

November 6, 2014

ADMINISTRATION

Prop 39/Co-location Update:

Facility Alterations Requests Update:

All facility alteration requests have been completed. Administration is very pleased to have office walls so confidential meetings can be held confidentially.

Prop 39 location requests for next year:

OCS administration submitted the Prop 39 application for the 2015-16 academic year prior to the Nov. 1st due date. We requested space at our current location at Westchester Enriched Science Magnets.

SB740 Funding for Site Improvement:

According to the California State Finance Authority, OCS is eligible for additional funding for site improvements on both of our sites. Ex Ed will confirm the amount of funding we are eligible for via SB740. Additional funds would potentially be used to upgrade the fencing and improve the buildings at our Marina church location, and for shade and/or additional plants at the WC location.

Long Term Site Update:

- The Site Task Force entered into an exclusive agreement with CBRE real estate and the school is working with an agent who is experienced in charter school site options.
- The parent site committee has begun regular meetings and will present at the board a brief overview of their efforts.
- Parent, board, and administration efforts focused on site may move in the direction of developing potential donor and partnership relations with organizations, companies, and philanthropic individuals.
- Due to the timing of using our 1D funds in combination with the political and procedural challenges of making a long-term co-location agreement a reality with the district, OCS' site efforts will now focus exclusively on getting additional money to acquire and build on private land. Our next step is to apply for an augmentation grant through LAUSD to supplement our 1D award.

Enrollment Update:

2014-15 Enrollment as of October 31, 2014 is 466.

Diversity Outreach Update:

The diversity committee has begun outreach efforts at local preschools and kindergarten showcase events. We have also ordered banners for both campuses to advertise that our school's application window is now open. Signs will be in both English and Spanish. The small but dedicated group of Diversity committee members is focusing greater effort on the Latino community surrounding the MV campus, as well as the Japanese community close by. The

group's efforts have resulted in increased diversity of our enrolled student body, but we believe more can be done. As the group expands and we have more resources to promote OCS, we believe we will see even greater increases in the diversity of OCS students.

Emergency Preparedness Audit:

On Monday, October 27th the LAUSD Office of the Inspector General conducted an audit of the Emergency Preparedness of Ocean Charter School. The team interviewed the administration and inspected the classrooms and emergency supplies. Overall, the visit went well and we received the following feedback:

Favorable Conditions:

- . Search & Rescue Supplies are in accordance to District policies.
- . Sanitation/Comfort and Lockdown supplies are in accordance to District policies.

The team recommends the following:

- . Ensure that a three-day food supply will be made available in the case of an emergency (LAUSD Reference Guide 5451.1 V).
- . Ensure that a one-half gallon of portable water per person per day, for three days is available for an emergency (LAUSD Reference guide 5451.1 IV).
- . Ensure that the school has Emergency Response Box, which serves as a central portable emergency repository for critical information that can be easily accessed and used during an emergency (LAUSD Reference Guide 5450.1).

The administration is researching food/containers to purchase and will inventory the water supply we have in storage. Consideration will be given to purchasing food that can be used by the kindergarten classes and continually replenished. In addition, the administration will purchase fire safe Emergency Response Boxes for each campus that will contain critical emergency documents.

District Validation Review (DVR):

On Thursday, October 30th LAUSD conducted the District Validation Review, an internal monitoring process for special education programs, mandated by the Modified Consent Decree (MCD). It is designed to measure compliance with federal and state laws and the District's special education policies and procedures. A DVR Team composed of central office and school staff members conducted the DVR at the school. The DVR Team reviewed student records, documents, and school data; observed classrooms; verified delivery of services and supports; and conducted interview meetings with school administration, special education staff, faculty, and parents.

The Summary Report consists of four parts:

Part 1: School Commendations

The DVR Team commends OCS for:

- Completing the pre-review tasks and activities, and being well-prepared for the District Validation Review
- Facilitating parent involvement to improve services and results for students with disabilities
- Meeting the educational needs of students with disabilities by providing services in accordance with their Individualized Education Programs (IEP)

Part 2: Activity Findings

A. Student Record Review:

Student records were reviewed to determine compliance with requirements for developing the IEP. 97.5% of the review items were compliant.

