of Directors may adopt a resolution authorizing the purchase of insurance on behalf of any agent against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, and such insurance may provide for coverage against liabilities beyond this corporation's power to indemnify the agent under law.

ARTICLE 9
THE EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. Execution of Instruments: The Board of Trustees, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of

the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. Checks and Notes: Except as otherwise specifically determined by resolution of the Board of Trustees or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the Chairperson of the corporation.

Section 3. Deposits: All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Trustees may select.

Section 4. Gifts: The Board of Trustees may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 10
CORPORATE RECORDS, REPORTS, AND SEAL

Section 1. Maintenance of Corporate Records: The Corporation shall keep at its principal office in the State of California:

(a) Minutes of all meetings of Trustees and committees of the Board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

(b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

(c) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date.

Section 2. Corporate Seal: The Board of Trustees may adopt, use, and, at will, alter a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. Trustees' Inspection Rights: Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

Section 4. Right to Copy and Make Extracts: Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

Section 5. Annual Report: The Board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year

to all Trustees of the corporation, which report shall contain the following information in appropriate detail:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;

(e) Any information required by Section 6 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 6. Annual Statement of Specific Transactions: This corporation shall mail or deliver to all Trustees a statement within one hundred and twenty (120) days after the close of its fiscal year, which briefly describes the amount and circumstances of any indemnification or transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any Trustee or officer of the corporation, or its parent or subsidiary (a mere common Trusteeship shall not be considered a material financial interest); or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent, or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS ($50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than FIFTY THOUSAND DOLLARS ($50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS ($10,000) paid during the previous fiscal year to any Trustee or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of such person's interest in the transaction, and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

ARTICLE 11
FISCAL YEAR

The fiscal year of the corporation shall begin on the first day of July each year and end on the last day of June the following year.

ARTICLE 12
THE AMENDMENT OF BYLAWS

Proposed amendments to these Bylaws shall be submitted in writing to the Trustees at least one week in advance of any Board meeting at which they will be considered for adoption. The vote of a majority or the unanimous written consent of the Trustees shall be required to adopt a Bylaw amendment.

ARTICLE 13
THE AMENDMENT OF ARTICLES

Any amendment of the Articles of Incorporation may be adopted by a vote of the majority or the unanimous written consent of the Board of Trustees.

ARTICLE 14
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

Section 1. Prohibition Against Sharing Corporate Profits And Assets: No member, Trustee, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Trustees; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

ARTICLE 15
CONFLICT OF INTEREST

Section 1. Prohibition Against Undisclosed Interests: No member of the Board shall be interested, directly or indirectly, in any contract relating to the operations conducted by the corporation, nor any contract for furnishing services or supplies to the corporation, unless such contract is authorized by a majority of the Board members at a meeting in which the presence of such interested Board member is not necessary for the purposes of a quorum or for the purposes of such majority, and the fact and nature of such interest is fully disclosed or known to the Board members present at the meeting at which such contract shall be authorized.

Section 2. Disclosed Interests: No member of the Board shall vote on any questions in which they have a financial interest, other than the common public interest, or on any question concerning their conduct, but on all other questions each member who is present shall vote. In instances where the Board member has interests other than the common public interest, the member shall disclose this interest to the Board. Any member refusing to vote, except when prohibited by this paragraph, shall be deemed delinquent in their duties. Application to abstain from voting must be made before the votes are cast. Upon application to abstain from voting, the Board member having briefly stated their reason to abstain, shall not be counted in determining either a quorum or a majority of the Board.

When discussing, in private session, personnel or compensation issues related to a Board member who is an officer or employee of the corporation or who is an interested party to the discussion, as defined in these Bylaws, that Board member shall temporarily leave the meeting unless a motion to let that person stay is proposed, seconded and voted for by the majority of the remainder of the Board.

ARTICLE 16
POLICY OF NON-DISCRIMINATION

This corporation is committed to the objectives of diversity and pluralism and to the principles of equal opportunity and non-discrimination. It shall reflect this in its policies, regulations, and operations. It shall maintain a non-exclusive and non-discriminatory admissions program. It shall strive to reflect the diversity of the local community and population at large in its student body, Board, employees, volunteers, and community contacts.

CERTIFICATE OF SECRETARY

This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation named in the title thereto and that such Bylaws were duly adopted by the Board of Trustees of said corporation on the date set forth below.

Dated: November 30, 2009

Brian Washington, Secretary

2079773

State of California

OFFICE OF THE SECRETARY OF STATE

SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 7 page(s) was prepared by and in this office from the record on file, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

APR 03 2000

Bill Jones

Secretary of State

Sec/State Form CE-108 (rev 6/98)

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APR -3 2000

BILL JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION
OF
NORTH OAKLAND COMMUNITY CHARTER SCHOOL
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is North Oakland Community Charter School.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are to develop, manage, operate, direct and promote a free public school in the North Oakland community under the terms of California charter school law and to conduct such other educational activities as the Board of Directors may define from time to time.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Richard Trafford-Owen, 49 Yosemite Avenue, Oakland, CA 94611.

FOUR: (a) This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) Except as permitted by law, no substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any Trustee, officer or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: April 2, 2000

Richard Trafford-Owen

Richard Trafford-Owen, Sole Incorporator

Antonio Tapia

187 Montecito Avenue #302 • Oakland, CA 94610 • (510) 332-3449 • antoniotapiajr@yahoo.com

An experienced and dedicated educator with strong background creating and achieving goals

SUMMARY OF QUALIFICATIONS

- Accomplished career of over 7 years of multidisciplinary education
- Results-driven instructor and motivator with proven track record
- Experienced lesson planner focused on addressing different learning styles
- Effective communicator of educational concepts to educators, students and parents
- Demonstrated ability to provide positive and engaging environment for students

PROFESSIONAL EXPERIENCE

REVOLUTION FOODS, Oakland, CA — June 2007- Present

School Manager

Responsible for involving partners in company's mission of delivering healthy meals to underserved students in the Bay Area.

- Manage the launch, logistics, and nutritional education programs of school and district partners.
- Constantly evaluate effectiveness of program operations and initiatives with school leadership.
- Hire, train, and manage company's distribution associates.
- Develop and implement internal and external feedback tools to evaluate impact of programs.
- Collaborate with R&D and production teams to inform meal planning and ensure seamless execution.
- Lead company's Diversity Task Force responsible for enhancing a culture of diversity and inclusion.

KIPP SUMMIT ACADEMY, San Lorenzo, CA — July 2003- June 2007

Founding Teacher & Member of Leadership Team

Helped establish the academic curriculum and school policies of the public charter school.

- Created and implemented language arts curriculum for first class of students.
- Assisted in the development of schoolwide behavior management system.
- Supported the interviewing, hiring, and training of new staff members at the school.
- Utilized bilingual skills to support school's Spanish-speaking population.

Physical Education Teacher (July 2003 – June 2007)

Taught and reinforced the importance of health education and exercise.

- Instructed and motivated students in making lifestyle changes in food intake and exercise.
- Prepared students for California Physical Education Test at end of academic year.
- Introduced and guided students through participation in different sports.

Language Arts/ Writing Teacher (July 2003 – June 2006)

Taught students the elements of reading and writing and helped them apply their knowledge.

- Used research-based methods to ensure students mastered standard-based and age-appropriate skills.
- Engaged and guided teachers in leveraging their subject areas to strengthen students' ELA skills.
- Led students in tremendous growth of literacy skills as measured by the California CST '04 & '05.
- Helped establish KSA as one of district's highest performing schools in language arts.

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PROFESSIONAL EXPERIENCE

McKinsey & Company **August 2007 -- present**

Manager of Partner Learning; Leadership coach & "360 Degree" Assessments

Program and curriculum development and oversight and day to day management of two learning programs aimed at the Firm's internally elected partners and Directors: "Leading@McKinsey" which integrates leadership development principles of greater self-awareness and "Building Negotiation Skills" which supports practical development and application of negotiating frameworks and best practices.

Certified Executive Coach to the Firm's internally elected partners and directors on both behavioral and aspirational issues.

Conduct full "360 degree" Assessments with full, written analysis upon completion for partners, Directors and developing leaders.

McKinsey & Company **January 2000 – August 2007**

Manager for Professional Development, Training, and Staffing for Associates and Business Analysts, West Coast Office (including locations in San Francisco, Silicon Valley, Seattle and Los Angeles).

Manager of Professional Development for N.A. High Tech Practice.

Oversight for Associate and Business Analyst staffing on engagement teams; Development and delivery of tenure-based training programs; Professional Development for both Associates and Partners (management of review process with content input, professional and leadership coaching for both Associates and rising partners with use of "360 Degree" process as well as upward feedback performance metrics, Team Impact and Effectiveness Assessments); Recruitment support on strategy, assessment of candidates, and integration of new hires; Management of promotion and salary guidelines; Support for exiting staff. Firm level interaction with broad personnel issues, development of training programs, and interoffice staffing.

Professional Development & Recruiting Manager, Americas' Telecom Practice & N.A. High Tech Practices
Establishment and cultivation of Practice leadership communities to support professional development of Telecom and High Tech practice-dedicated Consultants and Expert path professionals in 7 offices across North America, including ground-up organization of review processes, training program selection, staffing assignments, mobility, compensation, office integration and promotion. Cultivation and support of the community of office-based "affiliated" Consultants through PCEC/PRC support, program review, and staffing "influence." Recruitment and integration of new Consultants and Experts. Support of professional development, training and review process of Research & Information High Tech Practice professional staff.

Metromedia Company **1998-1999**
New York, New York
Associate General Counsel

Nicholas Henderson
3633 Ardley Ave. Oakland, CA 94610
510.459.5558 nicholas.henderson@comcast.net

Career Profile

Twenty year background in finance, non-profit management, turnaround management, marketing, sales, consulting and corporate development. Small business, family business and Fortune 500 experience. Have founded and sold 3 companies, including the one of the first PC game manufacturers. Been a partner, sales manager, CFO, and COO. Board experience in for-profit and non-profit companies. Started, cultivated and managed joint ventures and acquisitions.

Skills and Strengths

Have appraised assets, including real estate in bankruptcy proceedings. Flexible, tactful. Am able to bring out the strengths of colleagues, partners and myself. Good with numbers, capital allocation and building teams. Have dealt with complex legal and financial issues. Have structured deals and bought assets out of bankruptcy. Good facilitator.

Experience

2008 to Present **CFO Wise** Oakland, CA

Executive CFO

- Market and provide CFO services to the 5 to 50 million dollar business segment.

2006 to 2008 **Grizzly Peak** Oakland, CA

Partner

- Financial advisor/Consultant to small businesses: in software-industrial automation; in health care—developed financial controls market analysis; in fluorescent lighting— developed marketing and technology licensing plan; in telecommunications—valuation of assets in bankruptcy.

2002–2006 **Elgin FM Ltd.** Austin, Texas

Partner/COO/CFO

- Helped develop one of the first direct Spanish language radio internet broadcasts.
- Trained sales staff.

2001 -2002 **Chevron Credit Card Enterprises** Concord, CA

Consultant Financial Strategy and Business Development

- Led a team including accounting and IT personnel that examined Chevron's Business Credit Card Unit. Recommended changes in cost allocation and financial reporting to reflect the true profitability of the business. Developed a turnaround strategy for the business.
- Developed, recruited, performed due diligence on, and closed alliances with strategic partners for Chevron Credit Card's web site.

Lily Jones

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lilymjones@gmail.com
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EDUCATION

Master of Arts in Education — **University of California, Berkeley** [May 2005]
(M.A. Topic: Fourth Graders Design Their Ideal Math Classroom)
Multiple Subject Clear Credential with AB 1059 (equivalent to CLAD) — **Developmental Teacher Education Program**
Bachelor of Arts in English (minor in Mathematics) — **University of Washington** [June 2003]

TEACHING EXPERIENCE

North Oakland Community Charter School, Oakland, CA — **Kindergarten/1st Grade** [Aug 07 – Present]

- Created innovative, interdisciplinary curriculum using the Teaching for Understanding framework.
- Taught a multi-aged classroom of kindergartners and first graders, differentiating for a wide range of learning styles and needs
- Saw dramatic gains in reading skills by using a combination of phonics (word work) activities, literacy centers, guided reading, and a rich selection of read alouds.
- Designed a successful math curriculum by using aspects of TERC curriculum, *Everyday Mathematics*, math talks and independently created math centers.
- Used Positive Discipline techniques, including class meetings and peace talks, to create a peaceful class community

Sunset Ridge Elementary School, Pacifica, CA — **1st Grade** [Sept 05 – June 07]

- Designed and implemented instruction in all content areas to twenty 1st graders with a variety of different native languages.
- Extensive training in teaching writing workshop. Used Lucy Calkins' *Primary Units of Writing* curriculum to create and teach genre studies of personal narrative, informational, response to literature, and literary nonfiction.
- Worked as a member of the Site Literacy Team, discussing literacy practices and creating professional development in-services for the school staff.
- Ran a yearlong after-school tutoring program for six first graders, helping struggling readers to make dramatic gains.
- Used the success of writing workshop to create a weekly math workshop, where students work together to solve open-ended math problems.
- Created a classroom of warmth and respect through community building activities, consistent morning meetings, and use of the *Second Step* social skills curriculum.
- Differentiated instruction to meet needs of English Language Learners and students with particular IEPs.

