

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Ocean Charter
Street	12606 Culver Blvd.
City, State, Zip	Los Angeles, Ca, 90066-6506
Phone Number	310-827-5511
Principal	Stephanie Edwards, Executive Director
E-mail Address	msewards@oceancs.org
Web Site	http://www.oceancs.org
County-District-School (CDS) Code	19647330102335

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 1/8/2015

School Description and Mission Statement (Most Recent Year)

About Our School

Ocean Charter School is an independent public charter school, serving students in grades K-8. Our program incorporates the Common Core Standards through a rigorous, arts-integrated Waldorf Educational program. Our first charter was granted in 2003, was renewed for a second five-year term in 2008, and was renewed for a third five-year term on January 15, 2013. Due to the expansion of our enrollment, we are located on two campuses, a private, leased site in Mar Vista and an LAUSD Prop 39 site in Westchester.

Vision

Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multi-cultural, urban environment. We are committed to achieving academic excellence through experiential learning and to enhancing the growth of curiosity and imagination through the rigorous practice of an arts integrated curriculum. This approach addresses the whole child, promoting the development of healthy, responsible, and creative human beings. Our graduates will have the vision, desire and skill to live meaningful lives, balance technology and humanity, and create a sustainable future.

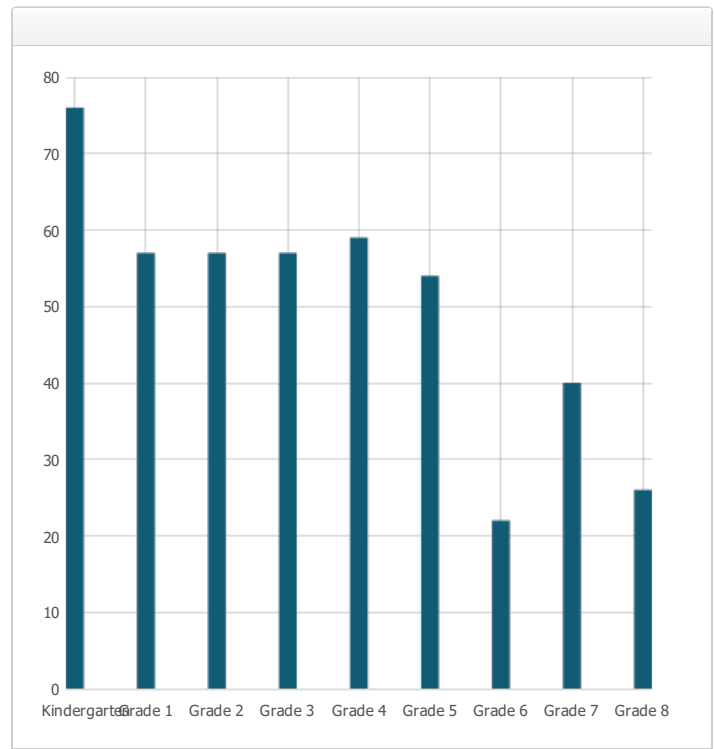
Mission

Ocean Charter School addresses the California State Standards and Common Core Standards through the mindful implementation of Waldorf Education. Our curriculum is built on a foundation of creativity and self-confidence, and grows with the child to balance imagination, critical thinking and academic excellence. This foundation, combined with a focus on ecological and social responsibility, nurtures a sense of delight and wonder about the world, as well as respect for nature and humanity. Our goal is to graduate students who will positively shape our culture, rather than merely reflecting it. Our curriculum is designed to empower each student with the knowledge that she or he matters as an individual and shapes not only her or his own life, but, ultimately, our shared future.

