Ocean Charter

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).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/.

- 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/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
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	msedwards@oceancs.org
Web Site	http://www.oceancs.org
County-District-School (CDS) Code	19647330102335

Last updated: 1/23/2016

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: 1/23/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	79
Grade 1	54
Grade 2	60
Grade 3	56
Grade 4	50
Grade 5	58
Grade 6	50
Grade 7	19
Grade 8	34
Total Enrollment	460
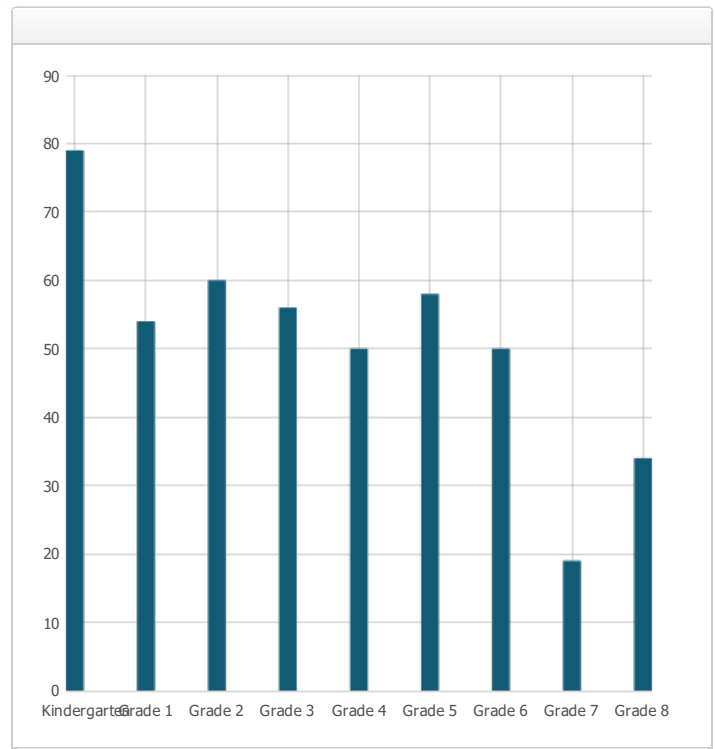
Last updated: 1/23/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.0 %
Asian	4.8 %
Filipino	0.2 %
Hispanic or Latino	20.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	54.1 %
Two or More Races	18.0 %
Socioeconomically Disadvantaged	17.8 %
English Learners	3.5 %
Students with Disabilities	11.7 %
Foster Youth	0.4 %

Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or More Races
Socioeconomically Disadvantaged
English Learners
Students with Disabilities
Foster Youth
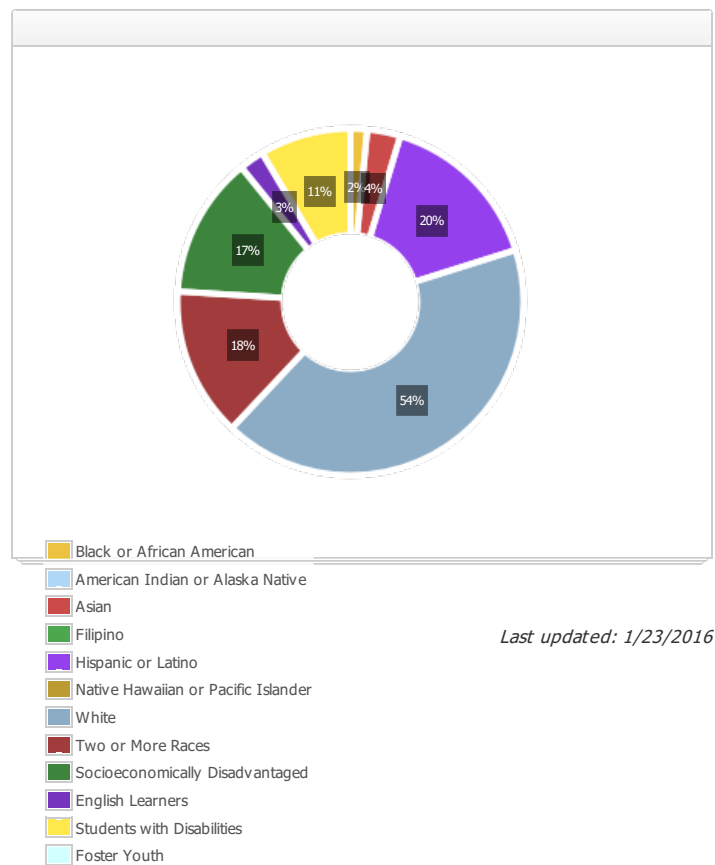
Last updated: 1/23/2016