STUDENT TEACHING EXPERIENCE

Melrose Elementary School, Oakland, CA — **1st/ 3rd Grade, ELD** [Jan 05 – Mar 05]

- Designed and co-taught after-school English Language Development Club for 3rd graders, targeting development of students' English listening, speaking, reading, and writing skills.
- Focused club on the theme of Arts, Culture, and Identity. Embedded ELD strategies and instruction in the content of the after-school club.
- Planned and taught ELD hour in a 1st grade classroom, focusing on developing all aspects of English literacy.

Roosevelt Elementary School, San Leandro, CA — **4th Grade** [Sept 04 – Dec 04]

- Designed and implemented two month long unit on Native Americans. Focused both on the history and present life of Californian Native Americans. Integrated unit with literature and art.
- Adapted and modified TERC math curriculum. Integrated math unit on statistics with science aerodynamics unit. Introduced and read literature addressing both themes and further integrating them.

Thousand Oaks Elementary School, Berkeley, CA — **1st Grade** [Jan 04 – June 04]

- Explored reading pedagogy and assessment: guided reading, phonics activities, partner reading, literacy centers, running records.
- Used a variety of strategies to meet the needs of ten English Language Learners and two full-inclusion students with special needs (Down's Syndrome and apraxia).

- Taught in classes with grades ranging 2nd through 5th, all following the Expeditionary Learning Outward Bound (ELOB) approach.
- Created and taught an after school math group of 2nd graders, teaching them concepts such as subtraction and fractions.
- Worked as Head Tutor at the school September 2002 to June 2003, continuing volunteer teaching work and assisting/coordinating tutoring opportunities for others.

Pacific Community Ventures, San Francisco, CA, November 1998 – June 2001
Manager of Business Advisory Services

- Built and managed consulting services and a resource network to accelerate portfolio company growth.
- Evaluated business plans and conducted due diligence.
- Worked with portfolio companies to develop strategies for hiring and retaining low-income employees.
- Developed a framework for measuring social return on investment.
- Built and managed partnerships with community economic development groups and other key contacts to identify prospective portfolio companies.

Share Our Strength, Washington, D.C., April 1996 – October 1998
Program Manager and Public Relations Coordinator

- Coordinated and implemented a communications strategy to promote social entrepreneurship, including conferences, PR, publications and case studies.
- Participated in initial research and strategic planning to launch a consulting firm to help nonprofits develop earned income strategies.
- Developed marketing materials and conducted public relations efforts.

EDUCATION

University of California, Davis, Graduate School of Management
MBA December 2006, Concentration in Strategic Management and Marketing

- Vice President of Community and Career Outreach, Net Impact
- Co-President, Community Consulting Group
- Vice President of Events, Women in Leadership

Tufts University
Bachelor of Arts in English Literature, May 1995, Deans List

OTHER

Board Member, North Oakland Community Charter School, June 2008 – Present

Publications
Practices from the Portfolio Volume 1. NewSchools Venture Fund and FSG Social Impact Advisors, March 2008

Charter School Facilities: A Guide for Developers, Broker and Landlords. Low Income Investment Fund, 2007

Mixed Use Facilities: Charter Schools' Innovative Classroom Choices. Low Income Investment Fund, 2006

Charter School Financing: Challenges, Opportunities, and Lessons Learned. Low Income Investment Fund, 2003

Helen L. Gibson

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Professional Objective

To help develop the implementation of an early stage product development project at a biotechnology or biofuel company in the Bay Area.

Summary Statement

I am a project manager with over 25 years experience in the biotechnology industry with a breadth of experience in project management and early drug development and a solid scientfic foundation and proven success in CMC biologics production for therapeutics, diagnostics and vaccines. A highly organized results-oriented leader with proven problem solving skills to systematically and effectively coordinate cross-disciplinary project teams.

Project and Alliance Management	Process Development and Manufacturing	Operations
• project budgets and timelines	• yeast expression systems	▪ facility upgrade evaluation
• cross-functional teams	▪ contract manufactuirng	▪ capacity modeling and process fit
▪ pricing models and proposals	▪ scale-up and technology transfer	▪ startup R&D lab establishent
▪ production services	▪ regulatory/CMC submissions	▪ facility design

Professional Experience

XOMA (US) LLC, Berkeley, CA **2006 - 2009**

Operations Project Manager

Project Manager for XOMA Production Services contracts, coordinating cross-functional CMC teams to meet client clinical supply contracts.

-Led teams in multi host cell line development and manufactuing contracts, including dellivery of a First in Human therapeutic antidbody and a bacterially produced Fab for GLP toxicology trials.

-Managed projects on time and on-budget including a 20 month $10.3MM project within 1.5% of the budget

-Implemented a company wide rollout of Oracle Project Manager with finance, IT and Project and Alliance Management groups, coordinating with the functional derpartment leads to develop a new consistent model for consistent tracking of all projects and budgets

-took lead on developing proposals to RFPs for Production Services contracts in late 2008: assembles and proposed on ove $300MM in conract work and developed batch cost pricing model

-developed a process and team for evaluating current and projected capacity, appraise RFPs and determine best fit gating criteria for planning and financial costing of proposed work

-worked with finance group to create new reporting and tracking systms for Production Services

Arriva Pharmaceuticals, Inc, Alameda, CA **1998 - 2006**

Director, Research and Development

Increasing repsonsibility at start-up/development stage company to develop processes for and manufacture of non-clinical and clinical supplies.

-subject matter expert on S. cerevisiae recombinant production processes for generation of biologics terapeutics, vaccines and diagnostics-managed team s in molecular biology, microbial fermentation, formulation development and analytical method development to establish high yield, consistnet and controlled production process

-successfully scaled and transferred a fermentation manufacturing process to a cGMP Contact Manufactuing Organization for 3L to 13,000L scale

-key team member in technolgy transfer team with corporate partner

-key contact and project leader for Contract Research Organization outsourced formuation development project, meeting delivarable target on time to meet aggressive manufactuing and clinical timeline

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CAROLYN GRAMSTORFF

SUMMARY OF QUALIFICATIONS & VISION

- Passionate and skilled educator with proven skills in developing and implementing engaging, standards-driven, understanding-based curriculum that leads to improved academic achievement for diverse student populations.
- Equity-focused instructional leader with excellent organizational, facilitation, and coaching skills focused on building professional learning communities and mobilizing the multiple talents of youth and families to benefit their education and schools.
- Skilled and knowledgeable thinker, researcher, and communicator committed to utilizing these skills within a community dedicated to transforming urban schools and systems of education into institutions that develop well prepared, thoughtful and active leaders, scholars, artists, and citizens.

EDUCATION

In Process — University of California, Berkeley — Berkeley, CA
California Administrative Services Tier II Credential

2002 — University of California, Berkeley — Berkeley, CA
Masters of Arts in Education & California Administrative Services Tier I Credential

2001 — Harvard Graduate School of Education — Cambridge, MA
Masters of Education with a Concentration in Learning and Teaching

1996 — University of California, Berkeley Extension — Berkeley, CA
California Teaching Credential and CLAD Certification

1992 — Syracuse University — Syracuse, NY
Bachelor of Science in Education

PROFESSIONAL EXPERIENCE

2007 - Present — East Bay Conservation Corps K-5 Charter School — Oakland, CA
Director

- Managed and led all aspects of an effective public charter school including instructional leadership, budget and finance, compliance, development, personnel, parent/family involvement, student discipline, community relations, and partnership development.
- Led curricular reform efforts related to Teaching for Understanding that led to NOCCS' recognition as one of only three Alameda County Arts Learning Laboratory Schools.
- Designed and implemented a number of equity focused reforms such as the 100% Math Initiative, which, after only its first year of implementation resulted in impressive increases in student achievement for student who were between one and three years behind grade level; led fundraising efforts including individual donations and foundation funding totally over $35,000 in one year; led multi-year professional development for teachers related to mathematics curriculum and instruction; directed the creation of new standards-based mathematics tools including a standards-based scope and sequence and trimester assessment system.
- Leveraged over $100,000 in new funding within two years.
- Managed parent and family volunteers to contribute to the school community at all levels from governance to operating an in-house café.
- Collaborated with and participated on board members to develop and direct policy for the all aspects of the school.

1994 – 1996 Partners in School Innovation San Francisco, CA

Partner – AmeriCorps Member

- Served in the first cohort of AmeriCorps members to design and implement a school-wide service learning program at Dr. Martin Luther King, Jr. Academic Middle School
- Co-taught 6th grade language-arts/social studies classes and coached the girl's basketball team

1992 – 1994 Year Round Syracuse Syracuse, NY

Director of Education & Team Leader

- Planned and managed the educational and internship components of a domestic peace corps program for youth ages 18 – 25.
- Managed relationships with community agencies and supervised teams of youth working on a variety of service projects throughout the city of Syracuse.

ACADEMIC PROJECTS & PROFESSIONAL PUBLICATIONS

2004 Paper presented at the Conference on Civic Education Research – Reno, Nevada: Not Too Young to Be Active Citizens: Structures, Strategies, Outcomes and Assessments for Civic Development in Elementary School

2002 Master's Project – UC Berkeley Principals Leadership Institute: It's Different Down Here: The Experience of Five Urban Middle School Teachers Implementing the Standards in Practice Protocol

2001 Class Projects – Harvard University: National Board Bound: A Research Project to Align the HGSE Teaching and Curriculum Program with the Propositions and Principles of the NBPTS and NTASC; Mini-District 326: The Dilemmas of School Choice; Fridays on the Road: An Exploration of Alternative School Models Throughout New England

2000 Committee on U.S. China Relations/Fulbright Seminars Abroad for Teachers/ERIC: Chinese Farmer's Paintings: An Integrated Thematic Unit for Upper Elementary Students

2000 San Francisco Education Fund Dissemination Project: Project M.U.R.A.L.S.: A Buddy Reading and Cross-Aged Literacy Curriculum

1998 Linking San Francisco "Hotlinks Curriculum" Project: Buddy Reading: A Year of Literacy Partnerships; Buddy Writing: Bookmaking; Bambaya: Project MURALS' Cultural Performance; Our Year In Reading: Literacy Mural

AWARDS RECEIVED

2001 Behring Fellowship: University of California Berkeley Principals Leadership Institute

1999 Fulbright Fellowship: Fulbright-Hays Seminars Abroad Program

1999 San Francisco Education Fund Dissemination Grant

1998 KRON/San Francisco Education Fund Golden Apple Award for Teaching Excellence

1997 – 1999 San Francisco Education Fund Team Grants

agencies on personnel matters and handled Civil Service hearings on their behalf. Advised the Board of Supervisors and the County Administrator's Office on special projects such as the County's minority/women-owned business program and the transfer of County hospital facilities to a new public entity.

Dec. 1991 - June 1994 **Keker & Van Nest**, San Francisco, CA
Associate

Handled a wide range of civil litigation matters on behalf of the firm's diverse clientele of large and small companies, including securities fraud, products liability, insurance coverage, malicious prosecution and employment law matters. Researched and drafted briefs, deposed witnesses, interviewed clients and argued motions in court.

BRANDI ARTEAGA

OBJECTIVE

To join forces with a top-notch colocation service provider that utilizes my experience with product management, project management and financial analysis.

PROFESSIONAL SUMMARY

Experienced manager with skills in leading cross-functional teams, managing a product line from cradle to grave, justifying new product development investments and documenting new product requirements, developing product pricing and launching new products to the marketplace.

PROFESSIONAL EXPERIENCE

4/2006–6/2009 **Savvis** **Oakland, CA**

Product Manager- Colocation

- Reporting to the VP of Product Management, shared responsibility for product line representing $304M in revenue for a leading colocation provider
- Managed all aspects of product lifecycle and developed new sub-products and verticals as market dictated
- Meet with operations, engineering and sales groups to define and refine product requirements and work with product development to document these requirements in product specifications
- Delivered comprehensive quarterly market intelligence reports to executive management, which were utilized for planning growth strategies in regional markets and to level-set competitive pricing
- Managed back-office processes and planning to support the opening of seven new data centers (165k sqft revenue space)
- Developed and delivered thorough product training at regular intervals to ensure sales, operations and service delivery teams had proper understanding of offerings and procedures
- Worked on a consultative basis with account managers and sales engineers during sales process
- Spearheaded a consolidation project which uncovered wasted square footage with high revenue potential (valued at $1.05M in Year One revenue)

5/2003–10/2005 **Hines Interests Ltd** **San Francisco, CA**

Executive Administrative Assistant/Marketing Assistant

- Supported leasing process from responding to initial requests for proposal through final execution of lease, working closely with the tenant broker, legal team and property management team
- Developed and managed tracking and payment system for leasing commissions
- Collected and compiled data on San Francisco commercial real estate vacancy rates and comparative rents for presentations and reports intra-company
- Created and managed email based marketing program. Designed marketing materials using Adobe Acrobat and other design software

6/2000–3/2003 **Exodus/Cable & Wireless** **San Francisco, CA**

Contract Manager and Colocation Product Analyst

- Handled lease contracts for bandwidth and colocation space after completion
- Managed storage, reference, and data extraction from leases, initiated renewals as required
- Built and maintained extensive Access database and Excel spreadsheet to fully document process and use as reporting and reference tools; Prepared presentations in PowerPoint and Excel formats

BRANDI ARTEAGA • EMAIL BRANDIA@GMAIL.COM
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ANDREA DUBROW

1034-59th Street • Oakland, CA 94608 • (510) 655-6404 • dubrowa@yahoo.com

EDUCATION

University of California, Berkeley
MPH, Maternal and Child Health, 1999
MSW, Management and Planning, 1998
BA with Honors, Middle Eastern Studies, 1993 - Phi Beta Kappa member

PROFESSIONAL EXPERIENCE

Project Director, Health Care for the Homeless (2005-present)
Contra Costa Health Services, Martinez, CA

- Develop and write complex grant proposals, including securing almost $1 Million in Federal funding, assisted in securing over $16M from State funds, and secured $75K in private funding.
- Establish outcomes and monitor compliance with meeting federal mandates, goals, and objectives related to the Health Department's status as a Federally Qualified Health Center.
- Oversee the development and submission of complex interdepartmental data reports to meet federal mandates.
- Work with Health Services Finance Department to oversee the Project's annual operating budget of $15 Million, portions of which are allocated to numerous departments.
- Oversee health care delivery program for homeless population of Contra Costa County, providing comprehensive health care, including mobile clinical services, mental health, and substance abuse services.
- Supervise multi-disciplinary professional and clerical team.
- Work collaboratively with other programs, departments, agencies, community representatives, and homeless consumers to provide coordinated health, mental health, and substance abuse services to homeless population.

