

# Executive Summary School Accountability Report Card, 2008-09

## For Oakland Charter Academy

**Address:** 3001 International Blvd., Oakland, CA 94601  
**Principal:** Jorge Lopez

**Phone:** 510-532-6751  
**Grade Span:** 6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

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We make educating your child our highest priority and we require that families make the same commitment. That requires that often our staff and volunteers will make themselves available above and beyond the traditional school hours and also that families commit to support the efforts of the school and have their child attend school every day, on time and ready to learn. Students who miss school will be required to make it up during Saturday school. We also recognize that learning must take place year-round and therefore we allow students to attend an approved summer school program or course of study. We institute these to assure our students are offered support. Although, at times, it may be inconvenient for staff and families, our student; success makes these inconveniences worthwhile.

Oakland Charter Academy Middle School, the first charter school approved in Oakland, has been serving sixth through eighth grade students in Oakland, California for fourteen years. OCA middle school finished the 2008-2009 school year with an API score of 943, and met its NCLB mandates.

Oakland Charter Academy fosters students' motivation and belief in achievement while in the pursuit of an education. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, backgrounds, and talents. OCA challenges every student to strive towards a purpose larger than the self. The goal of every OCA community member is to be the best. We will provide every student an education that will develop their academic skills in reading, writing, math, science, history, social science, business, and humanities in order to be a prepared citizen of the 21st Century.

### Student Enrollment

### Teachers

Group	Enrollment
Number of students	148
African American	2.7%
American Indian or Alaska Native	%
Asian	2.7%
Filipino	1.35%
Hispanic or Latino	91.9%
Pacific Islander	%
White (not Hispanic)	1.35%
Multiple or No Response	%
Socioeconomically Disadvantaged	%
English Learners	22.97%
Students with Disabilities	0.06%

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on California Standards Tests</b>
English-Language Arts	81%
Mathematics	85%
Science	98%
History-Social Science	93%

## Academic Progress

<b>Indicator</b>	<b>Result</b>
2009 Growth API Score (from 2009 Growth API Report)	41
Statewide Rank (from 2008 Base API Report)	10
2009-10 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

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Oakland Charter Academy has made a commitment to maintain the building in nice and safe conditions. OCA also receives a quarterly fire sprinkler system checked by Bay Alarm , our providers. Also checked are the facilities smoke alarms for proper usage, and our main control panel, for maintenance purposes.

### Repairs Needed

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We have had to provide constant maintenance to our roof and the drain systems. Our facility undergoes weekly maintenance services.

### Corrective Actions Taken or Planned

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The biggest issue facing our school facilities is the negotiation of our lease which has taken very long. This one area causes more concern for our school than any other matter at this moment. Of course, regular maintenance issues arise on a needed basis. We hope to continue to stay at our location serving the Fruitvale community.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,822
District	\$8,404
State	\$6,822

## School Completion

Indicator	Result
Graduation Rate	N/A

## Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

## NAEP Reading, Grade 4

<b>Level</b>	<b>Result</b>
Average Scale Score - State	N/A
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

## NAEP Reading, Grade 8

<b>Level</b>	<b>Result</b>
State Average Scale Score	Not out yet
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

## NAEP Mathematics, Grade 4

<b>Level</b>	<b>Result</b>
Average Scale Score - State	N/A
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

## NAEP Mathematics, Grade 8

<b>Level</b>	<b>Result</b>
State Average Scale Score	270
Average Scale Score - National	282
Achievement Level - Basic	39%
Achievement Level - Proficient	25%
Achievement Level - Advanced	7%

# School Accountability Report Card Reported for School Year 2008-09

*Published During 2009-10*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

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

## II. About This School

### **Contact Information (School Year 2009-10)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Oakland Charter Academy	<b>District Name</b>	Oakland Unified School District
<b>Street</b>	3001 International Blvd.	<b>Phone Number</b>	510-879-8200
<b>City, State, Zip</b>	Oakland, Ca 94601	<b>Web Site</b>	Publicportal.ousd.ca.us
<b>Phone Number</b>	510-532-6751	<b>Superintendent</b>	Anthony Smith
<b>Principal</b>	Jorge Lopez	<b>E-mail Address</b>	-----
<b>E-mail Address</b>	jlopez@Oaklandcharter.net	<b>CDS Code</b>	-----

### **School Description and Mission Statement (School Year 2008-09)**

This section provides information about the school, its programs and its goals.

Oakland Charter Academy (OCA) will serve 150 students in grades sixth through eighth, in a safe and structured environment. The focus of OCA is attendance (at least 98%), since attendance assures that we will be able offer a thorough educational program for our students. We will provide students with an education that will develop their academic abilities in reading, writing, spelling, mathematics, science, social science and humanities in order to best prepare them to be productive members of society.



## Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English			6			6				6		
Mathematics			6			6				6		
Science			6			6				6		
Social Science			6			6				6		

## III. School Climate

### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

We have a standard school safety plan that encompasses natural disasters and school violence. We have held regular drills at the school site throughout the school year. We have installed a bell system that includes a ring tone for natural disaster, or other school emergencies. Through our alarm providers, we conduct sprinkler inspection. We have also provided emergency kits for every classroom which include first aid, small radios, and binder with student information, water, and important phone numbers.