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	20		
Without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		
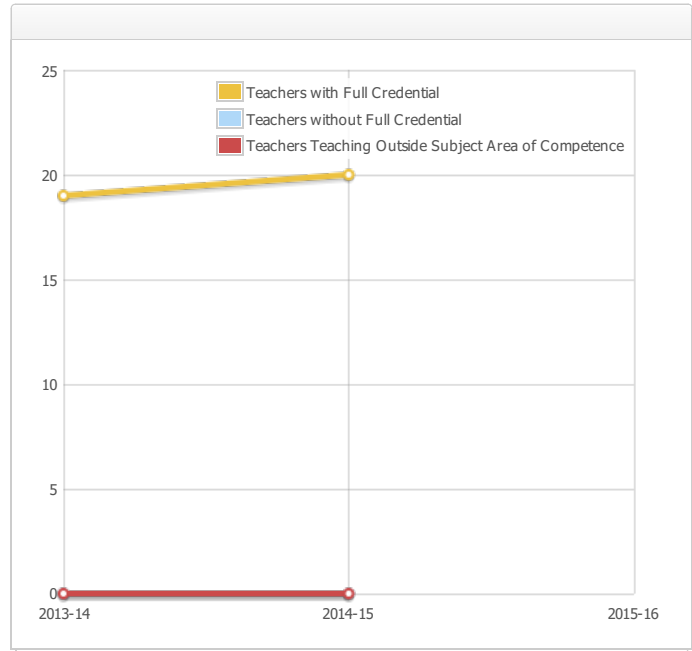
Last updated: 1/23/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

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.

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

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %

Adventures
of Huckelberry Finn

Adventures
With the Giants

Ancient Rome
Charles Kovacs

Animal
Farm
George Orwell

Animal Farm -
Teacher Guide

Animals and
Their Destiny
Karl Konig

Animals: An
Imaginiative Zoology
Karl Konig

Anne Frank,
The Diary of a Young Girl

Arkadians, The

An Audience
for Einstein
Mark Wakely

At the
Crossing Places

Because of
Winn-Dixie
Kate DiCamillo

Biographies
for 8th Grade History
Susan Cook

Birchbark
House, The
Louise Erdrich

Boon Island
Kenneth Roberts

Boy with the
Bronze Axe, The
Kathleen Fidler

Bridge to
Terabithia

Bronze Bow,
The
Elizabeth George
Speare

Bronze Bow,
The (CD-Rom)

Buddhist
Animal Wisdom Stories

By The great
horn spoon

Candide
Voltaire - Bantam Ed.