Senior Health Education Specialist (2000 – 2005)
Contra Costa Health Services, Martinez, CA

- Provided lead staff support to two interagency public health collaborations with local public and non-profit organizations, school districts, and community residents through the statewide "Partnership for Public's Health" initiative, funded by The California Endowment.
- Provided lead staffing to 19-member Public and Environmental Health Advisory Board appointed by County Board of Supervisors.
- Developed agendas, reports, conduct legislative and policy research, assisted with facilitation of public meetings, staffed subcommittees on access to health care and environmental health, conducted research and developed funding proposals.
- Led collaborations for youth development and strengths-based prevention with multiple programs, including securing $375,000 of public and private funding.
- Coordinated local youth development and tobacco-prevention community organizing program.
- Developed outcomes-based participatory action/evaluation methods, in partnership with national research agency, WestEd.
- Recruited, trained, and supervised staff of four and MSW student intern.

Health Educator (1993 –1995)
Contra Costa Health Services, Martinez, CA

- Provided education and counseling to adolescents in juvenile justice system, high schools, community settings, and teen clinics via classroom presentations, small-group facilitation, and individual sessions.
- Designed and implemented health education curricula.
- Conducted HIV-antibody test counseling.

VOLUNTEER ACTIVITIES

The National Women's Health Network, Washington, D.C.
Board Member (1996 - 2004)
Treasurer (2000 – 2002)
Legislative Intern (1994)

San Pablo Avenue Golden Gate Improvement Association/Neighborhood Crime Prevention Council, Oakland, CA
Member

Battered Women's Alternatives, Concord, CA
Support group leader and youth educator (1994 –1996)

Women's Choice Clinic, Oakland, CA
Health Counselor (1992 –1994)

AWARDS/FELLOWSHIPS

- Recipient of United States Federal Traineeship in Maternal and Child Health, 1998-1999.
- Recipient of Rosalie M. Stern Award for Outstanding Contribution to Public Service, University of California, Berkeley, Alumni Association, 1996-1997.

PUBLICATIONS

- DuBrow, A., Wocher, D., & Austin, M. (2001). "Introducing Organizational Development Practices in a County Human Services Agency." *Administration in Social Work*. Haworth Social Work Practice Press, Binghamton, NY.

- DuBrow, A. "Endometriosis: New Developments." *The Network News*. National Women's Health Network: September/October, 1999.

- Austin, M., DuBrow, A., Kelley, J., Martin, M., & Walter, C. (January, 1998). "Mapping the Links Between Health and Welfare." Bay Area Social Services Consortium, Berkeley, CA.

- Embry, R., Buddenhagen, P., Goldberg, S., DuBrow, A., Bolles, S., & Kramer, K. (January, 1998). "A Review of Managed Care as a Tool for Child Welfare Reform in Alameda County." Prepared for the Alameda County Social Services Agency by Bay Area Social Services Consortium, Berkeley, CA.

- DuBrow, A. "National AIDS Conference Focuses on Youth." *The Network News*. National Women's Health Network: May/June, 1997.

Director Hiring & Evaluation:

Hiring: The Personnel Committee, in its discretion and with oversight and review by the larger Board of Directors, design and implement a hiring process for the School Director, when necessary.

Evaluation: The Personnel Committee shall conduct an annual evaluation for the School's Director, which shall include an annual compensation review with recommended results for approval by the Board.

The NOCCS School Director shall be evaluated upon 4 key metrics: 1) Instructional Expertise and Leadership; 2) Personal Effectiveness; 3) Administrative Management; and 4) Stewardship of NOCCS' Core Values and School Wide Priorities, with an additional consideration on how well the Director has executed against previous year's development priorities. The Director's performance in each metric shall be assigned a rating rubric: 1= Needs focused improvement; 2=Developing toward standard; 3= Meets standard – Basic competency; 4= Meets standard – Full Competency; and 5 = Exceeds Standard. A form of the Director Evaluation is attached here.

Feedback shall be gathered from the following sources to complete the Director Evaluation:

- Teachers & Staff
- Community & Parents
- Board Focus Group
- Student Focus Group
- An external evaluator/Senior School Leader

Timeline for Director Evaluation shall be:

Pre- or early school year	Personnel Committee and Director meet to identify key areas of priority and focus for coming year
Fall Trimester	First of external evaluator on-site visits/observations; Meet with Director and Personnel Committee
February – March	Feedback gathering from teachers; students; community (via online survey); Board
March/Spring	Personnel Committee & Director meet to discuss self-assessment by Director
April	Personnel Committee meets with Director to review feedback results and preliminary completion of evaluation form
May	Personnel Committee presents evaluation

	to Board for approval, with proposed compensation.
End of school year	Evaluation is considered "final" and entered into Director's personnel file

NOCCS Director Evaluation Form

Director: NAME
Evaluation period: School Year YEAR

This document represents the annual professional performance evaluation and developmental feedback for the Director of the North Oakland Community Charter School ("NOCCS"). It synthesizes feedback, analysis and conclusions gathered and prepared to support the process.

In evaluating the Director, the Board sought input from the community, teachers at the school, students at the school (gathered *via* a focus group of 8 students, ranging from grades 3-6), Board members, as well as guidance in process design and evaluation metrics from leaders within the progressive and charter school community on commonly held metrics of performance for school leaders in a public, urban environment.

The Director is evaluated here on five general performance metrics: Instructional Expertise and Leadership; Personal Effectiveness; Administrative Management; Stewardship of NOCCS Core Values and Schoolwide Priorities, and the execution against the previous year's development priorities. Sub-indicators for each performance metric are listed below.

Evaluation ratings are based on a 5-part rating system, as follows:

Rating Rubric

1 = NEEDS FOCUSED IMPROVEMENT
Director demonstrates emergent skill/knowledge/accomplishment in this area. Director demonstrates a prioritized need for support and improvement in this area.

2 = DEVELOPING TOWARDS STANDARD.
Director demonstrates developing skill/knowledge/accomplishment in this area. Director demonstrates a need for continuing support and development in this area.

3 = MEETS STANDARD – BASIC COMPETENCY.
Director effectively demonstrates competent skill/knowledge/accomplishment in this area. Director could benefit from continued support and development to become fully proficient in this area.

4 = MEETS STANDARD – FULL COMPETENCY
Director demonstrates full competence in terms of skill/knowledge/accomplishment in this area. Director could benefit from continued support and development to become an expert and/or leader in this area.

5 = EXCEEDS STANDARD
Director demonstrates exceptional skill/knowledge/accomplishment in this area.

METRIC #1: INSTRUCTIONAL EXPERTISE AND LEADERSHIP

The Director's Instructional Expertise & Leadership will be evaluated by incorporating the following sub-indicators:

- Professional Development for teachers and staff
- Data gathering efforts, results analysis and formulation of appropriate interpretation and response
- Program and curriculum development
- Interventions/differentiated approaches to close the achievement gap
- Student achievement (as measured by API growth and benchmark assessments)

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

AREA #2: PERSONAL EFFECTIVENESS

The Director's Personal Effectiveness will be evaluated by incorporating the following sub-indicators:

- Self-reflection; Self-awareness
- Organization and self-management
- Communication
- Strategic planning
- Community Leadership and outreach
- Peacemaking and conflict resolution

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

AREA #3: ADMINISTRATIVE MANAGEMENT

The Director's Administrative Management will be evaluated by incorporating the following sub-indicators:

- Creative problem solving
- Clear roles and responsibilities
- Collaboration and team work
- Recruitment and selection of high quality team members
- Fiscal responsibility
- Effective operations and "back office" management (including Office, ASP)

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

AREA # 4 STEWARDSHIP OF NOCCS' CORE VALUES and SCHOOL WIDE PRIORITIES

In this area, the Director will be evaluated on how well she articulates, promotes, supports and adheres to the core values of the school. For specificity, those are:

School wide priorities:

- Math Initiative
- Teaching for Understanding
- Peacemaking and Positive School Community

Core Values:

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

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

METRIC #6: EXECUTION AGAINST PREVIOUS YEAR'S DEVELOPMENT PRIORITIES

Last year, DIRECTOR and the Board developed a list of development priorities for the 2008-2009 School Year. Those were:

- xx
- xx
- xx

On each of the priorities noted above,

CONCLUSION:

Overall rating:

Recommendation to Board of Directors of NOCCS

X Offer of Employment for 2009 – 2010, with a recommended compensation increase of X%

□ Probationary Status

□ No Offer for 2009 – 2010

Signatures

Director: _____ Date: _____

Note: Signature indicates that the employee has received the evaluation. Signature does not necessarily indicate agreement with Board's Evaluation. Employees may submit a response to this evaluation which will be kept on file with this evaluation.

Chair of the Board: _____

Date: _____

Personnel Committee

The Personnel Committee is responsible for providing oversight and support to the NOCCS Director on all personnel matters for the school. (hiring/firing; evaluation process conducted by the Director for all employees of the school). In addition, the Personnel Committee is tasked with evaluating the Director on an annual basis. The Personnel Committee shall be composed of the Director of the School, the Chair of the Board, and whenever possible, an "external" Board member (e.g., one who does not have a child at the School).

Staff and Teachers:

Hiring: The Director of NOCCS, using his/her discretion as to process and criteria, will take primary responsibility for hiring of all teachers and staff. All such decisions are to be closely tied to the Finance Committee, as personnel decisions constitute the largest portion of the school's budget. All personnel decisions are to be integrated into the annual budgeting process.

The timelines for personnel evaluations are as follows:

Jan-Feb	Teacher evaluations and informal declaration about staying on (Primary responsibility: Director)
March	Teacher contracts signed (Primary responsibility: Director)
April	Staff Evaluations – non-teaching staff (Primary responsibility: Director)
May 09	Staff Contracts completed; posting as needed (Primary Responsibility: Director)

Evaluations: The Director of NOCCS will take primary responsibility for the design and delivery of the evaluation process, with oversight and an appropriate *"duty of inquiry" (See* Section One: Non-Profit Board Membership) to ensure that the Director is maintaining appropriate high standards and adequate professional development of all teachers and staff.

Discipline Actions: Personnel Committee shall provide oversight and support to the Director in all personnel and staffing matters, including matters of discipline. For reference, the California Education Code is included in the NOCCS Family Handbook, and Section Three of this Manual provides guidance with relevant excerpts from the Family Handbook: NOCCS TITLE I PARENT INVOLVEMENT POLICY.

Director Hiring & Evaluation:

Hiring: The Personnel Committee, in its discretion and with oversight and review by the larger Board of Directors, design and implement a hiring process for the School Director, when necessary.

Evaluation: The Personnel Committee shall conduct an annual evaluation for the School's Director, which shall include an annual compensation review with recommended results for approval by the Board.

The NOCCS School Director shall be evaluated upon 4 key metrics: 1) Instructional Expertise and Leadership; 2) Personal Effectiveness; 3) Administrative Management; and 4) Stewardship of NOCCS' Core Values and School Wide Priorities, with an additional consideration on how well the Director has executed against previous year's development priorities. The Director's performance in each metric shall be assigned a rating rubric: 1= Needs focused improvement; 2=Developing toward standard; 3= Meets standard – Basic competency; 4= Meets standard – Full Competency; and 5 = Exceeds Standard. A form of the Director Evaluation is attached here.

Feedback shall be gathered from the following sources to complete the Director Evaluation:

- Teachers & Staff
- Community & Parents
- Board Focus Group
- Student Focus Group
- An external evaluator/Senior School Leader

Timeline for Director Evaluation shall be:

Pre- or early school year	Personnel Committee and Director meet to identify key areas of priority and focus for coming year
Fall Trimester	First of external evaluator on-site visits/observations; Meet with Director and Personnel Committee
February – March	Feedback gathering from teachers; students; community (via online survey); Board
March/Spring	Personnel Committee & Director meet to discuss self-assessment by Director
April	Personnel Committee meets with Director to review feedback results and preliminary completion of evaluation form
May	Personnel Committee presents evaluation to Board for approval, with proposed compensation.
End of school year	Evaluation is considered "final" and entered into Director's personnel file

NOCCS Director Evaluation Form

Director: NAME
Evaluation period: School Year YEAR

This document represents the annual professional performance evaluation and developmental feedback for the Director of the North Oakland Community Charter School ("NOCCS"). It synthesizes feedback, analysis and conclusions gathered and prepared to support the process.

In evaluating the Director, the Board sought input from the community, teachers at the school, students at the school (gathered *via* a focus group of 8 students, ranging from grades 3-6), Board members, as well as guidance in process design and evaluation metrics from leaders within the progressive and charter school community on commonly held metrics of performance for school leaders in a public, urban environment.