Last updated: 1/27/2015

Student Enrollment by Grade Level (School Year 2013-14)

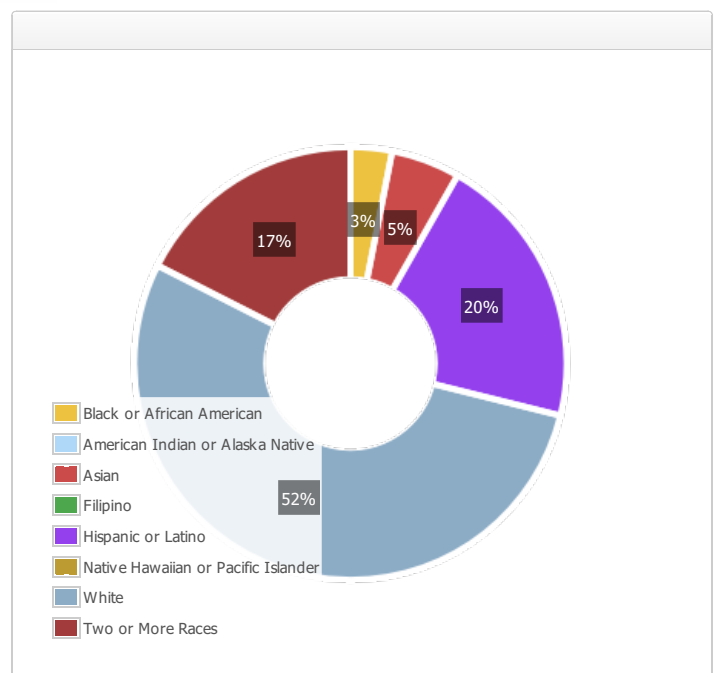
Grade Level	Number of Students
Kindergarten	76
Grade 1	57
Grade 2	57
Grade 3	57
Grade 4	59
Grade 5	54
Grade 6	22
Grade 7	40
Grade 8	26
Total Enrollment	449



Last updated: 1/27/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.0
Asian	5.1
Filipino	0.2
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0.0
White	52.6
Two or More Races	17.6
Socioeconomically Disadvantaged	18.9
English Learners	4.5
Students with Disabilities	11.8



Last updated: 1/27/2015

A. Conditions of Learning

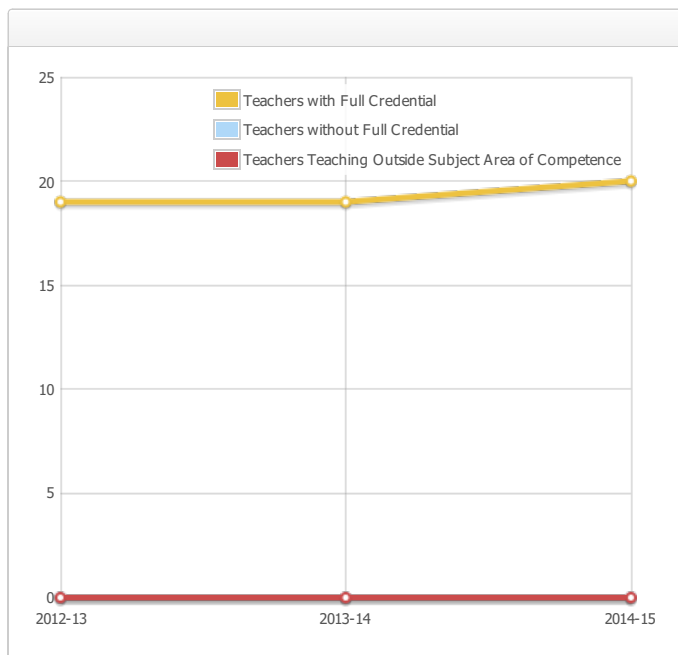
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