Candide -
Teacher Guide

Captain's Dog,
The
Roland Smith

Chains

Chains -
Teacher Guide

Chasing
Vermeer

Chemistry: For
Waldorf Middle Schools Grades 7&8
Eugene Schwartz

Clara rides
the rancho

Comedy of
Errors
Shakespeare

Comedy of
Errors - CD
Shakespeare

Comedy of
Errors - Sparks Notes

Comedy of
Errors - 30-Minute Shakespeare

Clara rounds
Cape Horn

Cross of
Thorns
Elias Castillo

D'Auliere's
Book of Greek Myths - Guide

Dinosaurs
Before Dark

Door In the
Wall, The

Dragonwings

Egypt Game
Zilpha Keatley Snyder

Electric
Universe
David Bondanis

Epic of
Gilgamesh

Every Soul a
Star

Farewell To
Manzanar

Finding
Miracles

Folktales from
India
A.K. Ramanujan

Frankenstein
Mary Shelley

George's
Secret Key to the Universe
Stephen Hawking

Girl of Kosovo
Alice Mead

Giver, The

Giver, The -
Teacher Guide

Gold Threaded
Dress

Golden Fleece,
The

Golden Goblet,
The

Good Masters,
Sweet Ladies

Hatchet
Gary Paulsen

Homecoming
Cynthia Voigt

Homecoming -
Teacher Guide
Cynthia Voigt

I, Juan de
Pareja
Elizabeth Barton de
Trevino

Introduction
to Physics in the Waldorf Schools
Hermann von Baravalle

Iron Dragon
Never Sleeps, The

Iron Ring, The

Island of the
Blue Dolphins

Island of the
Blue Dolphins - Teacher Guide

Jason and the
Argonauts
Neil Smith

Joan of Arc,
Personal Recollections of
Mark Twain

Joan of Arc
Nancy Wilson Ross

Johnny Tremain
Esther Forbes

Johnny Tremain
- CD-Rom
Esther Forbes

Jungle Book,
The

Kalevala
Elias Lonnrot

Kidnapped
Robert Louis
Stevenson

King of the
Middle March
Kevin
Crossley-Holland

Lest We Forget
Velma Maia Thomas

Little Prince,
The
Antoine de
Saint-Exupery

Living World
of Plants, The

Longitude
Dava Sorbel

Making Math

Meaningful - Grades 1-5
Jamie York

Making Math
Meaningful - Grades 1-5
Jamie York

Making Math
Meaningful - Grade 6 - Workbook
Jamie York

Making Math
Meaningful - Grade 6 - Teacher Edition
Jamie York

Making Math
Meaningful - Grade 7 - Workbook
Jamie York

Making Math
Meaningful - Grade 7 - Teacher Edition
Jamie York

Making Math
Meaningful - Grade 8 - Workbook
Jamie York

Making Math
Meaningful - Grade 8 - Teacher Guide
Jamie York

Motel of the
Mysteries
David Macaulay

Mountains of
California
John Muir

Mr. Tucket
Gary Paulsen

My Life With
The Chimpanzees
Jane Goodall

My Side of the
Mountain
Jean Craighead George

Norse
Mythology
Charles Kovacs

Number the
Stars
Lois Lowry

Oak Meadow
Math 5

Oak Meadow
Math 6

Oak Meadow
Math 7

Oak Meadow
Teacher's Manual

Odd & the
Frost Giants
Neil Gaiman

Odd Girl Out
Rachel Simmons

Of Mice and
Men
John Steinbeck

Of Mice and
Men - Teacher Manual

Old Yeller
Fred Gipson

Oliver Twist
Charles Dickens

Open Court
Reading, Grade 5
Anne McKeough

Other Side of
Truth, The
Beverley Naidoo

Pasquala
Gail Faber &
Michele Lasagna

Peter and the
Starcatchers
Dave Barr &
Ridley Pearson

Phantom
Tollbooth, The
Norton Juster

Phantom
Tollbooth, The - Teacher Guide
Norton Juster

Physics is Fun
Roberto Trostli

Physics: For

Waldorf Middle School
Robert Sonner

Poems and
Speech Exercises: Grades 5&6
John Miles

Poems and
Speech Exercises: Grades 7&8
John Miles

Poisonwood
Bible, The
Barbara
Kingsolver

Proud Taste
for Scarlet and Miniver, A
E.L. Konigsburg