The Director is evaluated here on five general performance metrics: Instructional Expertise and Leadership; Personal Effectiveness; Administrative Management; Stewardship of NOCCS Core Values and Schoolwide Priorities, and the execution against the previous year's development priorities. Sub-indicators for each performance metric are listed below.

Evaluation ratings are based on a 5-part rating system, as follows:

Rating Rubric

1 = NEEDS FOCUSED IMPROVEMENT
Director demonstrates emergent skill/knowledge/accomplishment in this area. Director demonstrates a prioritized need for support and improvement in this area.

2 = DEVELOPING TOWARDS STANDARD.
Director demonstrates developing skill/knowledge/accomplishment in this area. Director demonstrates a need for continuing support and development in this area.

3 = MEETS STANDARD – BASIC COMPETENCY.
Director effectively demonstrates competent skill/knowledge/accomplishment in this area. Director could benefit from continued support and development to become fully proficient in this area.

4 = MEETS STANDARD – FULL COMPETENCY
Director demonstrates full competence in terms of skill/knowledge/accomplishment in this area. Director could benefit from continued support and development to become an expert and/or leader in this area.

5 = EXCEEDS STANDARD
Director demonstrates exceptional skill/knowledge/accomplishment in this area.

METRIC #1: INSTRUCTIONAL EXPERTISE AND LEADERSHIP

The Director's Instructional Expertise & Leadership will be evaluated by incorporating the following sub-indicators:

- Professional Development for teachers and staff
- Data gathering efforts, results analysis and formulation of appropriate interpretation and response
- Program and curriculum development
- Interventions/differentiated approaches to close the achievement gap
- Student achievement (as measured by API growth and benchmark assessments)

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

AREA #2: PERSONAL EFFECTIVENESS

The Director's Personal Effectiveness will be evaluated by incorporating the following sub-indicators:

- Self-reflection; Self-awareness
- Organization and self-management
- Communication
- Strategic planning
- Community Leadership and outreach
- Peacemaking and conflict resolution

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

AREA #3: ADMINISTRATIVE MANAGEMENT

The Director's Administrative Management will be evaluated by incorporating the following sub-indicators:

- Creative problem solving
- Clear roles and responsibilities
- Collaboration and team work
- Recruitment and selection of high quality team members
- Fiscal responsibility
- Effective operations and "back office" management (including Office, ASP)

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

AREA # 4 STEWARDSHIP OF NOCCS' CORE VALUES and SCHOOL WIDE PRIORITIES

In this area, the Director will be evaluated on how well she articulates, promotes, supports and adheres to the core values of the school. For specificity, those are:

School wide priorities:

- Math Initiative
- Teaching for Understanding
- Peacemaking and Positive School Community

Core Values:

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

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

METRIC #6: EXECUTION AGAINST PREVIOUS YEAR'S DEVELOPMENT PRIORITIES

Last year, DIRECTOR and the Board developed a list of development priorities for the 2008-2009 School Year. Those were:

- xx
- xx
- xx

On each of the priorities noted above,

CONCLUSION:

Overall rating:

Recommendation to Board of Directors of NOCCS

X Offer of Employment for 2009 – 2010, with a recommended compensation increase of X%

□ Probationary Status

□ No Offer for 2009 – 2010

Signatures

Director: _____ Date: _____

Note: Signature indicates that the employee has received the evaluation. Signature does not necessarily indicate agreement with Board's Evaluation. Employees may submit a response to this evaluation which will be kept on file with this evaluation.

Chair of the Board: _____

Date: _____

NOCCS Teacher Evaluation Form

Teacher Name: _____ Date:_____

Rating Rubric

1 = NEEDS FOCUSED IMPROVEMENT
Teacher demonstrates emergent skill/knowledge/accomplishment in this area. Teacher demonstrates a prioritized need for support and improvement in this area.

2 = DEVELOPING TOWARDS STANDARD.
Teacher demonstrates developing skill/knowledge/accomplishment in this area. Teacher demonstrates a need for continuing support and development in this area.

3 = MEETS STANDARD – BASIC COMPETENCY.
Teacher effectively demonstrates competent skill/knowledge/accomplishment in this area. Teacher could benefit from continued support and development to become fully proficient in this area.

4 = MEETS STANDARD – FULL COMPETENCY
Teacher demonstrates full competence in terms of skill/knowledge/accomplishment in this area. Teacher could benefit from continued support and development to become an expert and/or leader in this area.

5 = EXCEEDS STANDARD
Teacher demonstrates exceptional skill/knowledge/accomplishment in this area. Teacher demonstrates leadership and exemplary practice and the ability to support others in this area.

CIRCRE AREA #1: ENVIRONMENT (CSTP 2 & 6; NOCCS PI – Peace Making)

Creating and contributing to a positive, mission-driven, peaceful, and positive discipline oriented classroom and school environment is critical to effective and exemplary practice as an educator. As such, teachers at NOCCS are expected to develop their practice in the following ways:

A. Create and maintain classroom space and organizational systems that are conducive to safe, effective, and engaging learning, teaching, and the building of community.
B. Create and maintain classroom routines that facilitate safe, effective, and engaging learning, teaching, and the building of community.
C. Set, consistently communicate, and uphold high expectations for all learners.
D. Create classroom environments that adhere to the principles of culturally relevant teaching.
E. Make student learning visible through high quality displays of student work and maintenance of on-going portfolios/collections of student work.
F. Communicate, utilize, and uphold school-wide systems, norms, and expectations for positive student behavior and citizenship development.
G. Develop and maintain strong, positive relationships with parents, families, and caring adults of all students.
H. Actively participate in the Student Success Team (SST) process for students in need of extra support.

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

CIRCRE AREA #2: CURRICULUM (CSTP 1, 3, 4, 5; NOCCS PI – TfU,Math)

Utilizing, developing, aligning, planning, and implementing effective, developmentally appropriate, and standards-based curriculum is critical to student achievement and the attainment of NOCCS' mission. As such, teachers at NOCCS are expected to develop their practice in the following ways:

A. Develop, utilize, and implement a high quality, standards-based, balanced, CELL/XCEL aligned literacy/reading writing curriculum that includes the development of (1) phonemic awareness and phonics skills, (2) vocabulary awareness and use, (3) reading fluency, (4) comprehension skills and strategies within multiple genres, (4) writing skill and fluency within multiple genres, (5) speaking and listening skills, and (6) real-world application of skills and knowledge.
B. Develop, utilize, and implement a high quality, standards-based balanced mathematics curriculum that includes the development of conceptual knowledge, critical thinking and reasoning, and computational skill in the areas of (1) number sense, (2) algebra and functions, (3) measurement and geometry, (4) statistic, data analysis, and probability, and (5) real-world application of skills and knowledge.
C. Develop, utilize, and implement a high quality, standards-based, and teaching for understanding oriented social studies curriculum that (1) engages students in active and critical thinking about their world, (2) helps students to understand how to think and work like historians, (3) integrates, engages, and builds on disciplinary literacy skills, and (4) integrates the arts as a tool for understanding.
D. Develop, utilize, and implement a high quality, standards-based science curriculum that (1) engages students in active and critical thinking about their world, (2) helps students to understand how to think and work like scientists, (3) integrates, engages, and builds on disciplinary literacy skills, and (4) integrates the arts as a tool for understanding.
E. Develop, utilize, and implement positive discipline, peacemaking, community building, conflict resolution, and other related curriculum that builds' students' civic and community skills, knowledge, and behaviors.
F. Develops clear and appropriate standards-based objectives, units, lessons, and assessments for students in long and short-term planning.

Areas of Strength:

Language Arts	
Mathematics	
Science	
Social Studies	
Community	

Areas of Improvement/Improvement Goals:

Language Arts	
Mathematics	
Science	
Social Studies	
Community	

Rating:

CIRCRE AREA #3: INSTRUCTION (CSTP 1, 2, 4, 5)

Utilizing, developing, aligning, planning, and implementing engaging, effective, developmentally appropriate, pedagogically sound, and data-driven instruction is critical to student achievement and the attainment of NOCCS' mission. As such, teachers at NOCCS are expected to develop their practice in the following ways:

A. Use a variety of "best practices" including developmentally appropriate instructional strategies and techniques to develop strong student understanding of concepts and use of academic skills.
B. Use a variety of formal and informal student assessment data to guide and differentiate instruction.
C. Modify instruction based on the needs of the learners.
D. Design and implement daily lesson plans with clear and appropriate objectives.
E. Design and implement instruction with a strong and logical sequence such as building on/activating prior knowledge, using direct instruction to build skill/knowledge, implementing guided practice/application of new information with a gradual release of responsibility, independent practice and demonstration of knowledge application or skill development, review and reflection, and preview of next steps.
F. Utilize instructional time in an effective manner.
G. Select and utilize effective and appropriate materials and resources to support instructional objectives.
H. Engage, direct, and support teaching assistants to support instructional objectives.
I. Engage, direct, and support classroom volunteers and community members to support instructional objectives.
J. Develop and implement instruction in a way that builds community and a safe and engaging learning environment for all students.

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

CIRCRE AREA #4: LEARNING COMMUNITY (CSTP 2, 5, 6)

The development of a strong, proactive, collegial, collaborative, and reflective learning community – made up of students, families/caring adults, community members, and educators – is essential for developing a positive school environment for all and ensuring student achievement. As such, teachers at NOCCS are expected to develop their practice in the following ways:

A. Actively engage in participate in school-wide and individualized professional development activities.
B. Collaborate with colleagues to plan and implement curriculum and instruction.
C. Demonstrate responsible professional conduct including timeliness, meeting all deadlines, and communicating in a positive manner.
D. Demonstrate deep reflective practice to improve teaching, learning, and student achievement.
E. Lead a minimum of one school-wide initiative/committee.
F. Direct, develop, guide, and coach teaching assistants.
G. Develop and facilitate collaboration with community based organizations and businesses that support teaching and learning.
H. Partner with families/caring adults.
I. Collaborate and communicate with extended day program staff, counselors, and other personnel working with individual students.
J. Completes professional tasks on time and with professional quality.

Areas of Strength:

Areas of Improvement/Improvement Goals:

Rating:

Recommendation to Personnel Committee

- ☐ Offer of Employment for 2010 - 2011
- ☐ Probationary Status
- ☐ No Offer for 2010 - 2011

Signatures

Teacher: _____ Date: _____

Note: Signature indicates that the employee has received the evaluation. Signature does not necessarily indicate agreement with Director's Evaluation. Employees may submit a response to this evaluation which will be kept on file with this evaluation.

Director: _____ Date: _____

North Oakland Community Charter School

	2010	2011	2012	2013	2014	2015
	Current Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
REVENUE						
State funding sources (ADA, CBG, Lottery, etc.)	1,196,085	1,408,178	1,445,934	1,484,824	1,524,880	1,570,626
Federal funding sources	15,000	17,774	18,307	18,856	19,422	20,005
Foundations & Grants	110,536	62,985	62,985	62,985	62,985	62,985
Fundraising	169,150	200,431	206,444	212,637	219,016	225,587
Facilities Rental	60,000	12,000	5,000	5,000	5,000	5,000
ASP Tuition	94,152	111,563	114,910	118,358	121,908	125,566
Summer Camp	12,100	14,338	14,768	15,211	15,667	16,137
Other	24,678	25,540	26,186	26,851	27,537	28,363
TOTAL REVENUE	**1,681,701**	**1,852,808**	**1,894,534**	**1,944,722**	**1,996,415**	**2,054,268**
EXPENSE						
SCHOOL EXPENSES						
Classroom Expenses	14,900	17,611	18,140	18,684	19,244	19,822
Special Education	91,198	107,793	111,027	114,358	117,788	121,322
Hot Lunch	17,489	20,671	21,292	21,930	22,588	23,266
Total School Exp	**123,587**	**146,076**	**150,458**	**154,972**	**159,621**	**164,410**
PERSONNEL						
Admin Salaries	175,005	195,705	201,576	207,624	213,852	220,268
Teachers and TA Salaries (incl subs)	538,356	575,107	592,360	610,131	628,435	647,288
ENRICHMENT EXPENSES	109,127	128,985	132,854	136,840	140,945	145,173
Staff Development/recruitment	18,600	21,985	22,644	23,323	24,023	24,744
Benefits and Payroll Burden	153,359	167,362	172,383	177,554	182,881	188,368
Total Personnel	**994,447**	**1,089,143**	**1,121,817**	**1,155,472**	**1,190,136**	**1,225,840**
FACILITIES						
School Rental	179,375	307,500	307,500	307,500	307,500	307,500
Property Loan Interest	91,626	0	0	0	0	
Utilities	12,250	15,000	15,450	15,914	16,391	16,883
Liability Insurance & Taxes	26,500	31,322	32,262	33,230	34,227	35,253
Maintenance & Modifications	4,800	20,000	8,000	8,240	8,487	8,742
Depreciation	54,756	12,000	12,000	12,000	12,000	12,000
Total Facilities	**369,307**	**385,822**	**375,212**	**376,883**	**378,605**	**380,378**
GENERAL & ADMINISTRATIVE	98,471	99,750	102,743	105,825	109,000	112,270
AFTER SCHOOL PROGRAM	65,958	77,960	80,299	82,708	85,189	87,745
FUNDRAISING EXPENSE	15,000	20,000	20,600	21,218	21,855	22,510
TOTAL EXPENSE	**1,666,770**	**1,818,751**	**1,851,129**	**1,897,078**	**1,944,405**	**1,993,152**
NET INCREASE (DECREASE)	**14,931**	**34,057**	**43,406**	**47,644**	**52,010**	**61,116**
Average Daily Attendance	*174*	*200*	*200*	*200*	*200*	*200*
Principal payments included above	*50,000*	*150,000*				

NORTH OAKLAND COMMUNITY CHARTER SCHOOL

Financial Statements for the
Year Ended JUNE 30, 2009

LAMORENA & CHANG
CERTIFIED PUBLIC ACCOUNTANT

NORTH OAKLAND COMMUNITY CHARTER SCHOOL

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NORTH OAKLAND COMMUNITY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009

The management's discussion and analysis of North Oakland Community Charter School's (NOCCS) financial performance provides financial activities for the fiscal year ended June 30, 2009. The intent of this discussion and analysis is to look at NOCCS' financial performance as a whole. To provide a complete understanding of the financial performance, please read it in conjunction with the Independent Auditor's Report, notes to financial statements, and NOCCS' financial statements.

