

January 8, 2015

## **ADMINISTRATION**

### **Prop 39/Co-location Update:**

- OCS has received a copy of the findings of the Uniform Complaint Procedure naming Westchester Enriched Science Magnet and Ocean Charter regarding discrimination based on gender as related to the use of facilities on the high school campus. Administration is working collaboratively with the WESM administration and the Prop 39 office to address any relevant issues that stem from our Facilities Use Agreement with LAUSD for the 2014-15 school year.

### **Mar Vista Campus Update:**

- The Mar Vista campus office endured some flood damage as a result of the storm on December 11, 2014. One of the walls in the office and restroom is under construction due to extensive water damage. Marina Church is working in collaboration with 911 Restoration to ensure the office will be restored to a safe working condition as soon as possible.

### **Long Term Site Update:**

- OCS is submitting its application for an LAUSD augmentation grant to supplement our 1D award this month.
- In collaboration with the parent site group, the board site task force has enlisted numerous real estate agents in our efforts to identify viable sites.
- Additionally, administration is working with local LAUSD campuses to explore options for permanent co-location.
- Funding for site acquisition and development continues to be a need. Efforts are being focused on developing potential donor and partnership relations with organizations, companies, and philanthropic individuals to support our long-term site and programmatic goals.
- The parent site committee continues to meet regularly and a representative will be invited to present a brief overview of their efforts.

### **Enrollment Update:**

2014-15 Enrollment as of January 5, 2015 is 471.

### **Outreach Video Update:**

The outreach video is in the final-final stages of completion. The choice of background music and obtaining signed video releases for all students pictured in the video are the final elements needed to complete the project.

### **California's New Paid Sick Leave Law (AB 1522):**

On January 1, 2015 a new paid sick leave law went into effect in California. All employers in the state, including charter schools, must comply with this new law.

As per the law, on January 1, 2015, a compliance notice was posted on both campuses where employees can read it, even though the actual entitlement to sick leave does not begin until July 1, 2015.

Starting July 1, 2015, all employees (including part-time) will earn at least one hour of paid leave for every 30 hours worked. That works out to a little more than eight days a year for someone who works full time. Employers can limit the amount of paid sick leave an employee takes in one year to 24 hours (three days).

Because paid sick leave accrues beginning on July 1, 2015 or the first day of employment if hired after July 1, 2015, the 12-month period will vary by hire date for those employees hired after July 1, 2015. Therefore, the measurement will mostly be tracked by the employee's anniversary date. Accrual is based on the number of hours an employee works; the amount carried over may be subject to a cap if the employer establishes a cap by policy; and finally, use may be limited to 3 days per year.

The New Paid Sick Leave Law will need to be considered when establishing the upcoming budget for the 2015-2016 school year. OCS employs nearly 40 part-time employees who will be entitled to paid sick leave under AB 1522.

## **ACADEMIC PROGRAMS**

### **Academic/Educational Goals in the Strategic Plan:**

The following reflect work in progress by the faculty for the strategic plan in the areas of math, language arts, and speech. Additional work is also being done in the areas of World Languages, Digital Citizenship and Literacy, and Academic Supports.

#### **Math:**

Within 5 years, the school will achieve at least 80% proficiency in mathematics across the grades from 3<sup>rd</sup> through 8<sup>th</sup> as measured by the designated California standardized assessment.

\*6<sup>th</sup> through 8<sup>th</sup> grades will receive math support from a full-time credentialed math specialist.

\* The school will be primarily using a Common Core Curriculum, tested and agreed upon by all math and resource teachers, across the grades.

\* Opportunities for advanced learners to study higher-level math at other campuses/facilities.

\*Common Core math assessments will be used throughout the year to measure student progress toward reaching proficiency goals.

\*Further communication between teachers at different math levels.

## Language Arts:

### Reading:

- Proficient level- 3-8th grades are 80% proficient on state-based assessments.
- Teachers will use assessments as measurement, every 3 months.
- Teachers will offer intervention for those below the proficiency level of 80%.

### Writing: (all grade expectations carry up to next grade level)

At the end of 8th grade, students will be able to create and write a research paper including proper sources.

At the end of 7th grade, students will be able to write effective and clear 5-paragraph narrative, explanatory, and persuasive essays.

At the end of 6th grade, students will be able to create and write a 5-paragraph research paper.

At the end of 5th grade, students will be able to create and write 5 paragraphs on a given topic.

At the end of 4th grade, students will be able to create and write 2-3 paragraphs on a topic using expressive language and proper verb usage.

At the end of 3rd grade, students will be able to create and write 1 paragraph on a topic using correct parts of speech.

At the end of 2nd grade, students will be able to create and generate 3-4 sentences with capital letters and punctuation.

At the end of 1st grade, students will be able to create and generate a sentence.

### Speech:

Teacher's Speech – awareness of using beautiful language, using high vocabulary, clear speech, no “yeah, like, etc.”

#### Students –

Creates clear communication – speech work is basis of all communication

Articulation, memory

Daily, practiced, anecdotal measurement of who is participating and who is not

Choral recitation is important in younger grades to support them developmentally

Quality of plays and poetry - uses high vocabulary

Community awareness– consciousness of speech and communication with others, and community support and model for children, teachers bring it to the parents at meetings – notice parents speech

**Goal:** (Connected to curriculum, developmentally appropriate)

1. Be able to step into any role in any grade-level dramatic play or speaking presentation. Monthly anecdotal assessments of participation at assemblies.

### **Smarter Balanced Interim Assessments:**

The Smarter Balanced Assessment System has three major components:

End-of-year summative assessments designed for accountability purposes; a suite of tools and resources that support classroom-based formative assessment practices; and interim assessments designed to support teaching and learning

throughout the year. Beginning this month, two different forms of Smarter Balanced interim assessments for grades 3-8 will be available online in January. The interim assessments include two distinct types of tests that draw from the same bank of items and performance tasks:

**Interim Comprehensive Assessments (ICAs):**

- Use the same blueprints as the summative assessments and assess the same standards.
- Available as fixed form tests and may also be available as adaptive tests when item counts are adequate.
- Include the same item types and formats, including performance tasks, as the summative assessments
- Yield overall scale scores (on the same vertical scale), overall performance level designations, and claim-level information.
- Claim-level information results reported in the Smarter Balanced reporting system as “Below Standard,” “At/Near Standard,” and “Above Standard”.

**Interim Assessment Blocks (IABs):**

- Focus on smaller sets of targets and therefore are more flexible to better support instruction
- Available as fixed form tests and may also be available as adaptive tests, as appropriate based on content and when item counts are adequate.
- Include the same item types and formats, including performance tasks as the summative assessments.
- Yield overall information for each block.
- Results will be reported in the Smarter Balanced reporting system as “Below Standard, At/Near Standard,” and “Above Standard”.

Both types of assessments will generate scores so teachers can gauge student understanding and provide direction for ongoing instruction.