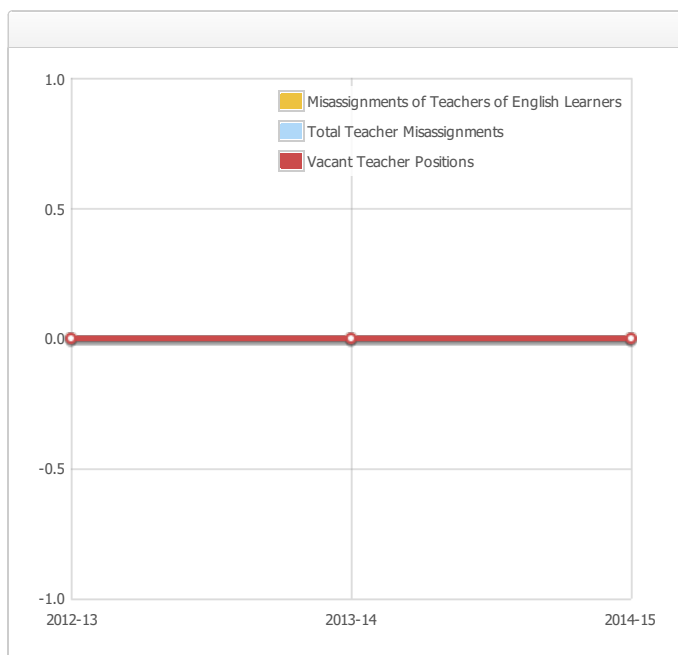
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	19	19	20	20
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/27/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic Daily Word Ladders, Grades K-1 & 1-2 Evan-Moor Daily Phonics, Grades 1-3 Scholastic Little Leveled Readers A-D Change-A-Sound Flip Books Evan-Moor Daily Language Review, Grades 1-3 Evan-Moor Daily Building Spelling Skills, Grades 2-3 Home Learning Tools Addition and Subtraction, Grade 1 Scholastic Phonics Tales, Blends Read Naturally, .08 (Short Vowels), 1.3 (Long Vowels), 1.0, 1.5, 2.0, & 2.5 LiPS Program, Consonant and Vowel Sounds Read Naturally Reader's Theater Toe by Toe Phonics 5-minute Vocabulary practice cards Education Press – Reading Comprehension cards gr. level 3.5-5 Evan-Moor Daily Paragraph Editing Classic 2-person comedy sketches Classword Vocabulary cards REWARDS Lindamood Bell – Seeing Stars Fry list of frequent words Dolch words Character Counts plays Velcro synonyms activity Mad Libs – parts of speech activity Non-Fiction Comprehension cards PCI Vocabulary		0.0

PCI Idioms

Story Dice

Flip-to-Learn Reading & Editing Guide

Fresh & Fun Critical Thinking activities

Mastering the 5-Paragraph Essay Text

Consonant blend cards

Mathematics

Algebra 1

Scott Foresman, Key Curriculum Press

Algebra 1 Teacher's Ed.