The Management's Discussion and Analysis (MD&A) is an element of the new reporting model adopted by the Governmental Accounting Standards Board (GASB) in its Statement No. 34 Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments issued in April 2003. Certain comparative information is required to be presented in the MD&A.

The Charter School as a Whole

- The school's net assets were $1,441,419 at June 30, 2009. Investments in capital assets, net of related debt, accounted for $1,218,663.
- Net assets are down compared to last year, by $1,111, but have shown growth of $354,356 over the 3 years of 2006 to 2009.
- Net assets were close to flat from 2008 to 2009, falling only $1,111 as revenues covered expenses including $89,481 in depreciation expenses.
- Year-end cash-on-hand has grown from $200,820 in 2005 to $423,031 in 2006, to $383,889 in 2007, $465,853 in 2008, and $409,917 in 2009. Year-end cash is 27.54% of the full year expenses.

Net Assets Comparison-Statement of Financial Position
June 30,

		2009	2008	Net Change
Assets				
	Cash	$ 409,917	$ 465,853	$ (55,936)
	Account receivables	93,186	3,246	89,940
	Other expenses	1,293	-	1,293
	Fixed assets (Net)	4,868,663	4,905,841	(37,178)
	Total Assets	5,373,059	5,374,940	(1,881)
Liabilities				
	Accounts payable	1,103	2,632	(1,529)
	Accrued payable and other	80,537	79,776	761
	Long term debt	3,850,000	3,850,000	-
	Total Liabilities	3,931,640	3,932,408	(768)
Net Assets				
	Unrestricted	1,394,269	1,365,564	28,705
	Temporarily restricted	47,150	76,966	(29,816)
	Total Net Assets	$ 1,441,419	$ 1,442,530	$ (1,111)

Change in Net Assets Comparison
For the Year Ended June 30,

	2009	2008	Net change
Revenues			
State Aid	$ 836,690	$ 664,962	$ 171,728
Local fund	253,216	208,654	44,562
Rental income	48,400	51,550	(3,150)
Fundraising/Contribution	207,430	279,318	(71,888)
Hot lunch	11,665	514	11,151
After school program	97,457	68,044	29,413
Interest	4,234	9,823	(5,589)
Other	4,531	14,862	(10,331)
Foundation	46,890	44,111	2,779
Total Revenues	1,510,513	1,341,838	168,675
Expenses			
Payroll & related expenses	792,964	688,382	104,582
Institutional programs & material	576,608	583,868	(7,260)
Administration expenses	142,052	123,419	18,633
Total Expenses	1,511,624	1,395,669	115,955
Net Increase/(Decrease)	$ (1,111)	$ (53,831)	$ 52,720

NOCCS Budgetary Highlights

REVENUES

- The State and County taxpayer funding was $1,089,906, an increase of $216,290. This is driven by the increase in student enrollment headcount, as we increased from 130 to 155 students; adding a 6th grade classroom.
- NOCCS did not receive Federal Title funds.

NOCCS Budgetary Highlights (continued)

Rental – In the current year, NOCCS received rental income from the Destiny Arts Center, for its use of approximately 3,000 square feet on a 3 year lease.

Fundraising – Fundraising totals $207,430 this year, driven by school fundraisers such as an Annual Fund Campaign and a silent auction event. Fundraising was lower than last year by $71,888 due to the absence of $113,385 in one-time donations related to capital improvements. Setting aside the capital donations in 2009, fundraising increased by $41,497 in 2009, primarily due to higher participation in the annual fundraising and silent auction.

Foundation –Foundation Revenue was about the same for 2009 as 2008.

EXPENSES

Payroll and Related Expenses – increased by $104,582, primarily due to an increase in staffing associated with the larger school headcount associated with the addition of 6th grade and the addition of a new Music Enrichment Program for the entire school.

Institutional Programs and Materials Expenses – decreased by $7,260 compared to the prior year. This is due to general spending control during fiscal year 2009.

Administration and Facilities Expenses – increased by $18,633 due to higher depreciation in current year and a focus on professional development and strengthening operational infrastructures. The increase in absolute terms actually reflects a decrease on an enrolled student basis from $949 per student in 2008 to $916 per student in 2009.

Factors bearing on the school's future

The current year has been another year of growth for NOCCS as it added 6th grade. This year we added a classroom and remodeled about 3,000 square feet of storage space into multi-purpose room for the various needs of our expanding community. NOCCS will add 7th grade in the 2009-1010 year, and then 8th grade in the 2010-2011 year. At that point, NOCCS will have achieved its vision of being a K-8th grade school with about 210 students.

Factors bearing on the school's future (continued)

The future financial well being of the School is dependent on State funding, which is coming under pressure during these financially challenging times.

State Funding – The current State budget allows for a slight increase in State Funding, but this is at risk due to the overall State budget deficit. The Governor has listed cuts to Education as a way to balance the State budget, but we have not yet seen what affect this may have on NOCCS income.

Enrollment – The school has steadily expanded since it began in 2000 with 20 students in a single classroom. By the 2008-2009 school year, we had 155 students in 7 classrooms. In the next fiscal year, we will add 7th grade, bringing our enrollment to 183 students. The school will continue to add a grade each year until 2010-2011, when we will reach our target of 210 students in K-8th grade. To date, the school has not had problems filling open slots and has maintained a healthy waiting list during each enrollment period.

The future forecast requires management to plan carefully and prudently to provide the resources to meet student needs over the next several years. Also, during this time of economic turmoil, the school needs to closely monitor income and expenses and be able to react quickly to any changes in the environment.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide citizens, taxpayers, parents, investors, and creditors with a general overview of NOCCS' finances and to show accountability for the money NOCCS receives. If you have questions about this report or need additional financial information, please contact Carolyn Gramstorff, Director, North Oakland Community Charter School, 1000 42nd Street, Oakland, CA 94608, (510-655-0540).

LAMORENA & CHANG
CERTIFIED PUBLIC ACCOUNTANT

22 BATTERY STREET, SUITE 412
SAN FRANCISCO, CALIFORNIA 94111

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
North Oakland Community Charter School
Oakland, California

I have audited the accompany statements of financial position of North Oakland Community Charter School (NOCCS) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the North Oakland Community Charter School's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with auditing standards generally accepted in the United States of America and standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the 2009 financial statements referred to above present fairly, in all material respects, the financial position of North Oakland Community Charter School as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, I have also issued my report dated December 7, 2009, on my consideration of North Oakland Community Charter School's internal control over financial reporting and my tests of its compliance with certain provisions of laws, regulations, contracts and grant agreement and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, on not to provide an opinion on the internal control over financial report or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States and should be read in conjunction with this report in considering the results of my audit.

My audit was made for the purpose of forming an opinion on the basic financial statements of North Oakland Community Charter School taken as a whole. The accompanying supplementary information listed in table of contents is presented for purposes of additional analysis, and is not a required part of the basic financial statements and in conformity with guidelines in the *California School Accounting Manual*. In my opinion, the accompanying information, as referred to above, is fairly presented in all material respects, in relation to the basic financial statements taken as a whole.

December 7, 2009

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
STATEMENT OF NET ASSETS
AS OF JUNE 30, 2009

ASSETS		
Current assets		
Cash and cash equivalents	$	409,917
Accounts receivable		93,186
Other current asset		1,293
Total current assets		504,396
Fixed assets		4,868,663
TOTAL ASSETS	$	5,373,059
LIABILITIES		
Current liabilities		
Accounts payable	$	1,103
Accrued payroll		76,182
Other liabilities		4,355
Total current liabilities		81,640
Long term liabilities		
Long-term debt		3,850,000
TOTAL LIABILITIES	$	3,931,640
NET ASSETS		
Unrestricted	$	1,394,269
Temporarily restricted		47,150
TOTAL NET ASSETS	$	1,441,419

The accompanying notes are an integral part of the financial statements.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009

	Unrestricted	Temporarily Restricted	Total
SUPPORT AND REVENUE			
State aid	$ 836,690	$ -	$ 836,690
Local fund	253,216	-	253,216
Rental income	48,400	-	48,400
Fundraising/Contribution	189,030	18,400	207,430
Hot lunch	11,665	-	11,665
After school program	97,457	-	97,457
Interest	4,234	-	4,234
Other	4,531	-	4,531
Foundation	390	46,500	46,890
Net assets released from restrictions	27,750	(27,750)	-
TOTAL SUPPORT, GAIN AND REVENUE	1,473,363	37,150	1,510,513
EXPENSES			
Program services			
Academic program	1,143,939	-	1,143,939
Supporting services			
Fundraising	60,219	-	60,219
General and administration	307,466	-	307,466
TOTAL EXPENSES	1,511,624	-	1,511,624
CHANGE IN NET ASSETS	(38,261)	37,150	(1,111)
NET ASSETS, beginning of year	1,432,530	10,000	1,442,530
NET ASSETS, end of year	$ 1,394,269	$ 47,150	$ 1,441,419

The accompanying notes are an integral part of the financial statements.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009

	Program Services	General & Administrative	Fundraising	Total
Wages & salaries	$ 608,476	$ 114,132	$ -	$ 722,608
Payroll taxes & expenses	19,074	7,254	-	26,328
Employee benefits	-	44,028	-	44,028
Professional development	30,250	-	-	30,250
Consulting/outside services	3,322	32,623	-	35,945
Maintenance & repair	-	8,168	-	8,168
Utilities	10,498	1,137	-	11,635
Miscellaneous expenses	20,497	4,293	-	24,790
Supplies	13,902	6,336	-	20,238
Printing & copying	8,350	828	-	9,178
Telephone	3,892	455	-	4,347
Janitorial services	10,163	2,541	-	12,704
Meals	19,991	365	-	20,356
Insurance	67,930	9,512	-	77,442
Staff recruitment	-	300	-	300
Professional fees	-	19,685	-	19,685
Depreciation expenses	71,585	17,896	-	89,481
Interest expenses	180,835	19,204	-	200,039
Finance charges	-	168	-	168
Property tax	-	2,291	-	2,291
Special education fees	74,424	-	-	74,424
Oversight fee	-	16,250	-	16,250
Furniture & equipment	750	-	-	750
Fundraising expenses	-	-	60,219	60,219
Total	$ 1,143,939	$ 307,466	$ 60,219	$ 1,511,624

The accompanying notes are an integral part of the financial statements

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2009

Cash flows from Operating Activities		
Change in net assets	$	(1,111)
Adjustments from operating activities		
Depreciation		89,481
(Increase) Decrease in operating assets		
Accounts receivable		(89,941)
Prepaid		(1,293)
Increase (Decrease) in Operating Liabilities		
Accounts payable		(1,529)
Accrued payroll and related liabilities		760
Net Cash Provided (Used) by Operating Activities		(3,633)
Cash Flows from Investing Activities		
Building improvement		(30,173)
Furniture, fixture and equipment		(22,130)
Net Cash (Used) by Investing Activities		(52,303)
Net Increase (Decrease) in Cash and Cash Equivalents		(55,936)
CASH AND CASH EQUIVALENT, beginning of year		465,853
CASH AND CASH EQUIVALENT, end of year	$	409,917
Supplemental Information: Cash Interest Paid Expenses	$	200,039

The accompanying notes are an integral part of the financial statements.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 1 – ORGANIZATION

The North Oakland Community Charter School (the School) is a nonprofit public benefit corporation created on April 3, 2000 under the laws of the State of California. The School is an Oakland public school, compliant with provisions of California Charter Schools Act of 1992. Its charter, granted by the Oakland Unified School District (OUSD), is renewable for five year periods in accordance with Education Code 47605. Funding from the State of California through the OUSD is the School's Primary source of revenue.

The School's mission is to provide an innovative general educational program that focuses on an arts-integrated, project-based curriculum with the overall goal of giving our students a life-time appreciation of learning and development of their unique talents and abilities. For the fiscal year ended June 30, 2009, the School held kindergarten through sixth grade classes.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Accrual Basis - The financial statements of the Organization have been prepared on the accrual basis of accounting.

(b) Estimates - Preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

(c) Basis of Presentation - Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Organization and changes therein are classified and reported as follows:

Temporarily restricted net assets – Consist of contributions that have been restricted by donors for specific purposes and are not available for use until a specific time.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Permanently restricted net assets - Consist of contributions that have been restricted by donors that stipulate the resources be maintained permanently, but permit use of expenditure of part or all of any income derived from the donated assets for either specified or unspecified purposes

(d) Accounting for Unrestricted Support – It represents the portion of expendable funds that is available for operations of the School.

(e) Accounting for Restricted Support - The Organization reports gifts of cash and other assets as restricted support if they are received with a donor's stipulation limiting the use of the donated assets. When a donor's restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

(f) In-Kind Contributions - Contributed services are recognized if the services received (a) create or enhance non-financial assets or (b) require specialized skills, are provided by individuals possessing those skills, and typically need to be purchased if not provided by donation. No such contributions were recognized in fiscal year 2008-2009.