Rabble in Arms
Kenneth Roberts

Red Badge of
Courage, The
Stephen Crane

Red Moon,
Black Mountain

Rip Van Winkle
and Other Stories
Washington Irving

Roll of
Thunder, Hear My Cry
Mildred Taylor

Roll of
Thunder, Hear My Cry - Teacher Guide

Romeo &
Juliet
William Shakespeare

Rowan of Rin
Emily Rodda

Rudolph
Steiner - Life, Worldview and Legacy

Rudolph
Steiner's Curriculum for Waldorf Schools

Sadako and the
Thousand Paper Cranes
Eleanor Coerr

Saga of Erik
the Viking, The
Terry Jones

Same Stuff as
Stars, The
Katherine Paterson

Same Stuff as
Stars - Teacher Guide

Scarlet
Pimpernel, The
Baroness Orczy

School as a
Journey: The Eight Year Odyssey
Torin Finser

School Renewel
: A Spiritual Journey
Torin Finser

Sea of Trolls,
The
Nancy Farmer

Second Mrs.
Gionconda, The
E.L. Konigsburg

Secret Book of
Grazia dei Rossi, The
Jacqueline Park

Seeing Stone,
The
Kevin
Crossley-Holland

Seven
Daughters and Seven Sons
Barbara Cohen &
Bahija Lovejoy

Shadow
Spinner, The
Susan Fletcher

Shakespeare
Stealer, The
Gary Blackwood

Shakespeare
Stealer - Teacher Guide

Sign of the
Beaver
Elizabeth George
Speare

Sign of the
Beaver - CD

Silas Marner
George Elliot

Soul of
Discipline
Kim John Payne

String,
Straightedge, & Shadow
Julia E. Diggins

Targeted
Reading Kit

Temperaments
in Education
Roy Wilkinson

The Tempest
William Shakespeare

Therapuetic
Storytelling
Susan Perrow

To Kill a
Mockingbird
Harper Lee

Toothpaste
Millionaire
Jean Merrill

Tree Girl
T.A. Barron

True
Confessions of Charlotte Doyle, The
Avi

Tuck
Everlasting
Natalie Babbitt

Tuck
Everlasting - CD

Understanding
Your Temperament
Gilbert Childs

Understanding
Waldorf Education
Jack Petrash

Viking
Adventure
Clyde Robert Bulla

Where the
Mountain Meets the Moon
Grace Lin

Wind in the
Door, A
Madeline L'Engle

Wish Wonder
Surprise Reader

Wrinkle in
Time, A
Madeleine L' Engle

Wrinkle in
Time, A - Teacher Guide

You Deserve to
Sing
Eva Cranstoun

Mathematics	Yes	0.0 %

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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
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	0.0 %
History-Social Science	0.0 %
Foreign Language	0.0 %

Health	0.0 %
Visual and Performing Arts	0.0 %
Science Lab Eqpmt (Grades 9-12)	0.0 %

Last updated: 1/28/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Ocean Charter School is located on two campuses, a private,
church facility for TK – 3rd grade students and our second location
is a Prop 39, district site located at the Westchester Enriched Sciences
Magnets where our 4th – 8th grades are housed.

OCS works collaboratively with our private landlord to
ensure the plumbing and electrical are maintained. The safety of our students
and employees is a priority and as a result installed security cameras, buzzer
gates and raised the fencing around the perimeter of property. In addition, OCS renovated the playground
equipment and added new wood chips for extra protection.

At the district Prop 39 campus, parents and stuff worked in
collaboration to beautify the portable classrooms by adding a mural and live
drought tolerant trees and plants.

Last updated: 1/28/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: June 2015

