



NORTH OAKLAND COMMUNITY CHARTER SCHOOL

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Head of School Report

Date: October 11, 2016

To: North Oakland Community Charter School Board of Directors

From: Stephen Ajani, Head of School

Staffing Update

Ms. Payne has an illness in her family and will be out indefinitely. Ms. Payne teaches seedlings from 3-6pm and also serves as an education assistant for students with enrolled in our special education program. It has been a community effort in covering her responsibilities. Seedlings has been mostly covered by NOCCS parents Vickie Bresher and Charles Jones and supported by Ms. Gomez and Mr. Ajani. Her work as an educational assistant has been covered by Ms. Parker and Ms. Mercer.

We are currently working to identify 3-5 people who are able to come in and substitute for our Teacher Interns on days when we are short staff members. If Board members know of anyone interested please send their resume to Stephen.ajani@noccs.org. The ideal candidates have experience working with children (in any form) and are interested in exploring a career in education.

Full Day Kindergarten- Update

Move to full day kindergarten for 17-18 SY:

The K/1 and Admin teams are ready to start meeting with families to discuss a full day kindergarten program. The purpose of this meeting(s) will be to gain input that will help to define what a full day kindergarten looks like at NOCCS.

Currently our Kindergarteners dismiss at 1:30pm each day. This makes it challenging to both cover the needed amount of instruction and continue to provide a learning experience that focuses on the whole child. If parents aren't able to pick their children at 1:30pm they have to pay to enroll seedlings. Attendance in seedling ranges between 17-21 students daily. As a school that sees large gaps in incoming student's school readiness additional time is needed. Both the K/1 and 2/3 teams on board with full day kindergarten.

There will be a number of parents at NOCCS who are opposed to this change. We want to start the discussion early so we can make sure as many of their concerns addressed as possible. My stance is it is not the length of the Kindergarten day that should cause concerns, as many kindergartens' are with us until 5 or 6pm, instead it is how we build the

day out.

Enrollment

Grade	# Enrolled	Status	Notes
Kindergarten	22	Full	
1 st	22	Full	
2 nd	23	Full	
3 rd	23	1 open	20 students on waitlist
4 th	27	Full	
5 th	27	Full	
6 th	25	Full	
7 th	27	Full	
8 th	27	Full	
All Grades	224	1 open seat	

We are starting the 2016-2017 SY much stronger than last year and our waiting list is continuing to grow. We quickly filled the 6th grade seat that was open last month. Two siblings have since moved to a charter school closer to their house in hopes that the oldest child could receive sibling preference to the high school. We have put out calls to our waitlist and have already filled the 6th opening with a student who left NOCCS after 2nd grade. Parents have 3 days to accept or reject our offer after we contact them.

NOCCS 2016-17 Goals

Core Value focus of the year

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.

Goal #1: School Teacher support and leadership:

Measurable outcomes:

- 90% of school teachers are satisfied with the amount of support they have received.
- 90% of school teachers are satisfied with the amount of leadership opportunities provided to staff.
- 90% of school teachers will report learning or stealing a best practice from someone else on staff this year.

Update:

Our Teacher Coaching team is off to a strong start. They recently conducted a staff survey to get a sense of how supported teachers are feeling this year. Teachers were given the opportunity to follow up with a one on one meeting with someone on the teacher coaching team. Teachers were given the option of adding their names to the feedback. I am happy to report the overwhelming majority of teachers added their name to the feedback (even the negative feedback). This is an exciting step for NOCCS as we work to improve the culture around feedback and build an environment where staff feel empowered to provide both positive and critical feedback to one another and to supervisors. The coaching team will be meeting individually with teachers to dive deeper into their responses. Please see notes from coaching meeting below on the survey. The coaching team intentionally drew some conclusions that will help focus their questions in the one on one meetings with staff.

Highlights from the coaching team's discussion of teacher survey

- It seems like people feel most strongly supported in classroom management this year. This reflects the work the admin team has been doing on supporting management and Johanna's (8th ELA and Social Studies teacher) role as BTSA coach.
- Math score is low. Minimal increase in math support from last year to this year in curriculum planning. Could be Professional Development Sessions have been focused on math and problem solving conversation across K-5.
- People feel supported more in ELA/ELD. Maybe this is due to just knowing they have someone to go to for support.
- Cross curricular integration was low particularly in 6-8. ELA and SS are more integrated, but math and science are focusing on getting a handle on their individual curriculum.
- PD seems to be working as a support for curriculum planning and understanding for math (k-5) and argumentative writing (6-8). Keep this focus for PD for rest of year to build on these ideas and to support growth.