(g) Pledges Received - Pledges of grants or donations are recorded as revenue when they are received in writing. The receivables are recorded net of allowance for estimated uncollectible amounts.

(h) Allocation of Expenses - Shared expenses are allocated to programs and supporting services based on the ratio of each activity's direct salary cost to total salary expense.

(i) Tax-Exempt Status - The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from California franchise and/or income taxes under Section 23701(d) of the Revenue and Taxation Code.

(j) Cash and Cash Equivalents - For purposes of the statement of cash flows, the Organization considers all unrestricted highly liquid investments with an initial maturity of three months or less to be cash equivalents.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(k) Compensated Absences – No accrual is made in these financial statements for future compensated absences, as School policy does not provide for such compensation.

(l) Property and Equipment – The School capitalizes property and equipment acquisitions in excess of $1,000. Purchased property and equipment are capitalized at cost. Donations of property and equipment are recorded as support at their estimated fair value at the date of donations. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time. Property and equipment are depreciated using the straight-line method over their estimated useful lives generally ranging from three to five years.

Depreciation is computed using the straight-line method over the estimates useful lines of the individual assets as follows:

Equipments, furniture & fixtures	5 years
Building	39 years

NOTE 3 – ACCOUNTS RECEIVABLE

Grants, contracts and other receivables consist of the following:

	June 30, 2009
State of California	$ 91,158
Non-government receivables	2,028
	$ 93,186

NOTE 4 – FIXED ASSETS

As of June 30, 2009, fixed assets, furniture and equipments consist of the following:

Land	$	2,200,000
Building		2,000,000
Building improvements		816,272
Furniture, fixtures and equipment		157,702
		5,173,974
Less: accumulated depreciation		305,311
Net book value	$	4,868,663

NOTE 5 – LONG-TERM DEBT

As of June 30, 2009, long-term debt consists of the following:

First Republic Bank	$	2,600,000
Charter Loans, LLC		1,050,000
Promissory Note		200,000
Total long-term portion	$	3,850,000

Loans from First Republic Bank and Charter Loans, LLC, are secured by deed of trust. The guarantors of the First Republic Bank Loan are Kathleen Hull, Peter M. Trueblood, and Cynthia Evans Trueblood. Both Peter M. Trueblood and Cynthia Evans Trueblood are also members of Charter Loans, LLC and Peter M. Trueblood is the Manager of Charter Loans, LLC.

NOTE 5 – LONG-TERM DEBT (continued)

The loan from First Republic Bank is interest adjustable (interest only), with the entire principal balance of $2,600,000 due and payable on May 1, 2011. The interest rate can neither be less than 5.4% nor more than 10.95% per annum.

The loan from Charter Loans, LLC is subordinate to the First Republic Bank loan. The interest rate is 4.63% per annum, compounded monthly. The unpaid principal balance shall be paid in full on or before March 15, 2015.

NOTE 6 – AFTER SCHOOL PROGRAM

NOCCS maintains a separate bank account for their After School Program (ASP). There are mainly three sources of revenues for their ASP, namely: fees, grants and enrichment income. A summary of ASP's revenues for the fiscal year 2009 is summarized as follows:

Fees are collected from parents for enrollment in the after school program, which a service is provided for the convenience of families in order to accommodate their work schedules. Revenue collected for the ASP is used only for expenses associated with ASP and is not commingled with NOCCS funds. NOCCS funds are not used for the operation of ASP.

Fees	$ 87,957
Grants	1,000
Enrichment	11,746
Total	$ 100,703

NOTE 7 – RELATED PARTY TRANSACTIONS

Mr. Peter Trueblood is one of the guarantors for the First Republic Bank and the Manager of Charter Loans, LLC. Mr. Trueblood and his spouse also contributed $13,000 to NOCCS during fiscal year 2009.

NOTE 8 – ACCOUNTS PAYABLE & ACCRUED EXPENSES

Accounts payable consists of the following:

	June 30, 2009
Accounts payable	$ 1,103
Accrued payroll	76,182
	$ 77,285

NOTE 9 – TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets as of June 30, 2009 consisted:

Program	2008	Addition	Release	2009
Garden program	$ 10,000	$ -	$ -	$ 10,000
Material & supplies	-	14,800	11,150	3,650
Consultant	-	4,000	4,000	-
Personnel	-	41,900	8,400	33,500
General operation	-	200	200	-
Professional development	-	4,000	4,000	-
	$ 10,000	$ 64,900	$ 27,750	$ 47,150

NOTE 10 – RETIREMENT PLAN

Teachers participated in the California state STRS retirement plan. For the year ended June 30, 2009, the School's employer contribution rate was 8.25% with a total employer cost of $41,391.

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
North Oakland Community Charter School
Oakland, California

I have audited the accompany statements of financial position of North Oakland Community Charter School (the "School") as of and for the year ended June 30, 2009, and have issued my report thereon dated December 7, 2009. I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing my audit, I considered the School's internal control over financial reporting as a basis for designing my auditing procedures for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, I do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the School's financial statements that is more than inconsequential will not be prevented or detected by the School's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the School's internal control.

My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. I did not identify any deficiencies in internal control over financial reporting that I consider to be material weaknesses, as defined above.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*
(continued)

Internal Control over Financial Reporting (continued)

My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies, accordingly, would not necessarily disclose all significant deficiencies that are also consider to be material weaknesses. However, I believe that none of the significant deficiencies described above is a material weakness

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatements, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit, and accordingly, I do not express such opinion. The results of my tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in an accompanying schedule of finding and responses as item 2009-1 and 2009-2.

I noted certain matters that I reported to management of the School in a separate letter dated December 7, 2009.

The school's response to the findings identified in my audit are described in the accompanying schedule of findings and responses. I did not audit the school response and, accordingly, I express no opinion on it.

This report is intended solely for the information and use of management and others within the School. This is not intended to be and should not be used by anyone other than these specified parties.

December 7, 2009

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
North Oakland Community Charter School
Oakland, California

I have audited the general-purpose financial statements of North Oakland Community Charter School, as of and for the year ended June 30, 2009, and have issued my report thereon dated December 7, 2009. My audit was made in accordance with auditing standards generally accepted in the United States of America: the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the Education Audit Appeals Panel's Standards and Procedures for Audits of California K-12 Local Educational Agencies 2008-09 published by the Education Audit Appeals Panel. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

The North Oakland Community Charter School management is responsible for its compliance with laws and regulations. In connection with the audit referred to above, I selected and tested transactions and records to determine North Oakland Community Charter School compliance with the state laws and regulations applicable to the following items:

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE
(continued)

Description	Education Audit Appeals Panel's Standards & Procedures for Audits of California K-12 Local Educational Agencies 2008-09 (Number of Procedures)	Procedures Performed
After School Education and Safety Program:		
General Requirements	4	Not applicable
After School	4	Not applicable
Before School	5	Not applicable
Contemporaneous Records of Attendance	1	Yes
Mode of Instruction, for Charter School	1	Yes
Nonclassroom-Based Instruction/Independent Study	15	Yes
Determination of Funding for Nonclassroom-Based Instruction	3	Not applicable
Annual Instructional Minutes-Classroom Based	3	Yes
Class Size Reduction Program:		
General Requirements	7	Yes
Option One Classes	3	Yes
Option Two Classes	4	Not applicable
Districts or Charter Schools with Only One School Serving K-3	4	Not applicable

Based on my audit, I found that, for the items tested, North Oakland Community Charter School complied with state laws and regulations referred to above. Further, based on my examination, for items not tested, nothing came to my attention to indicate that North Oakland Charter School had not complied with the state laws and regulations.

The report is intended solely for the information and use of the board of directors, state controller's office, department of finance and department of education, and is not intended to be and should not be used by anyone other than these specified parties.

December 7, 2009

REQUIRED SUPPLEMENTARY INFORMATION SECTION

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
GENERAL INFORMATION
JUNE 30, 2009

Agency Name:	North Oakland Community Charter School
Type of Agency:	Charter School K to 6th Grade
Address of Agency:	1000 42nd Street Oakland, CA 94608
Telephone:	(510)655-0540
Principal:	Carolyn C. Gramstorff
CDS Numbers:	01612596117972
County:	Oakland
Charter Number:	302
Charter Approved County:	Oakland Unified School District
School Granting Date:	April 2000
Number of Days of Operation:	Five days per week, for ten months & excluding major holidays
Scheduled Hours of Operation:	7:00 AM to 6:00 PM
Period Covered By Audit:	July 1, 2008 to June 30, 2009

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
LIST OF GOVERNING BOARD AND MANAGEMENT
JUNE 30, 2009

GOVERNING BOARD

Name	Office	Term
Susan Jones	Chair	10/1/08 to 10/1/10
Elizabeth Deane	Former Co-chair	2/7/07 to 2/9/09
Kayla Kirsch	Former Co-chair	2/7/07 to 2/9/09
Tako Oda	Former Secretary	9/1/07 to 9/1/08
Brian Washington	Secretary	2/18/09 to 2/18/11
Trish Brovedani	Former Treasurer	2/7/07 to 2/7/09
Nick Henderson	Treasurer	1/2/09 to 1/2/11
Antonio Tapia	Board Member	2/8/09 to 2/8/11
Andrea Dudrow	Board Member	2/8/09 to 2/8/11
Robert Wack	Board Member	8/1/07 to 8/1/09
Julie Obbard	Board Member	5/1/08 to 5/1/10
Helen Gibson	Board Member	10/1/08 to 10/1/10
Lily Jones	Teacher	9/17/08 to 9/17/10
Marissa Berman	Teacher	8/1/06 to 8/1/09

MANAGEMENT

Carolyn Gramstorff	School Director	N/A

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
JUNE 30, 2009

Grade Level	2008-09 Actual Minutes Offered	Per Education Code Section 46201	Number of Days Traditional Calendar	Status
Kindergarten	42,000	36,000	175	Complied
Grade 1	53,430	50,400	175	Complied
Grade 2	53,430	50,400	175	Complied
Grade 3	53,430	50,400	175	Complied
Grade 4	54,065	54,000	175	Complied
Grade 5	54,065	54,000	175	Complied
Grade 6	54,065	54,000	175	Complied

Charter schools must maintain their instructional minutes at either the 1986-87 requirement or the 1982-83 actual instructional minutes offered, whichever is greater, as required by *Education Code* Section 46201.

The charter school has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the district and whether the charter school complied with the provisions of *Education Code* Sections 46201 through 46206.

Purpose of Schedule

The schedule presents information on the amount of instruction time offered by NOCCS and whether NOCCS complied with the provisions Education Code Section 46201.

As a charter school, NOCCS must maintain their instructional minutes required by Education Code Section 46201.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SCHEDULE OF AVERAGE DAILY ATTENDANCE
JUNE 30, 2009

	Average Daily Attendance		Class Room-Based Average Daily Attendance	
	Second Period Report	Annual Report	Second Period Report	Annual Report
Charter Schools				
Kindergarten	19	19	19	19
Grade 1 to 3	56	56	56	56
Grade 4 to 6	70	70	70	70
Charter Totals	145	145	145	145
ADA Totals	145	145	145	145

Average daily attendance is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter school. This schedule provides information regarding the attendance of students at various grade levels.

Purpose of Schedule

Average Daily Attendance is a measurement of the number of pupils attending classes of NOCCS. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
JUNE 30, 2009

	For the Year Ended June 30,			
General Fund	2009	2008	2007	2006
Revenues and other financing sources	$1,510,513	$1,341,838	$1,635,028	$1,762,818
Expenditures	1,511,624	1,395,669	1,225,731	882,167
Change in net assets (deficit)	(1,111)	(53,831)	409,297	880,651
Ending net assets	1,441,419	1,442,530	1,496,361	1,087,064
Available reserves	-	-	-	-
Designated for economic uncertainties	-	-	-	-
Undesignated fund balance	-	-	-	-
Available reserves as a percentage of total outgo	-	-	-	-
Total long-term debt	$3,850,000	$3,850,000	$3,850,000	$3,664,000
Average daily attendance (ADA) at P-2	145	124	99	90

The net assets balance has increased by $354,355 over the past three years. The fiscal year ending 2009-10 budget is projecting a decrease of $63,500 in the ending net assets, including approximately $90,000 of depreciation. For a charter school of this size, the State recommends available reserves of at least 2% of total General Fund expenditures, transfers out, and other uses (total outgo). The school has met this requirement.

Average daily attendance has increased by 55 ADA over the past four years. An increase of 25 ADA is anticipated during FY 2009-10.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (SACS) WITH AUDIT FINANCIAL STATEMENTS
JUNE 30, 2009

	Budget Submitted to OUSD	Actual Audited Number	Variance Favorable (Unfavorable)
Revenue			
State aid	$ 828,910	$ 836,690	$ 7,780
Local fund	180,214	253,216	73,002
Rental income	55,500	48,400	(7,100)
Fundraising/Contribution	167,895	207,430	39,535
Grants/Foundation	72,000	58,555	(13,445)
After school program	107,120	97,457	(9,663)
Interest	6,000	4,234	(1,766)
Other income	1,225	4,531	3,306
Total Revenue	1,418,864	1,510,513	91,649
Expenses			
Payroll & related expenses	855,112	792,964	62,148
Instructional programs & material	238,073	251,802	(13,729)
Administration expenses	72,795	142,052	(69,257)
Facilities	322,516	324,806	(2,290)
Total Expenses	1,488,496	1,511,624	(23,128)
Total Change	$ (69,632)	$ (1,111)	$ 68,521

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SCHEDULE OF CURRENT YEAR FINDINGS AND QUESTIONED COSTS
JUNE 30, 2009

2009-1

Contemporaneous Records of Attendance 10000

Criteria

NOCCS Monthly Attendance Report is not properly maintained. No absent information was shown on the Monthly Attendance Report. As attendance record could not be pulled for testing in this report, L&C could not rely on this report to determine the accuracy of the ADA reported. L&C relied on the Daily Absent List to determine the accuracy of the ADA reported.