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

Year and month in which data were collected: June 2015

Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	45.0%	25.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	55	96.5%	40.0%	35.0%	24.0%	2.0%
Male	57	30	52.6%	43.0%	37.0%	17.0%	3.0%
Female	57	25	43.9%	36.0%	32.0%	32.0%	0.0%
Black or African American	57	3	5.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	57	3	5.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	57	9	15.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	57	33	57.9%	39.0%	33.0%	24.0%	3.0%
Two or More Races	57	7	12.3%	--	--	--	--
Socioeconomically Disadvantaged	57	11	19.3%	18.0%	36.0%	45.0%	0.0%
English Learners	57	2	3.5%	--	--	--	--
Students with Disabilities	57	11	19.3%	73.0%	18.0%	9.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	52	100.0%	15.0%	31.0%	21.0%	33.0%
Male	52	23	44.2%	22.0%	39.0%	13.0%	26.0%
Female	52	29	55.8%	10.0%	24.0%	28.0%	38.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	52	1	1.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	52	11	21.2%	27.0%	27.0%	18.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	52	28	53.8%	18.0%	14.0%	25.0%	43.0%
Two or More Races	52	12	23.1%	0.0%	67.0%	17.0%	17.0%
Socioeconomically Disadvantaged	52	7	13.5%	--	--	--	--
English Learners	52	2	3.8%	--	--	--	--
Students with Disabilities	52	5	9.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
Level 2 = Standard nearly met
Level 3 = Standard met
Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	55	93.2%	18.0%	11.0%	49.0%	22.0%
Male	59	26	44.1%	15.0%	12.0%	54.0%	19.0%
Female	59	29	49.2%	21.0%	10.0%	45.0%	24.0%
Black or African American	59	1	1.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	59	3	5.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	59	10	16.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	29	49.2%	14.0%	14.0%	55.0%	17.0%
Two or More Races	59	11	18.6%	9.0%	9.0%	55.0%	27.0%
Socioeconomically Disadvantaged	59	9	15.3%	--	--	--	--
English Learners	59	1	1.7%	--	--	--	--
Students with Disabilities	59	10	16.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	50	96.2%	2.0%	22.0%	40.0%	34.0%
Male	52	27	51.9%	0.0%	33.0%	44.0%	22.0%
Female	52	23	44.2%	4.0%	9.0%	35.0%	48.0%
Black or African American	52	1	1.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	52	4	7.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	52	13	25.0%	0.0%	46.0%	38.0%	15.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	52	23	44.2%	0.0%	13.0%	39.0%	48.0%
Two or More Races	52	9	17.3%	--	--	--	--
Socioeconomically Disadvantaged	52	11	21.2%	9.0%	18.0%	55.0%	18.0%
English Learners	52	1	1.9%	--	--	--	--
Students with Disabilities	52	5	9.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	19	19	100.0%	11.0%	21.0%	47.0%	21.0%
Male	19	9	47.4%	--	--	--	--
Female	19	10	52.6%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	19	1	5.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	19	4	21.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	19	11	57.9%	18.0%	27.0%	36.0%	18.0%
Two or More Races	19	3	15.8%	--	--	--	--
Socioeconomically Disadvantaged	19	4	21.1%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	19	2	10.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	35	100.0%	3.0%	11.0%	51.0%	34.0%
Male	35	16	45.7%	6.0%	6.0%	44.0%	44.0%
Female	35	19	54.3%	0.0%	16.0%	58.0%	26.0%
Black or African American	35	2	5.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	35	2	5.7%	--	--	--	--
Filipino	35	1	2.9%	--	--	--	--
Hispanic or Latino	35	5	14.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	35	21	60.0%	5.0%	10.0%	43.0%	43.0%
Two or More Races	35	4	11.4%	--	--	--	--
Socioeconomically Disadvantaged	35	4	11.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	35	5	14.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	55	96.5%	44.0%	33.0%	20.0%	4.0%
