Executive Summary School Accountability Report Card, 2006-07

For Oakland Charter Academy

Address: **3001 International Blvd. Oakland, CA 94601** **Phone:** 510.532-6751
Principal: Jorge Lopez **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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

The Oakland Charter Academy serves 150 inner-city students in 6th through 8th grade. The focus of OCA is excellent student attendance (98%) which helps to ensure the academic needs of students interested in attending our school are met. We will provide them with an education to enhance their academic skills in reading, writing, spelling, mathematics, science, social science, business, and humanities in order to compete and be productive members in a capitalistic society. This will be a collaborative effort between school, family, and community.

Oakland Charter Academy Middle School, the first charter school approved in Oakland, has been serving sixth through eighth grade students in Oakland, California for thirteen years. OCA middle school finished the 2006-2007 school year with an API score of 896, 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

Group	Enrollment
Number of students	148
African American	7%
American Indian or Alaska Native	.7%
Asian	3.5%
Filipino	0%
Hispanic or Latino	88%
Pacific Islander	0%
White (not Hispanic)	.7%
Multiple or No Response	0%
Socioeconomically Disadvantaged	94%
English Learners	32%
Students with Disabilities	3.9%

Teachers

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

School Facilities

Summary of Most Recent Site Inspection

Oakland Charter Academy has a Facility Committee which focuses on the safety, maintenance and repairs of the building. Our building was last inspected by an outside entity in 2007. We underwent some major site maintenance in the summer of 2007. We also get a quarterly sprinkler check by our alarm service providers.

Repairs Needed

Some areas identified by the Facility Committee that are in need of repair are the floors, exterior paint, yard, and decks. Also many other areas need regular ongoing maintenance,

Corrective Actions Taken or Planned

The C0miitee will more importantly, negotiate a new lease with the current landlord before addressing any need major fixtures that are not a danger to our students.

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%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,822
District	$8404
State	$6822

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	74.1%
Mathematics	72.2%
Science	89%
History-Social Science	74%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	40
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	N/A

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%

School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

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 at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	Oakland Charter Academy	**District Name**	*To be provided by LEA*
Street	3001 International Blvd	**Phone Number**	
City, State, Zip	Oakland,CA 94601	**Web Site**	
Phone Number	510.532-6751	**Superintendent**	
Principal	Jorge Lopez	**E-mail Address**	
E-mail Address	jlopez@oaklandcharter.net	n/a	n/a

School Description and Mission Statement
This section provides information about the school's goals and programs.

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.

Opportunities for Parental Involvement
This section provides information about opportunities for parents to become involved with school activities.

Parents have various means in which to get involved at Oakland Charter Academy. One way in which an Oakland Charter Academy parent can become involved is by becoming a member of the OCA Governance Board. Parents have the opportunity to become a member of the board for a 2-year term at OCA, and oversee major aspects of the school plan. Shepard Scholarship Fund Advisory Committee which oversees funds for student summer opportunities.

Most importantly, we encourage parents to become involved in their children's education at home by assuring that their child is completing their assigned work, preparing a lunch for their child, and by making sure that their child leaves home for school at an appropriate time.

Student Enrollment by Grade Level
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		**Grade 8**	47
Grade 1		**Ungraded Elementary**	

Grade 2		**Grade 9**	
Grade 3		**Grade 10**	
Grade 4		**Grade 11**	
Grade 5		**Grade 12**	
Grade 6	55	**Ungraded Secondary**	
Grade 7	46	**Total Enrollment**	148

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	7	**White (not Hispanic)**	.7
American Indian or Alaska Native	.7	**Multiple or No Response**	0
Asian	3.5	**Socioeconomically Disadvantaged**	94
Filipino	0	**English Learners**	32
Hispanic or Latino	88	**Students with Disabilities**	3.9
Pacific Islander	0	n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

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	2004-05				2005-06				2006-07			
	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	
Mathematics											6	
Science											6	
Social Science											6	

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07

K			
1		*To be provided by LEA*	
2			
3			

II. School Climate

School Safety Plan

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 a bi-monthly 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.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school’s use of disciplinary strategies.

Creating and maintaining a safe school climate is a top priority at Oakland Charter Academy. We emphasize the strict enforcement of all of our school’s rules by making everyone including students, teachers, visitors, and parents accountable for the school rules. Students receive detentions, Saturday schools, clean up duties, loss of privileges and are pulled from extracurricular activities for constant rule infraction.

Oakland Charter Academy offers a self-contained curricular approach for middle school children due to a variety of reasons. What we have decided to move from a rotating system to a self-contained approach for reasons such as;

- More structure
- Less Behavior problems
- Increased instructional minutes
- Better coordination of schedules
- Less tardies
- Increased sense of community in every classroom
-

Structure and stability for adolescents. We make an example of those who choose not to follow he rules at Oakland Charter Academy.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions		2	1	*To be provided by LEA*		
Expulsions		0	0			

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school’s grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our facility offers adequate classroom space, and office space. We also have 4 mutli-purpose rooms for students. We have a Facility Committee which emphasizes a building upkeep program that stipulates painting every year, waxing of floors 2 times a year, and general upkeep of building. Our school also benefits from the City Beautification Program provided by the City of Oakland which offers a morning clean up crew who clean the front of the school grounds at no charge to the school.