Scott Foresman, Key Curriculum Press

Algebra 1 Vol. 1

Scott Foresman, Key Curriculum Press

Algebra 1 Vol. 2

Scott Foresman, Key Curriculum Press

California Algebra 1

Scott Foresman, Key Curriculum Press

California Mathematics Grade 6th Textbook

Scott Foresman, Key Curriculum Press

California Mathematic Pre-Algebra

Scott Foresman, Key Curriculum Press

Teacher's Edition: 6th Grade Math

Scott Foresman, Key Curriculum Press

Teacher's Edition: Algebra 1

Scott Foresman, Key Curriculum Press

Teacher's Edition: Pre-Algebra

Scott Foresman, Key Curriculum Press

Miquon Math Orange

Key Curriculum Press

Miquon Math Red

Key Curriculum Press

Miquon Math Blue

Key Curriculum Press

Miquon Math Green

Key Curriculum Press

Miquon Math Yellow

Key Curriculum Press

Miquon Math Purple

Yes

0.0

Key Curriculum Press

Key to Percents 1
Key Curriculum Press

Key to Percents 2
Key Curriculum Press

Key to Percents 3
Key Curriculum Press

Key to Fractions 1
Key Curriculum Press

Key to Fractions 2
Key Curriculum Press

Key to Fractions 3
Key Curriculum Press

Key to Fractions 4
Key Curriculum Press

Key to Measurement 1
Key Curriculum Press

Key to Measurement 2
Key Curriculum Press

Key to Measurement 3
Key Curriculum Press

Key to Measurement 4
Key Curriculum Press

Key to Metric Measurement 1
Key Curriculum Press

Key to Metric Measurement 2
Key Curriculum Press

Key to Metric Measurement 3
Key Curriculum Press

Key to Metric Measurement 4
Key Curriculum Press

Key to Decimals 1
Key Curriculum Press

Key to Decimals 2
Key Curriculum Press

Miquon Notes to Teachers
Key Curriculum Press

Miquon Lab Sheets
Key Curriculum Press

Miquon Math Orange
Key Curriculum Press

Miquon Math Red
Key Curriculum Press

Miquon Math Blue
Key Curriculum Press

Miquon Math Green
Key Curriculum Press

Key to Percents-Answers and Notes 1-3
Key Curriculum Press

Key to Percents-Reproducible Tests 1-3
Key Curriculum Press

Key to Fractions-Answers and Notes 1-4
Key Curriculum Press

Key to Fractions-Reproducible Tests 1-4
Key Curriculum Press

Key to Measurement-Answers and Notes
Key Curriculum Press

Key to Metric Measurement-Answers and
Notes
Key Curriculum Press

Key to Decimals-Answers and Notes 1-4
Key Curriculum Press

Key to Decimals-Reproducible Tests 1-4
Key Curriculum Press

Key to Algebra-Answers and Notes 1-4
Key Curriculum Press

Key to Algebra-Answers and Notes 5-7
Key Curriculum Press

Key to Algebra-Answers and Notes 8-10
Key Curriculum Press

Key to Algebra-Reproducible Tests
Key Curriculum Press

Key to Algebra-Student Workbook 1
Key Curriculum Press

Key to Algebra-Student Workbook 2
Key Curriculum Press

Key to Algebra-Student Workbook 3
Key Curriculum Press

Key to Algebra-Student Workbook 4

Key Curriculum Press

Key to Algebra-Student Workbook 5
Key Curriculum Press

Key to Algebra-Student Workbook 6
Key Curriculum Press

Key to Algebra-Student Workbook 7
Key Curriculum Press

Key to Algebra-Student Workbook 8
Key Curriculum Press

Key to Geometry-Answers and Notes 1-3
Key Curriculum Press

Key to Geometry-Answers and Note 4-6
Key Curriculum Press

Key to Geometry-Answers and Notes 7
Key Curriculum Press

Key to Geometry-Answers and Notes 8
Key Curriculum Press

Key to Geometry-Student Workbook 1
Key Curriculum Press

Key to Geometry-Student Workbook 2
Key Curriculum Press

Key to Geometry-Student Workbook 3
Key Curriculum Press

Key to Geometry-Student Workbook 4
Key Curriculum Press

Key to Geometry-Student Workbook 5
Key Curriculum Press

Key to Geometry-Student Workbook 6
Key Curriculum Press

Key to Geometry-Student Workbook 7
Key Curriculum Press

Envision Math Common Core Grade 2
Wesley, Scott Foresman

Envision Math Common Core Grade 2 Teacher
Resources and Guide
Wesley, Scott Foresman

Envision Math Common Core Grade 3
Wesley, Scott Foresman

Envision Math Common Core Grade 3 Teacher
Resources and Guide

Wesley, Scott Foresman

Envision Math Common Core Grade 4
Wesley, Scott Foresman

Envision Math Common Core Grade 4 Teacher
Resources and Guide
Wesley, Scott Foresman

Envision Math Common Core Grade 5
Wesley, Scott Foresman

Envision Math Common Core Grade 5 Teacher
Resources and Guide
Wesley, Scott Foresman

Connected Mathematics 3: Grade 6
Lappan, Phillips, Fey, Friel

Connected Mathematics 3: Grade 6 Teacher
Resource & Guides
Lappan, Phillips, Fey, Friel

Connected Mathematics 3: Grade 7
Lappan, Phillips, Fey, Friel

Connected Mathematics 3: Grade 7 Teacher
Resource & Guides
Lappan, Phillips, Fey, Friel

Connected Mathematics 3: Grade 8
Lappan, Phillips, Fey, Friel

Connected Mathematics 3: Grade 8 Teacher
Resource & Guides
Lappan, Phillips, Fey, Friel