Male	57	30	52.6%	40.0%	30.0%	23.0%	7.0%
Female	57	25	43.9%	48.0%	36.0%	16.0%	0.0%
Black or African American	57	3	5.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	57	3	5.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	57	9	15.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	57	33	57.9%	33.0%	39.0%	24.0%	3.0%
Two or More Races	57	7	12.3%	--	--	--	--
Socioeconomically Disadvantaged	57	11	19.3%	27.0%	45.0%	27.0%	0.0%
English Learners	57	2	3.5%	--	--	--	--
Students with Disabilities	57	11	19.3%	82.0%	9.0%	9.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	52	100.0%	17.0%	31.0%	37.0%	15.0%
Male	52	23	44.2%	22.0%	26.0%	43.0%	9.0%
Female	52	29	55.8%	14.0%	34.0%	31.0%	21.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	52	1	1.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	52	11	21.2%	36.0%	9.0%	36.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	52	28	53.8%	14.0%	21.0%	46.0%	18.0%
Two or More Races	52	12	23.1%	8.0%	67.0%	17.0%	8.0%
Socioeconomically Disadvantaged	52	7	13.5%	--	--	--	--
English Learners	52	2	3.8%	--	--	--	--
Students with Disabilities	52	5	9.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	55	93.2%	25.0%	38.0%	29.0%	7.0%
Male	59	26	44.1%	19.0%	35.0%	35.0%	12.0%
Female	59	29	49.2%	31.0%	41.0%	24.0%	3.0%
Black or African American	59	1	1.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	59	3	5.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	59	10	16.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	59	29	49.2%	24.0%	31.0%	34.0%	10.0%
Two or More Races	59	11	18.6%	18.0%	64.0%	18.0%	0.0%
Socioeconomically Disadvantaged	59	9	15.3%	--	--	--	--
English Learners	59	1	1.7%	--	--	--	--
Students with Disabilities	59	10	16.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	50	96.2%	10.0%	34.0%	34.0%	20.0%
Male	52	27	51.9%	11.0%	37.0%	37.0%	15.0%
Female	52	23	44.2%	9.0%	30.0%	30.0%	26.0%
Black or African American	52	1	1.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	52	4	7.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	52	13	25.0%	31.0%	23.0%	38.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	52	23	44.2%	0.0%	30.0%	48.0%	22.0%
Two or More Races	52	9	17.3%	--	--	--	--
Socioeconomically Disadvantaged	52	11	21.2%	9.0%	55.0%	36.0%	0.0%
English Learners	52	1	1.9%	--	--	--	--
Students with Disabilities	52	5	9.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	19	19	100.0%	32.0%	21.0%	16.0%	32.0%
Male	19	9	47.4%	--	--	--	--
Female	19	10	52.6%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	19	1	5.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	19	4	21.1%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	19	11	57.9%	45.0%	9.0%	9.0%	36.0%
Two or More Races	19	3	15.8%	--	--	--	--
Socioeconomically Disadvantaged	19	4	21.1%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	19	2	10.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	35	100.0%	9.0%	20.0%	31.0%	40.0%
Male	35	16	45.7%	6.0%	6.0%	44.0%	44.0%
Female	35	19	54.3%	11.0%	32.0%	21.0%	37.0%
Black or African American	35	2	5.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	35	2	5.7%	--	--	--	--
Filipino	35	1	2.9%	--	--	--	--
Hispanic or Latino	35	5	14.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	35	21	60.0%	5.0%	19.0%	24.0%	52.0%
Two or More Races	35	4	11.4%	--	--	--	--
Socioeconomically Disadvantaged	35	4	11.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	35	5	14.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/26/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54.0%	68.0%	63.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46.0%
All Students at the School	63.0%
Male	80.0%
Female	48.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	68.0%
Two or More Races	50.0%
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