Condition

During our audit, L&C selected 5 periods, out of a total of 7 periods of P-2 report, of attendance to test and noticed the following issue:

- 4 out of 5 selected periods tested had recording problems. In all 4 of the periods where there were problems NOCCS has under-claimed their ADA.
    - For period 11/17/2008 to 12/12/2008, NOCCS has under-claimed their ADA.
        - L&C selected Three Grades to test, i.e. Grade 0, 3, and 5.
        - For the Grade 0, NOCCS reported 10 absences during the period but L&C counted a total of 11 absences from the Daily Absent Lists.
        - For the Grade 5, NOCCS reported 25 absences during the period but L&C counted a total of 18 absences from the Daily Absent Lists.
    - For period 2/9/2009 to 3/6/2009, NOCCS has under-claimed their ADA.
        - The Enrollment for K1-3 on P2 Summary was 52. However, the Attendance Summary by Grade only has 51 enrollments.
        - L&C selected Three Grades to test, i.e. Grade 2, 3, and 4.
        - For the Grade 2, NOCCS reported 13 absences during the period but L&C counted a total of 17 absences from the Daily Absent Lists.
        - For the Grade 3, NOCCS reported 6 absences during the period but L&C counted a total of 8 absences from the Daily Absent Lists.
        - For the Grade 4, NOCCS reported 21 absences during the period but L&C counted a total of 22 absences from the Daily Absent Lists.

Condition (continued)

- For period 10/20/2008 to 11/14/2008, NOCCS has under-claimed their ADA.
  - L&C selected Three Grades to test, i.e. Grade 0, 4, and 5.
  - For the Grade 4, NOCCS reported 16 absences during the period but L&C counted a total of 14 absences from the Daily Absent Lists.
  - For the Grade 5, NOCCS reported 16 absences during the period but L&C counted a total of 14 absences from the Daily Absent Lists.
- For period 4/6/2009 to 5/1/2009, NOCCS has under-claimed the ADA.
  - L&C selected Three Grades to test, i.e. Grade 0, 2, and 5.
  - For the Grade 2, NOCCS reported 5 absences during the period but L&C counted a total of 4 absences from the Daily Absent Lists.
  - For the Grade 5, NOCCS reported 8 absences during the period but L&C counted a total of 6 absences from the Daily Absent Lists.
  -

Effect

The Charter school is not in compliance with the requirement set forth in Section 19850 Contemporaneous Records of Attendance of the Title 5 Education related to attendance summary traces and agrees to origination record. However, there is no known financial or programmatic impact to the State because the Average Daily Attendance submitted to the State is lower than the origination documents.

Recommendation

L&C suggests that NOCCS should institute policy and procedures strengthening its control on attendance reconciliation and learn how to master the attendance software properly. A person should be assigned to review and reconcile any difference between teacher's attendance record and monthly summary record in a timely manner to produce an accurate report and all records are properly reconciled and input. All corrected and legitimate attendance from original source should be properly claimed to the State on timely manner.

Questioned Costs

None

Management Response and Corrective Action Plan

All the findings related to under-reporting of ADA, and the differences were very small. None the less, NOCCS recognizes the critical importance of accurate attendance, and is half-way through a two year improvement plan on attendance procedures. In 2008-2009 NOCCS commenced using PowerSchool attendance software for the first time. This represented a substantial investment in money and staff time. In 2009-2010, the School has modified its procedures to address the small issues identified in this audit. This modification was done in consultation with personnel of EdTec Inc., a certified trainer on PowerSchool. In addition, the School has assigned a person to review and reconcile the teachers' attendance records and the monthly summary record. NOCCS is also making sure the personnel operating attendance software are adequately trained.

2009-2

Independent Study 10000 and 40000

Criteria

When offering Independent Study, the Charter is required to comply with the requirements set forth in the provisions of Education Code Section 51747(c).

Condition

During my audit, L&C found that the ADA for the Independent Study was 0.83 and it is below the 10 ADA Materiality thresholds as set forth in Section 19813 Materiality Levels for Compliance Auditing. As a result, L&C did not test the accuracy of the ADA of Independent Study reported by the Charter School for fiscal year ended June 30, 2009.

Because of the Prior Independence Study findings in FY 2008, L&C reviewed some of the Independence Study Contracts and concluded that NOCCS had taken Corrective Action and seemed to be in compliance with the State requirements for Independent Study.

Condition (continued)

NOCCS had corrected the prior year findings as it had now maintained:
(1) Proper agreement signing date as required by the State.
(2) Contract included a statement that the independence study is an optional educational alternative in which no pupil may be required to participate is not part of the contract.

However, NOCCS had not corrected the prior finding of (3) inconsistent use of I/S or A as referenced in the Daily Absent List.

Effect

There is no known financial or programmatic impact to the State because the ADA for the Independent Study was below the ADA Materiality thresholds as set forth in Section 19813 Materiality Levels for Compliance Auditing.

Recommendation

L&C suggests that NOCCS should institute policy and procedures strengthening its control on attendance reconciliation including Independent Study. A person should be assigned to review and reconcile any difference between teacher's attendance record and monthly summary record in a timely manner to produce an accurate report and all records are properly reconciled. All corrected and legitimate attendance from original source should be properly claimed to the State on timely manner.

Questioned Costs

None

Management Response and Corrective Action Plan

NOCCS is assigning personnel to review for inconsistent use of I/S or A in the Daily Absent List. That said, while this is an important control procedure to improve, it has not resulted in any mis-reporting of ADA.

NORTH OAKLAND COMMUNITY CHARTER SCHOOL
SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
JUNE 30, 2009

2008-1

Independent study sample didn't have contract agreement on file, other sample didn't have required language and signature.

Current Status

Implemented

2008-2

Monthly attendance summary report did not trace and agree to teacher's monthly record.

Current Status

In-Progress

CITY OF OAKLAND • Community and Economic Development Agency
250 Frank H. Ogawa Plaza, 2nd Floor, Oakland, CA 94612 • Phone (510) 238-3441 • FAX (510) 238-7287
KEEP AVAILABLE WITH THE APPROVED PLANS – PROTECT FROM WEATHER

Address: 1000 42ND ST Suite: APN: 013 -1082-009-00

Description: Convert entire building to elementary school (occupancy E-1) from an office/storage facility.

Owner: NORTH OAKLAND COMM CHARTER SCH
Contractor: D P P CONSTRUCTION INC
Nbr of Bldgs 01
Construction Type: 3N
Occ Codes: A-3 E-1
Building Use: 22 SCHOOL<= GRADE 13
Spec Insp: 05 WELDING 14 SPECIAL CASE 14 SPECIAL CASE 16 C&D TRACKING
Appl# B0602358

Issued: 07/12/06
Nbr Units: 0000
Nbr Stories 001
Sprinklers: 4
Zoning: M-20 S-18
New Bdrm: 000

MAJOR INSPECTION	BUILDING	ELECTRICAL	PLUMBING	MECHANICAL	ZONING
	TO SCHEDULE INSPECTION CALL 510-238-3441				510-238-6345

- ZONING ROUGH & FINAL SIGN-OFF IS REQUIRED PRIOR TO BUILDING ROUGH & FINAL SIGN-OFF. SEE PHONE NUMBER BELOW TO SCHEDULE.
- BUILDING, ELECTRICAL, PLUMBING, AND MECHANICAL INSPECTIONS MUST BE SCHEDULED SEPARATELY (PLEASE CALL WELL IN ADVANCE).
- *ALL PERMITS WILL EXPIRE UNLESS MAJOR INSPECTIONS ARE APPROVED BY THE CITY EVERY 6 MONTHS* (OR SOONER).
- DO NOT CONCEAL ANY WORK UNTIL "OK TO POUR", "OK TO COVER" HAS BEEN SIGNED AND DATED BY THE CITY.
- "BEST MANAGEMENT PRACTICES" MUST BE USED DAILY TO PROTECT STORM WATER DRAINAGE SYSTEMS.

01 FOUNDATION (6 MONTHS MAXIMUM)	10 SETBACK	30 CONSTRUCT POWER			60 ORIG GRADE ELEV
	11 PIERS	31 UFER			61 LOT COVERAGE
	12 REPORT / CERT / FEE				
OK TO POUR	13 FTG / SLAB / EMBED	32 UNDER GROUND	40 UNDER GROUND 7/14/06	50 UNDER GROUND	62 SITE
(6 MONTHS MAXIMUM)	14 REPORT / CERT / FEE				
OK TO COVER	15 UNDER FLOOR	33 UNDER FLOOR	41 UNDER FLOOR	51 UNDER FLOOR	63 FLOOR ELEVATION
03 FRAME (6 MONTHS MAXIMUM)	16 LATH / CEILING	34 SUSPENDED CEILING	42 DWV PIPING	52 SUSPENDED CEILING	64 ROOF HEIGHT
	17 MASNRY / RET WALL	35 PREMISES WIRING	43 GAS PIPING	53 FLUE	
	18 SHEARWALL / ROOF WMB 8/7/06	36 SUBPANEL	44 WATER PIPING	54 DUCT (LOW PRESS)	
	19 SHAFT / FIREWALL	37 SERVICE / MCC	45 CONDENSATE PIPING	55 DUCT (TYPE I HOOD)	
	20 TUB / SHOWER WALL		46 TUB / SHOWER PAN	56 FIRE DAMPER	
	21 REPORT / CERT / FEE		47 WATER SERVICE	57 MANUF FIREPLACE	
TO COVER	22 ROUGH WMB 8/8/06	38 ROUGH	48 ROUGH 8-2-06	58 ROUGH	68 ROUGH (REQUIRED)
	23 WALLBRD / SHINGLE WMB 8/14/06				
FINAL (6 MONTHS MAXIMUM)	29 REPORT / CERT / FEE	39 EMERG SYSTEMS	49 GAS TEST	59 EQUIPMENT / HOOD	69 TREE ISSUES OPR (510) 615-5850
	80 UTILITY RELEASE	80 UTILITY RELEASE	80 UTILITY RELEASE	80 UTILITY RELEASE	80 LANDSCAPING / IRRIG
	81 FIRE PREVENTION (510) 238-3851	82 PUBLIC WORKS (510) 238-3051	83 ENGR SERVICES (510) 238-4770	84 COUNTY HEALTH (510) 567-6700	85 OTHER AGENCY
TO OCCUPY 5-18-06	86 FINAL BUILDING WMB 8-18-06	86 FINAL ELECTRICAL 7/14/06	86 FINAL PLUMBING 8-31-06	86 FINAL MECHANICAL 8-24-06	86 FINAL PLANS (REQUIRED) 8/30/06

FOR BUILDING & TRADE INSPECTIONS CALL 510-238-3441 FOR ZONING CALL 510-238-6345

THIS IS A C/O

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 04 2001

Employer Identification Number:
94-3340838
DLN:
17053065042031
Contact Person:
R HUTCHINS ID# 52408
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
JUNE 30
Form 990 Required:
YES
Addendum Applies:
NO

NORTH OAKLAND COMMUNITY CHARTER
SCHOOL
C/O RICHARD TRAFFORD-OWEN
49 YOSEMITE AVE
OAKLAND, CA 94611

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware

of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

NORTH OAKLAND COMMUNITY CHARTER

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Steven T Miller

Steven T. Miller
Director, Exempt Organizations

Enclosure(s):

Oakland Unified School District
Office of Charter Schools
REQUIRED CHARTER TEXT

APPENDIX I - REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District's Office of Charter Schools a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *Word* format on a CDR-W disc or via email of no later than **5pm on June 1, 2010**.