B. Document Review:

Student records were reviewed to determine compliance with District policies and procedures. 100% of the review items were compliant.

C. Classroom Observation

Classroom observation(s) were conducted to review District recommended least restrictive environment practices. 100% of the recommended practices were evident during observations of the classroom(s).

D. IEP Implementation: Services

Interviews were conducted to determine if services documented in the students' IEPs are being provided. 100% of the services are provided as documented in the IEPs reviewed.

E. IEP Implementation: Instructional Accommodations

Interviews were conducted to determine if instructional accommodations documented in the students' IEPs are being provided. 100% of the staff interviewed are providing the instructional accommodations as determined in the IEPs reviewed.

F. Section 504 Implementation:

Interviews were conducted to determine if all accommodations documented in the students' Section 504 Plans are being provided. 100% of the staff interviewed are providing the accommodations as documented in the Section 504 Plans reviewed.

G. Resource Specialist Teacher (RST) Initial Assessment Report:

Initial assessment reports were reviewed to determine if all required elements were contained. 2 initial assessment reports were reviewed. 81.25% report(s) contained all required elements.

H. IEP Report of Progress and Achievement Verification:

Student records were reviewed to verify that each "IEP Report of Progress and Achievement from Current IEP" pages reviewed were updated.

I. Staff Interview:

An interview was conducted to determine school staff awareness of and implementation of special education policies and procedures. The percentages of responses to the interview questions were as follows:

100% "Yes" 0% No 0% NA

J. Staff Survey:

A survey was distributed to school staff to obtain information regarding staff opinion of the school's special education programs and compliance with legal mandates. The percentages of responses to the survey items were as follows:

90.58% “Yes” 6.82% “No” 2.27% “Not Applicable” .32% Unable to score

K. Parent Interview:

An interview was conducted to determine parent/guardian awareness and perception of special education at the school. The percentages of responses to the interview questions were as follows:

80% “Yes” 0% “No” 20% “NA”

K. Parent Survey:

A survey was distributed to parents of students with disabilities to obtain information regarding parent opinion of the school’s special education programs and compliance with legal mandates. The percentages of responses to the survey items were as follows:

87.05% “Yes” 4.91% “No” 8.04% “Not Applicable” 0 Unable to score

The parent survey included a section for written comments. 4 of the 14 surveys returned had written comments. 75% of the comments regarding special education were generally favorable.

Part 3: Corrective Action Plan

Corrective Action: Submit written documentation verifying all of the compliance items in this section have been reviewed with staff.

Item: 116/2 The IEP documents a direct relationship between the present levels of performance, goals, supports, and special education services provided to the student to result in educational benefit.

Item: 408/1 The initial assessment report documents whether the student may need special education and related services.

Item: 410/2 The initial assessment report documents a determination concerning the effects of environmental, cultural, or economic disadvantage.

Part 4: Recommendation Certification

- Provide an opportunity for special education staff to view the Present Level of Performance training located on the Special Education website.

ACADEMIC PROGRAMS

Assessments:

All students in 1st-8th grade are participating in the EZ CBM benchmark assessments in mathematics and language arts. Teachers will share the results with parents during the November conferences.

Intervention:

Students who are not performing at grade level in reading, writing and/or mathematics have been referred to our intervention program. In this program, students received small group instruction on targeted skills to help them achieve grade level performance. Parents are informed of their child’s participation in the intervention program, and receive detailed, written feedback about their child’s progress as evidenced on assessments from the intervention teacher during parent-teacher conferences in November.

Standardized Testing and our Digital Literacy and Citizenship Curriculum:

Due to the fact that OCS has not been reissued the iPads we received last year, we will have to share the laptops between grade level classrooms in order to ensure students in grades 3-8 have access to devices for assessments, word processing, test preparation, and test taking.