Science	N/A	0.0
History-Social Science	N/A	0.0
Foreign Language	N/A	0.0
Health	N/A	0.0
Visual and Performing Arts		0.0
Science Laboratory Equipment (grades 9-12)	N/A	0.0

School Facility Conditions and Planned Improvements - Most Recent Year

As we inhabit our two sites our plans are to secure a permanent property with our Prop 1D funding to build a single school site. Our very active parents have secured funds through grants and local community agencies to develop curricular gardens where our emphasis on ecological friendly gardening, recycling, and botany support our Waldorf Education curriculum. The information on the chart below represents our leased private site and LAUSD maintains our Prop 39 Westchester campus. We continue to work with our landlord to ensure working order of electrical and plumbing as well as maintaining the grounds, gardens, parking lot, and playground.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate - Most Recent Year

Overall Rating	Fair
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Last updated: 1/27/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	75	54	68	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	68
Male	78
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	
White	80
Two or More Races	73
Socioeconomically Disadvantaged	56
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/27/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	72%	79%	54%	44%	48%	47%	54%	56%	55%
Mathematics	69%	66%	56%	43%	44%	45%	49%	50%	50%
History-Social Science	41%	61%	57%	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated 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.

Last updated: 1/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	8	8	4
Similar Schools	3	3	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	7	10	-95
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-2	-105
Native Hawaiian or Pacific Islander			
White	-1	20	-75
Two or More Races			
Socioeconomically Disadvantaged		-17	-133
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.8%	37.3%	25.5%
7	21.1%	26.3%	26.3%
9	N/A	N/A	N/A

Note: Percentages are not calculated 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.

Last updated: 1/27/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Parent Involvement

Parent input and perspective is built into the OCS governance structure through elected and appointed seats on the Board of Trustees and is further channeled through parent seats on board standing committees and the OCS All Community Group. In addition, OCS parents and community members are invited to address the Board of Trustees during "Open Forum," an opportunity for public comment on any topic of interest. Members of the public may also comment on any item on the agenda. This open invitation to address the board encourages parental involvement in school decision-making processes by actively seeking community input on policy and other matters before the board.

Ocean Charter School All-Community Group

Parents and teachers working together collaboratively is the heart of the charter school movement. The OCS All-Community Group (ACG) is a collaboration of parents, teachers, and community members focused on supporting innovative public education. The Vision of the Ocean Charter School All-Community Group is for all school participants to collaborate on creating an optimal education for all OCS students.

The All Community Group provides focus in three primary areas:

1. Parent Education to assist parents in supporting their children's education at home.
2. Encourage parental involvement, which is a major factor in student achievement.
3. Fundraising support to help provide an extraordinary arts-integrated curriculum.

Parent Participation

Parent participation enhances our program at Ocean Charter School. Parents and guardians are involved in every aspect of the school helping to ensure that their children's education is as rich as possible. They serve as members of the Board of Trustees, chairs and participants of the committees, and volunteers in community-building festivals and fundraisers.

Opportunities to volunteer are plentiful. Participating in a weekend clean up or building project, volunteering as a school librarian or helping maintain our gardens and landscaping are just a few examples of the myriad of ways to volunteer.

We believe that it is very important for parents of OCS students to be active participants in their child's education and the life of the school. To complete this goal, we encourage all families to follow the following principles of parent participation.

Parents/Guardians are encouraged to:

- Volunteer in school activities.
- Attend annual parent-teacher conferences, scheduled Student Success Team meetings, and at least two All Community Group meetings.

- Drop off and pick up their child on time.
- Eliminate their child's contact with electronic media, such as television, videos, video games, computers and movies during the school week.
- Avoid unnecessary absences for their students.
- Dress their child comfortably for the weather, suitably for active school life, and appropriately for the classroom (please see dress code).

Parents are also encouraged to attend class plays, school festivals and parent evenings.