State Priority: Other Pupil Outcomes

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

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.5%	36.8%	38.6%
7	33.3%	33.3%	22.2%

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: 1/26/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 including Finance and Governance and the OCS All Community Group and th Diversity Committee. 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: 1/28/2016

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	100.00	100.00	100.00	66.60	68.10	70.20	78.87	80.44	80.95

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
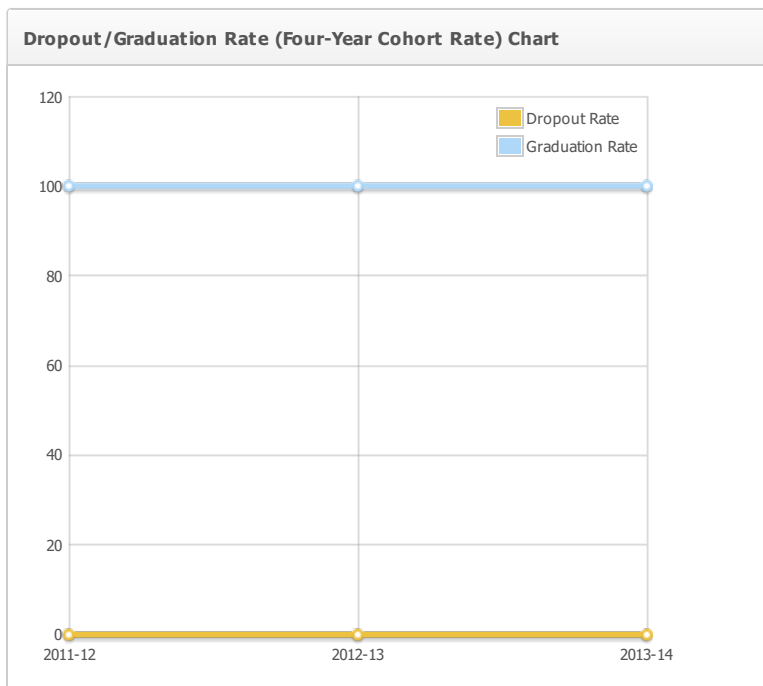
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.4	3.0	1.0	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
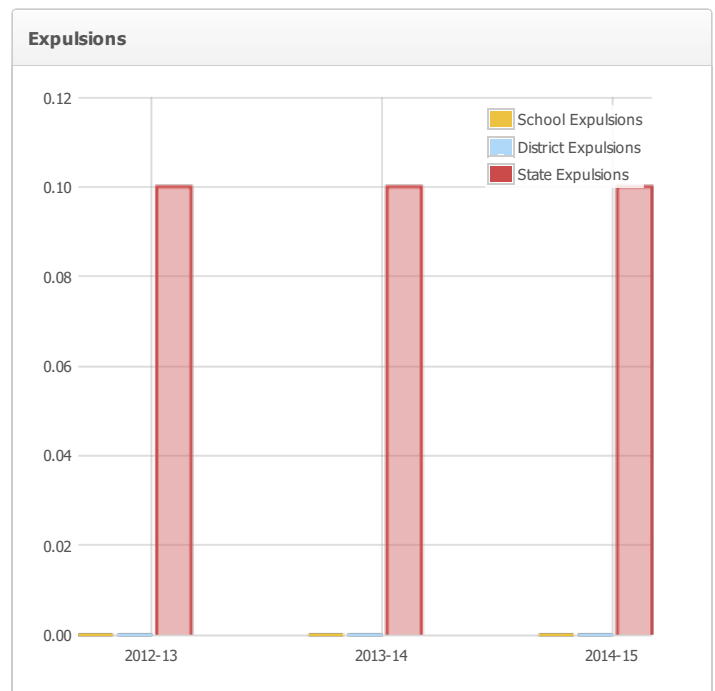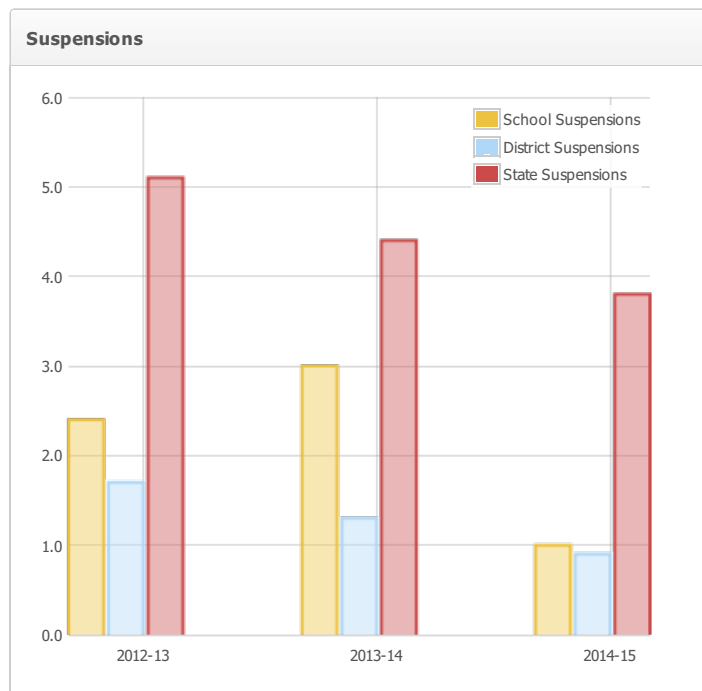
School Safety Plan - Most Recent Year

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

Health, Safety and Emergency Plan regarding Infectious Disease Prevention.