Charter Text	Text Reference	Required Revision
Governance	**Page (62)**	Add the following text: *"[CHARTER SCHOOL] will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change."*
Student Admissions Policies and Procedures	**Page (67)**	Add the following text and remove any text to the contrary: *By October 1 of each year, [CHARTER SCHOOL] will notify the District in writing of the application deadline and proposed lottery date. [CHARTER SCHOOL] will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."*
Public Records	**Page (82)**	Add the following text and remove any text to the contrary: *"[CHARTER SCHOOL] acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including [CHARTER SCHOOL] to provide certain information in certain formats in certain ways to the general public and specifically to parents of students*

		at [CHARTER SCHOOL] and of the District. [CHARTER SCHOOL] further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that [CHARTER SCHOOL] does not have that [CHARTER SCHOOL] needs in order to meet its obligations, the District shall provide the same to [CHARTER SCHOOL] in a reasonably timely manner upon request."
Reporting and Accountability	**Page (82)**	Add the following text and remove any text to the contrary: *"If [CHARTER SCHOOL] does not test (i.e., STAR) with the District, [CHARTER SCHOOL] hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.* *Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year."*
External Reporting	**Page (83)**	Add the following text and remove any text to the contrary: *"[CHARTER SCHOOL] will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies."*
Governance Structure of the School	**Pages (62)**	Add the following text and remove any text to the contrary: *"[CHARTER SCHOOL], in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. [CHARTER SCHOOL]*

		acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of [CHARTER SCHOOL], it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by [CHARTER SCHOOL] by law or charter provisions."
Governance Structure	**Page (62)**	Add the following text and remove any text to the contrary: *"Members of [CHARTER SCHOOL]'s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.* *[CHARTER SCHOOL] and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."*
Addressing Parent Complaints	**Page (83)**	Add the following text and remove any text to the contrary: *[CHARTER SCHOOL] will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. [CHARTER SCHOOL] will not, at any time, refer complaints to the District.* *The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint.*

		The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. *[CHARTER SCHOOL] will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with [CHARTER SCHOOL] alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. [CHARTER SCHOOL] will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.* *[CHARTER SCHOOL] will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.* *[CHARTER SCHOOL] will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."*
Health and Safety Procedures	**Page(64)**	Add the following text and remove any text to the contrary: *"[CHARTER SCHOOL] shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a*

		school or administrative building shall maintain an asbestos management plan."
Dispute Resolutions Procedures	**Page (83)**	Add the following text and remove any text to the contrary: *"The staff and Governing Board members of [CHARTER SCHOOL] agree to attempt to resolve all disputes between the District and [CHARTER SCHOOL] regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.* *Any controversy or claim arising out of or relating to the charter agreement between the District and [CHARTER SCHOOL], except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.* *(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:* *To Charter School, c/o School Director:* *[CHARTER SCHOOL]* *To Coordinator, Office of Charter Schools:*

		Office of Charter Schools *Oakland Unified School District* *1025 Second Avenue, Room 206* *Oakland, California 94606* *(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.* *(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...*

		(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law
Suspension and Expulsion: Due Process for Students with Disabilities	**Pages (74)**	Add the following text and remove any text to the contrary: *"In the case of a special education student, or a student who receives 504 accommodations, [CHARTER SCHOOL] will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."*
Independent Fiscal Audits	**Page (68)**	Add the following text and remove any text to the contrary: *"To the extent that [CHARTER SCHOOL] is a recipient of federal funds, including federal Title I, Part A funds, [CHARTER SCHOOL] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. [CHARTER SCHOOL] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate*

		credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following: • *Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.* • *Develop jointly with, and distribute to, parents of participating children, a school-parent compact.* • *Hold an annual Title I meeting for parents of participating Title I students.* • *Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.* *[CHARTER SCHOOL] also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."*
<u>Facilities</u>	**Page (69)**	<u>Add the following text and remove any text to the contrary:</u> *"If [CHARTER SCHOOL] fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If [CHARTER SCHOOL] moves or expands to another*

		facility during the term of this charter, [CHARTER SCHOOL] shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. [CHARTER SCHOOL] shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."
District Fee for Oversight	**Page (69)**	Add the following text and remove any text to the contrary: *"The District may charge for the actual costs of supervisorial oversight of [CHARTER SCHOOL] not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if [CHARTER SCHOOL] is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time."*
Miscellaneous Charter-Related Issues	**Page (82)**	Add the following text and remove any text to the contrary: *"[CHARTER SCHOOL] must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.."*
Miscellaneous Charter-Related Issues	**Page (82)**	Add the following text and remove any text to the contrary: *"The District may revoke the charter of*

		[CHARTER SCHOOL] in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.
Impact on Charter Authorizer	**Page (85)**	Add the following text and remove any text to the contrary: In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter; o September 1 – Final Unaudited Financial Report for Prior Year o December 1 – Final Audited Financial Report for Prior Year o December 1 – First Interim Financial Report for Current Year o March 1 – Second Interim Financial Report for Current Year o June 15 – Preliminary Budget for Subsequent Year
Impact on Charter Authorizer	**Page (86)**	Add the following text and remove any text to the contrary: *"[CHARTER SCHOOL] agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:* • *[CHARTER SCHOOL] is subject to District oversight.* • *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of [CHARTER SCHOOL].* • *The District is authorized to revoke this charter for, among other reasons, the failure of [CHARTER SCHOOL] to meet generally*

		accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607. *Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit [CHARTER SCHOOL] books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:* • *Compliance with terms and conditions prescribed in the charter,* • *Internal controls, both financial and operational in nature,* • *The accuracy, recording and/or reporting of school financial information,* • *The school's debt structure,* • *Governance policies, procedures and history,* • *The recording and reporting of attendance data,* • *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,* • *Compliance with safety plans and procedures, and* • *Compliance with applicable grant requirements.* *[CHARTER SCHOOL] shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to [CHARTER SCHOOL]. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.* *In addition, if an allegation of waste, fraud or abuse related to [CHARTER SCHOOL] operations is received by the District, the [CHARTER SCHOOL] shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools , at District*

		cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by [CHARTER SCHOOL] by law or charter provisions"

Teacher Signatures

We, the undersigned, believe that the attached charter merits consideration and hereby petition the Governing Board of the Oakland Unified School District to grant approval of the renewal of the charter pursuant to Education Code Section 47607 to enable continuation of the North Oakland Community Charter School.
The petitioners below certify that they are presently teachers at North Oakland Community Charter School and that they are meaningfully interested in teaching in 2010-2011.

Name	Signature	Phone	Address	Date
Kate Hayes	K Hayes	925-451-7255	125 Near Ct. #310 Walnut Creek 94596	12/16/09
Lily Jones		510-841-1636	1728 Walnut St. #2 Berkeley, CA 94709	12/16/09
Mariah Landers		510-289-6346	468 Stow Ave HS Oakland, CA 94606	12/16/09
Natalie Roman		760-522-4478	1637½ 7th St Berkeley CA 94710	12/16/09
Jah-Yee Woo		510-271-8236	1926-54th Ave. Oakland 94606	12/16/09
Lee Tempkin		510 843-6157	2434 McKinley Berkeley 94703	12/16/09
SCRIAN STRAUSS		510-919-9788	2733 PARK BLVD OAKLAND CA 94606	12/16/09
Katherine Orr		415-996-6507	4349 25th St San Francisco, CA 94114	12/16/09
Ember Kelley		(510) 332-7593	4302 West. St Apt. B Oakland, CA 94608	12/16/09

Family Petitioners

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the renewal of the charter pursuant to Education Code Section 47607 to enable the continuation of North Oakland Community Charter School, which agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the attached charter.

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Oakland Unified School District

The petitioners below certify that they are parents or guardians of students who are currently attending North Oakland Community Charter School and that they are meaningfully interested in continuing attendance.

Name	Signature	Phone	Address	Date
1 Jessa Berkner		510 798-1952	858 York St. Oakland, CA 94610	Dec. 8, 2009
2 Remigio Huerta		(510) 528-3288	5303 Van Fleet Richmond ca	12/8/09
3 Stephen Johnson		(510) 336-1921	990 Hollycrest Ave, Oak CA 94602	12/8/09
4 TAKESHI ODA		510-532-2335	1530 37th Ave Oak 94601	12/8/09
5 James Kelly		510 428 0246	5124 Miles Ave 94618	12/8/09
6 Sharon Clark		5108393339	428 Wayne Avenue	12/8/09
7 Jeff Schonberg		508 91-9638	1020 Chestnut St Oakland 94607	12/08/09
8 Crystal Johnson		(510) 653-4077	4127 Market St. Oakland, CA 94608	12/8/09
9 Elizabeth Cushing		510 303 6419	13260 Skyline Oakland CA 94619	12/8/09
10 Lee Slome		510 450 0462	4160 Emerald St Oakland 94609	12/8/09
11 Chris O'Brien		415-298-0207	631 62nd St. Oakland CA 94609	12/8/09
12 Helen Gibson		510-635-7059	87 Donna Way Oakland 94605	12/8/09
13 Cathy Miller		510 658-1382	5314 Thermal Rd Oakland 94618	12/8/09

Family Petitioners

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	Name	Signature	Phone	Address	Date
14	Susan Jones	Susan Jones	5102613443	2020 E 28th Oakland CA	12/8/09
15	Antonio Tapia		510-332-3449	187 Montecito Ave Oakland, CA	12/08/09
16	Eduardo Tinoco		510 658-7806	430 Alvarado St Oakland	12/8/09
17	Wendy Baumann		510-858-0005	3620 Malcolm Oakland	12/8/09
18	ARRICE Young		510-725-8760	942 42nd St Oakland	12/8/09
19	Remon Royal	Remon Royal	510-812-1625	1701 Mt. Sillimon Antioch CA	12/8/09
20	Bob McDonald		510-332-6840	3214 Harmon St Oakland, CA	12/8/09
21	Trish Broveleni		510-420-0203	4120 Market Oakland CA	12/8/09
22	PETER MOY	Peter Moy	510-597-0726	5169 MILES OAKLAND CA	12/8/09
23	MICHAEL GLASBY		415-350-3127	14 WESTALL AVE OAKLAND CA	12/8/09
24	NATHAN FREDENBURG		510-888-2017	2700 Rawson St Oakland CA 94619	12/8/09
25	Aimee Clabby		(415)690-6199	969 43rd St Oakland CA 94608	12/08/09
26	Charles Jones	Charles Jones	(915)261 1795	5101 51st #B Oakland, CA 94608	12/08/09

Family Petitioners

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	Name	Signature	Phone	Address	Date
27	Richard Owen		510/658-8801	49 Yosemite Ave, Oakland CA 94611	12/8/09
28	Hannah Latham	H. Latham	510 655-7011	453 59th St. Oakland CA 94609	12.8.09
29	Melissa Gomus		510 549-2371	1719 Oregon St Berkeley 94703	12.9.09
30	Sachiko Nemoto		510.450.0537	5514 Doyle St Emeryville 94608	12/9/09
31	Paul Buddenhagen		510 655-6404	1054 59th St. Oakland, CA 94608	12/9/09
32	ROBERT LOVE		510-759 3385	2559 HARRINGTON OAKLAND CA 94601	12/9/09
33	Wendy Berry-Owen	W Berry	510 655-8801	49 Yosemite A Oakland 94611	12/9/09
34	Julie Plasencia		510.917 1050	1020 Chester St Oakland CA 94607	12/9/09
35	Lakisha Young		(510) 495-4247	77 Fairmont Ave #205 Oakland, CA 94611	12/9/09
36	KRIS MOY		510 653 2035	5169 Miles Oakland 94618	12/16/09
37	Mickey Ellenger		510-652-4457	1050 59th 94608	12-16-09
38	Sarah Thomas		510 593-3393	4415 Fleming Ave. Oakland, CA	12-16-09
39	JONATHAN PRYOR		510-333-6676	211 PARK WAY PIEDMONT CA	12-16-09

Family Petitioners

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	Name	Signature	Phone	Address	Date
40	Nory Tadeo		510 482-1307	2442 Hearst Ave Oakland, 94602	12/8/09
41	Judith Nyckay		510 517-7951	1805 Bay St. Alameda, CA 94501	12/8/09
42	Kathy Brady	Kathy Brady	415 640-8790	1536 62nd St Berkeley CA 94703	12/8/09
43		Deborah Owen	510 530-4901	6210 Elderberry Dr Oakland	12/5/09
44	Wineka Tarin		510 845-2418	2418 Grant Berkeley CA	12/8/09
45	Ann Whiting		510 685-1593	3409 Clinton Ave Richmond CA	12-8-09
46	Jim Leckett		510 562-2457	1454? Solano Ave San Leandro	12-8-09
47	Micheline Owen		510 891-9573	569 Santa Ray Ave,	12/8/09
48	NICK HEWINKSON		510 842 8345	3635 ARDLEY OAKLAND, CA	12/8/09
49	Erin Collum		510 548-0966	1210 Grandview Berkeley CA	12/8/09
50	Sandra Back		510 536-2716	2539 Harrington Oakland CA 94602	12/8/09
51	Kayla Kosa		599 9901	4718 Lyman Rd Oakland	12/8/09
52	Jen Schradie		415-298-0201	651 62nd St Oakland CA 94609	12/8/09

Family Petitioners

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Name	Signature	Phone	Address	Date
53 Sarah Willner	Sarah Willner	(510) 223-0924	3837 Linden Ln El Sobrante, CA 94803	Dec. 8 '09
54 Amanda Gerra		510-261-2282	2212 41st Ave. Oakland 94601	12/8/09
55 Terese Gjernes		510-585-6336	678 Fairview Oakland, CA 94609	12/8/09
56 Darlene David		510-231-1909	1918 Burbeck Richmond CA 94801	12/8/09
57 Julene C. Lima		510-547-8109	455 43rd St. Oakland CA 94609	12/08/09
58 BRIAN GREENMAN		5107986489	4915 FLEMING OAKLAND, CA 94619	12/8/09
59 Michelle Remy		510 451 3036	384 Euclid Ave Oakland 94610	12/8/09
60 Kathy Stroud		510 533-5593	2495 Best Ave Oakland 94601	12/8/09
61 Keba Konte		510-517-8852	1836 33rd Ave Oakland 94601	12/16/09
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Family Petitioners

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	Name	Signature	Phone	Address	Date
79	Shana Sturm		(510) 367-4161	589-59th St. Oakland 94609	12/8/09
80	PHILLIP SERGENIAN		510.653.4077	4137 MARKET OAKLAND CA	12-8-09
81	Janet Hellu		510 326 4231	5314 Thomas Oakland 94618	12/8/09
82	Clara Y Chow		(510) 597-1689	335-49th St. Oak. 94609	12/8/09
83	Katja Hubbard		(510) 430 8392	1066 80th Ave Oakland, CA 94621	12/8/09
84	Yirska Sardinas		510-635-0588	3957 Altamont Ave Oakland CA 94605	12/9/09
85	Luz Salazar Jed		510.597.0632	4311 Gilbert St. Oak. CA. 94611	12/16/09
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