State Priority: Pupil Engagement

Last updated: 1/27/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

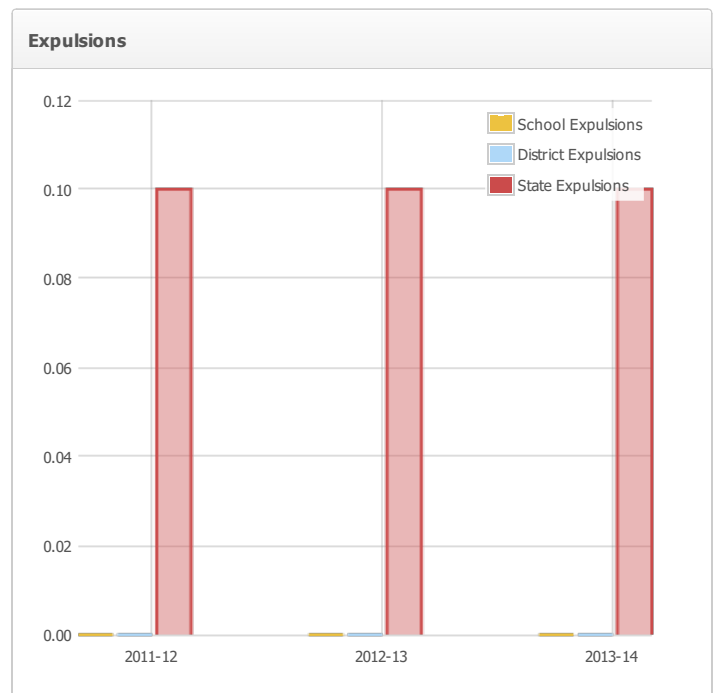
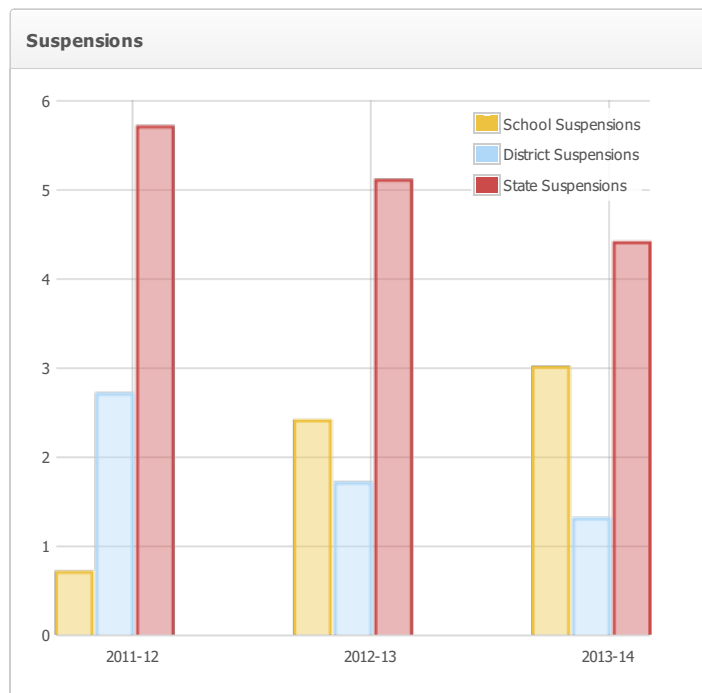
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.70	2.40	3.00	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/27/2015

School Safety Plan - Most Recent Year

OCS has a comprehensive safety plan to ensure the health and safety of our students and staff. The plan is available at the school site and contains the following:

Emergency Preparedness

Safe Evacuation Plan

The Ocean Charter School Safety Plan ensures the health and safety of students and staff on the campuses as required by E.C. Section 47605 (b)(5)(F) and is kept on file in the school office for review. OCS staff members are trained annually on the safety procedures outlined in the plan.

OCS students and staff participate in regularly scheduled fire, earthquake and lock-down emergency drills.