We have practiced meeting at a predetermined location in case of a fire. We have also practiced the "duck and cover routine" for earthquakes.

***Our staff is first Aid and CPR certified and has been trained in the OCA emergency procedures handbook.***

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	1	1	5			
Expulsions	0	0	0			

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Our facility offers adequate classroom space, and office space. We also have a multipurpose room for different usage. We emphasize building upkeep and painting every year. Our school also benefits from the City Beautification Program provided by the City of Oakland which offers a morning clean up who clean the front of the school grounds at no charge to the school.

We take pride in our school and work to maintain a clean and welcoming presence. Children and staff take it upon themselves to keep OCA clean, and presentable school site. We require that each student perform clean-up duties in the classroom and school wide to instill a sense of responsibility, school ownership and pride. We also have a part time janitorial service that cleans the school two times per week. students clean the outdoor dining areas and tables daily.

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			
<b>Interior:</b> Interior Surfaces	n/a	x			New floor repairs. Bathroom updates.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	n/a		X		Feral cats near back alley trash cans
<b>Electrical:</b> Electrical	n/a	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	n/a		X		Doors and Ceilings
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	X			
<b>Structural:</b> Structural Damage, Roofs	n/a	X			Roof maintenance required. Perhaps new roof in future.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	x			Need blacktop resurface.
<b>Overall Rating</b>		x			n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>				
<b>Without Full Credential</b>				
<b>Teaching Outside Subject Area of Competence</b>				

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>			
<b>Total Teacher Misassignments</b>			
<b>Vacant Teacher Positions</b>			

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100%	
<b>All Schools in District</b>	N/A	
<b>High-Poverty Schools in District</b>	N/A	
<b>Low-Poverty Schools in District</b>	N/A	

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	.50	n/a
<b>Library Media Teacher (librarian)</b>	0	n/a
<b>Library Media Services Staff (paraprofessional)</b>	0	n/a
<b>Psychologist</b>	.10	n/a
<b>Social Worker</b>	0	n/a
<b>Nurse</b>	0.2	n/a
<b>Speech/Language/Hearing Specialist</b>	0	n/a
<b>Resource Specialist (non-teaching)</b>	.25	n/a
<b>Other</b>	.50	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	100	0
Mathematics	100	0
Science	100	0
History-Social Science	100	0
Foreign Language	100	0
Health	100	0
Visual and Performing Arts	n/a	0
Science Laboratory Equipment (grades 9-12)	n/a	n/a

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	5,786			44,000
District	11,466	n/a		
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a		

### Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Oakland Charter Academy offers a tutoring program before school, after school and throughout the day for students who score below a Basic level in a given subject. We also offer a two hour after school program for students who may be falling behind in content areas. We also have a mandatory 3 week, summer school program for all students. Saturday schools are also ongoing throughout the year. We also have a Friday Early Release school day for tutoring needs.

This year we will also offer a week long summer program through the Stanford SAIL Program for students who need extra assistance. For our high performing students, OCA also funds their participation in summer college programs such as Johns Hopkins University (CTY) Program.

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	
Mid-Range Teacher Salary	N/A	
Highest Teacher Salary	N/A	
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	N/A	
Superintendent Salary	N/A	
Percent of Budget for Teacher Salaries	N/A	
Percent of Budget for Administrative Salaries	N/A	

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	72%	77.6%	81%						
Mathematics	74%	79.3%	85%						
Science	89%	82%	98%						
History-Social Science	74%	76%	93%						



## California High School Exit Examination Results by Student Group – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	34.6%	46.2%	0.0%
9			

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	10
Similar Schools	10	10	10

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School		6	42	901
African American		6		
American Indian or Alaska Native		n/a		
Asian		4		
Filipino		n/a		
Hispanic or Latino		4	46	897
Pacific Islander		n/a		
White (not Hispanic)		n/a		
Socioeconomically Disadvantaged		4	41	902
English Learners		4		
Students with Disabilities		4		

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	
Participation Rate - English-Language Arts	Yes	
Participation Rate - Mathematics	Yes	
Percent Proficient - English-Language Arts	Yes	
Percent Proficient - Mathematics	Yes	
API	Yes	
Graduation Rate	n/a	



## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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## Career Technical Education Participation (School Year 2008-09)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

## Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	n/a	n/a
English	n/a	n/a
Fine and Performing Arts	n/a	n/a
Foreign Language	n/a	n/a
Mathematics	n/a	n/a
Science	n/a	n/a
Social Science	n/a	n/a
All courses	n/a	n/a

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

OCA offers staff training on an ongoing basis starting in the summer. We do not take off instructional minutes for these trainings.

## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4					
Reading 2007, Grade 8	251	261	43	27	2
Mathematics 2009, Grade 4					
Mathematics 2009, Grade 8	270	282	39	25	7

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4				
Reading 2007, Grade 8				
Mathematics 2009, Grade 4				
Mathematics 2009, Grade 8				