Goal #2 Create a financially sustainable school model for NOCCS

Measurable Outcomes:

- By January 2017 NOCCS will have decided and communicated with staff and families what steps we will be taking to ensure that NOCCS is financially solvent in the 2017-2018 school year.
- By June 2017 NOCCS will have decided and communicated with staff and families the steps we are considering to ensure our financial stability of the next 3 years.

Proposal for Change in lottery preferences

This discussion will be postponed with the goal of making changes for next year's lottery. This will both give the Head of School time to do additional research and lead a more focused discussion on the topic.

Questions from board

- 1) Would like to see model by 2017, 2018, 2019 - number and % of additional FRL students
- 2) What is the objective? Money, anti-gentrification?
- 3) We may need to make the buckets more aggressively be depending on answer to question 1

Goal #3 NOCCS will raise the Oakland's awareness of NOCCS and build relationships with key stakeholders in Oakland.

Measurable Outcomes:

- Increase school and staff visibility across NOCCS's enrollment zone.
- Increase engagement with schools in our community.
- Increase engagement with local businesses, and elected officials.
- Create external engagement committee to support connections to external organizations and individuals.

Updates:

- NOCCS currently has one parent participating in the work of the equity pledge . The Equity Pledge Committee is comprised of community members and members of the working groups that have been working towards solutions to many of the issues facing our city. This is a great opportunity for parents to inform the development of potential policy and have a lasting impact on the relationship between the district and charters. If you are interested in joining this work or can think of a parent who might be interested please put them in touch with Mr. Ajani.
- Hosting the Longfellow Community Association meeting has helped the build positive relationships with both Jodi London and her opponent running for the school board seat in our district. Jodi London in the heavy favorite. A common area of interest between Ms. London and NOCCS is providing affordable housing for teachers in Oakland.
- The FTO Co-Chair and board members have been in communication with the leadership of the local NAACP branch in an effort to build support for challenging the national NAACP moratorium on charter schools and find more common ground between our organizations.

School Culture

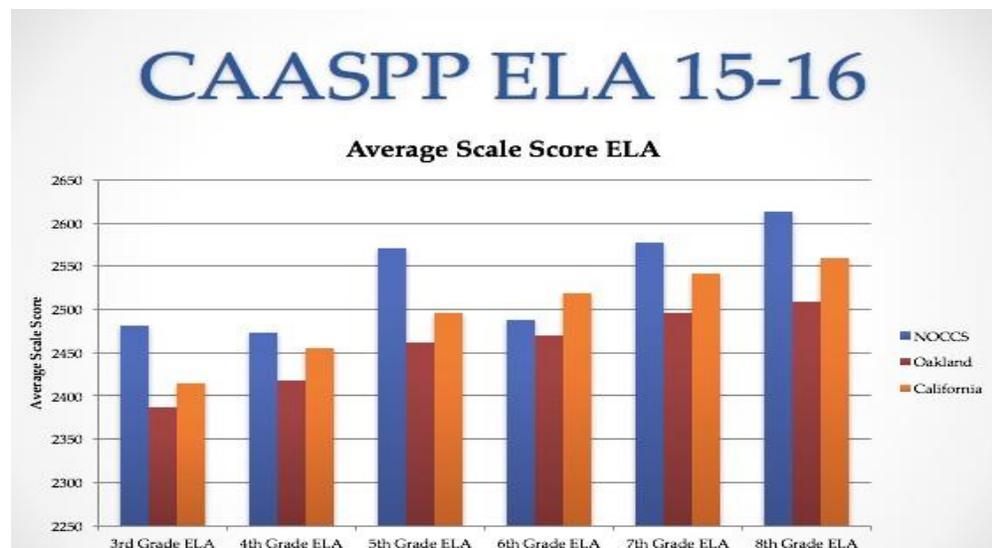
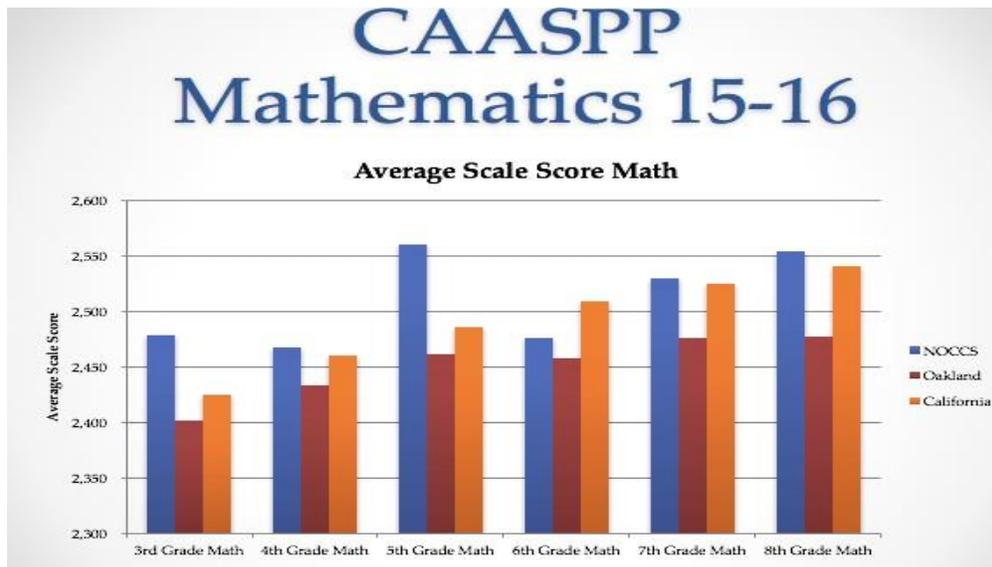
Measurable outcomes:

- 85% of staff will agree they are part of a “caring community of learners”
- 85% of parents will be satisfied with the student culture
- 85% of returning teachers will report feeling more supported in the 16-17 SY

Academic Update

15-16 SY State Test Results

Last year NOCCS outperformed both the city and state averages on the state test. We used our results to set the areas of instructional focus for the school year. In the coming months, we will provide a more in depth analysis of our results.



Response to Intervention(Rtl)

This year's response to intervention programs are being rolled out the week of October 17th. The reading intervention groups will begin with a getting to know you check in with the teacher intern they will be working with. This will kick off regular weekly sessions where students will receive objective driven small group instruction focused on improving reading levels to achieve on grade level success. Math interventions will roll out next using the [Zeal math coaching platform](#). Students in grades 2-8 will be identified through beginning of the year assessment as well as scores on in class assignments. Mrs. Belew (Dean of Instruction) is working with lead teachers to find the right time in class schedules to implement interventions. The social emotional interventions are being supported by our counselor through SEEDS, Maya, who is running small groups and one on one counseling sessions to support social emotional development.

Teacher Interns

Teacher interns continue to be supported primarily by the classroom teacher or teachers they work most closely with. Mrs. Belew is also working to train teacher interns in the reading intervention curriculum as well as instruction and behavior management.

English Language Learners

Mrs. Germak and Mrs. Belew have been working to finish administering the CELDT to any students identified by their families as speaking a language other than English at home. Our population of English language learners has grown significantly this year and testing is taking more time than it did last year. Students are tested in grade level groups and some of the administration is whole group while other elements are individual.

Instructional Focus

Teachers have continued to work on their instructional focuses in grade level groups. K-5 evaluated student work in problem solving to identify elements students are doing well and things students need to work on. 6-8 did the same with argumentative writing. Teachers from both grade level groups have identified feeling supported by meeting to discuss instruction and student work with this focus. Teachers will spend time in PD identifying a rubric they will use to grade student work as a beginning of year measure and again at the end of the year to see growth. Teachers have signed up for observations of each other focused on seeing instruction on their common instructional focus.

Middle School Progress Updates

6 through 8th grade teachers are currently working progress updates for their students identifying work that students are missing. These will be sent home to families the week of October 10 in order to create clear communication about student progress well before trimester 1 progress reports are published.

Area of Success

Playworks

The first week of our Playworks partnership was a huge success. We are already seeing improvement with how our children are playing together at recess. We are excited to continue with this work as we believe it will positively impact the culture of the school.

New Student recruitment strategy

We are currently working on student recruitment plan that will decrease the number of times we invite families in for tours and open houses and increase that amount of time staff members are out in the community introducing themselves to perspective. Examples of this are visiting head start programs, door knocking, and passing out recruitment materials in high traffic areas. This will assist in getting word out that NOCCS is here in the community and open to serve everybody.