Last updated: 1/27/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.0	0	3	0	20.0	1	3		26.0		3	
1	27.5	0	2	0	14.0	2	2		28.0		2	
2	24.0	1	1	0	28.0		2		29.0		2	
3	27.5	0	2	0	27.0		2		29.0		2	
4	21.0	1	1	0	27.0		2		30.0		2	
5	27.5	0	2	0	40.0			1	27.0		2	
6	22.0	1	1	0	22.0	1	1		22.0		1	
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/27/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,554	\$1,223	\$7,331	\$51,377
District	N/A	N/A	\$7,331	\$51,377
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Last updated: 1/26/2015

Types of Services Funded (Fiscal Year 2013-14)

OCS students receive a Waldorf Education that includes an innovative, art-integrated, common-core curriculum. In addition, students in the grades participate in classes of specialty subjects designed to compliment and deepen the learning of the core academic subjects, as well as the support of flexible brain development. Specialty subjects include world languages, handwork and games/movement in grades 1-8. Students in grades 6-8 participate in a digital literacy program as well as elective courses in: percussion, dance, strings, chorus or orchestra.

Intervention classes taught by credentialed teachers are held throughout the school day to support students in reading, writing and math.

Last updated: 1/30/2015

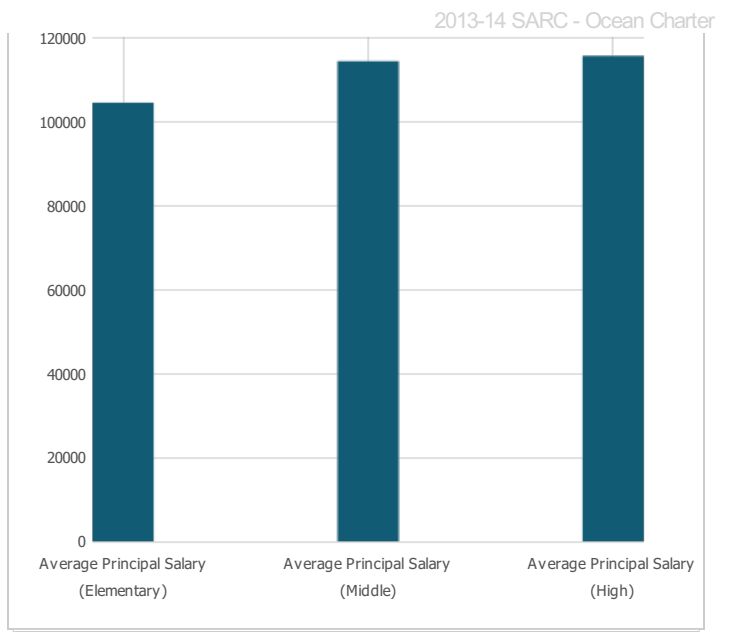
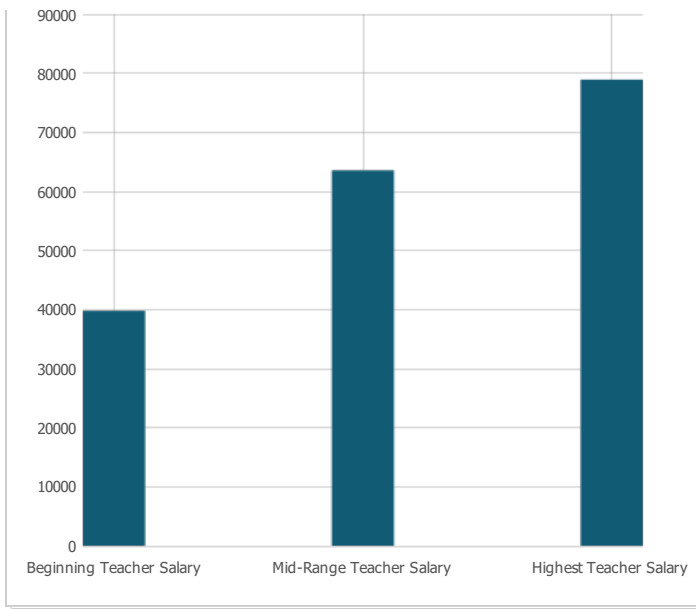
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/27/2015

Professional Development – Most Recent Three Years

OCS faculty meets for professional development for 3 days prior to the start of school, for 2 full days during the school year, and 3 times a month during 2 hour faculty meetings. In addition, teachers attend summer training in Waldorf Education over a 1-3 week period.

Last updated: 1/30/2015