All of our classrooms are equipped with AC and heaters. The ac/heater vents, which are cleaned and maintained throughout the year on a quarterly basis.

We take pride in our school and work to maintain a clean and welcoming presence at our school. Children and staff take it upon themselves to keep OCA a 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 out door dining areas and tables daily.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	x			

IV. 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 at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential		5	4	
Without Full Credential		1	2	
Teaching Outside Subject Area of Competence	*To be provided by LEA*			n/a

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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
This School	100	
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

OCA updates the substitute list every year, and on a ongoing quarterly basis. During this year, we have had former teaching staff return as substitute teachers. In case short notice, or an emergency situation, OCA will use services of organizations such as Teachers on Reserve.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers yealyr, but informally, the director of the school offers a constant presence inside of the classroom. Teachers

must also submit lesson plans the Friday prior to the lesson. The director reviews, and reviews to make edits as necessary.

V. Support Staff

Academic Counselors and Other Support Staff

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
Academic Counselor	.35	
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	.10	n/a
Social Worker	0	n/a
Nurse	.10	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	90	n/a
Other	100	n/a

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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 Instructional Materials
Reading/Language Arts	Every student receives up to date state aligned textbooks with workbooks and all supplementary materials	0
Mathematics	Every student receives up to date state aligned textbooks with workbooks and all supplementary materials	0
Science	Every student receives up to date state aligned textbooks with workbooks and all supplementary materials	0
History-Social Science	Every student receives up to date state aligned textbooks with workbooks and all supplementary materials	0
Foreign Language	Every student receives up to date state aligned textbooks with workbooks and all supplementary materials	0
Health	Every student receives up to date state aligned textbooks with workbooks and all	0

	supplementary materials	
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6,888	$550	$6,888	43,500
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a	*To be provided by LEA*	
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a	*To be provided by LEA*	

Types of Services Funded

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

Oakland Charter Academy offers a tutoring program 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.

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 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,646	$36,856
Mid-Range Teacher Salary	$53,198	$58,263
Highest Teacher Salary	$69,452	$72,665
Average Principal Salary (Elementary)	$93,520	$94,774
Average Principal Salary (Middle)	$95,450	$98,934
Average Principal Salary (High)	$102,921	$106,858
Superintendent Salary	$239,640	$177,295
Percent of Budget for Teacher Salaries	38.8	41.6
Percent of Budget for Administrative Salaries	6.3	5.1

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts		63	72						
Mathematics		64	74						
Science		68	89						
History-Social Science		56	74						

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	71	74	89	74
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Male	60	69	70	64
Female	65	66	78	52
Economically Disadvantaged	71	74	89	74
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading		53	72						
Mathematics		66	78						

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	72	74
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Male	65	81
Female	60	64
Economically Disadvantaged	72	74
English Learners	70	72
Students with Disabilities	N/A	N/A
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
K	*To be provided by LEA*			*To be provided by LEA*			*To be provided by LEA*		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE Web site at http://cahsee.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
English-Language Arts									
Mathematics									

CAHSEE Results by Student Group – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
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

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	71
9	

IX. 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 Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004	2005	2006
Statewide	3	6	8
Similar Schools	1	1	1

API Changes 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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	94	113	40	896
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	94	113	40	896
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	---	---	N/A	N/A
Students with Disabilities	---	---	N/A	N/A

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Due to lack of follow through from the California State Department of Education, OCA was not given a Title I award in 2006. Since then, we will receive the Title I award in 2007, we anticipate the California Blue Ribbon nomination and Distinguished School Awards as well. We have been recipients of the CBEE Honor Roll Award for the past two years,

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 English-language arts (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 Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

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		

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	N/A	
First Year of Program Improvement	n/a	
Year in Program Improvement	n/a	
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)									
Graduation Rate									

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. *Note: "N/A" means that the student group is not numerically significant.*

Group	Graduating Class of 2007		
	School	District	State
All Students	*To be provided by LEA*		
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

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Narrative to be provided by LEA

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	*To be provided by LEA*
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

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 at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

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

Advanced Placement Courses

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 at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

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

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Narrative to be provided by LEA

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test			
Average Verbal Score			
Average Math Score			
Average Writing Score	n/a	n/a	

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Oakland Charter Academy went through a major reorganization prior to the 2004-2005 school year. The school, which was in Program Improvement status, shifted its focus from culture and diversity to academics. OCA now offers a self-contained curricular model to maximize instructional minutes, and also purchased up to date , state aligned textbooks for every subject. We moved out of PI status this year.

Oakland Charter Academy/s new director, Jorge Lopez has worked as a teacher, dean, and charter school administrator before arriving at OCA, His style is a no nonsense back to basic approach to education.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Our staff attends a training retreat where different experts shared strategies for English/reading and math. Our teachers have opportunities to participate in several of teacher workshops and trainings. We also secure trainings for our board members through a Governance workshop hosted by the SDSS, Inc.

We also offer opportunities for our teachers to visit other schools to develop a deeper understanding of teaching as it

applies in different settings, and to also learn new strategies, concepts, and resources from other schools.

To be provided by LEA

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6	69,420	54,000
7	69,420	54,000
8	69,420	54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	*To be provided by LEA*	180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Oakland Charter Academy offers a weekly minimum day. School lets out at 12:40pm every Friday, and this year we will have had 39 minimum days.