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	No	
Met Percent Proficient - Mathematics	N/A	No	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	N/A	

Last updated: 1/26/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 1/28/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	26.0		3		26.0		3		26.0		3	
1	27.0		1		28.0		2		27.0		2	
2	28.0		2		29.0		2		30.0		2	
3	27.0		2		29.0		2		28.0		2	
4	27.0		2		30.0		2		25.0		2	
5	40.0			1	27.0		2		29.0		2	
6	22.0	1	1		22.0	1			25.0		2	
Other	26.0		1									

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

Last updated: 1/28/2016

Average Class Size and Class Size Distribution (Secondary)

| | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English									18.0	3		
Mathematics					12.0	2			18.0	3		
Science									18.0	3		
Social Science									18.0	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$68881.0
Percent Difference – School Site and District	N/A	N/A	0.0%	-0.2%
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/26/2016

Types of Services Funded (Fiscal Year 2014-15)

OCS students receive a Waldorf Education that includes an innovative, arts-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.
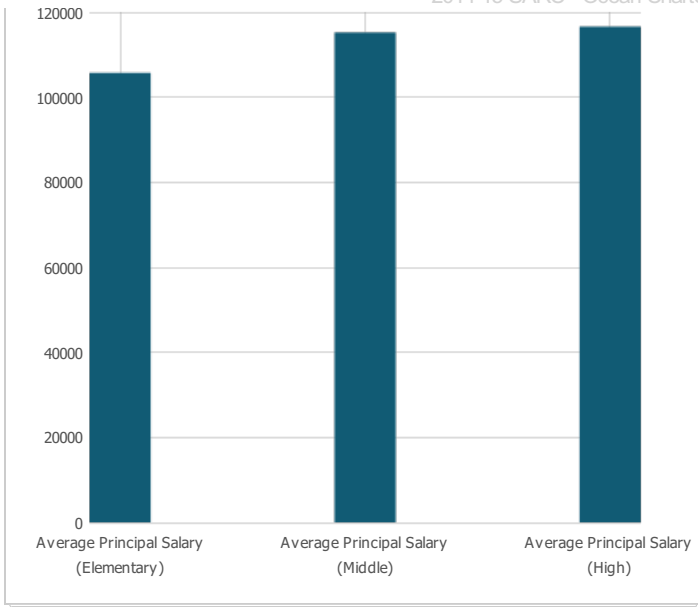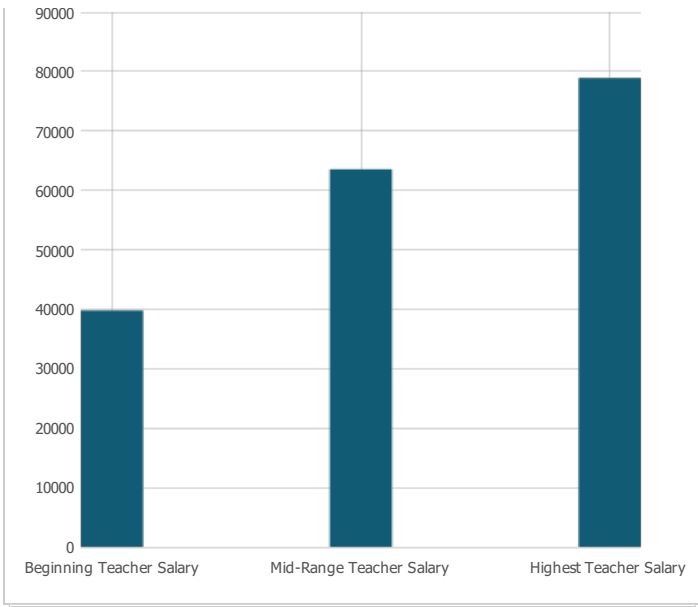
Last updated: 1/28/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,788	$43,165
Mid-Range Teacher Salary	$63,553	$68,574
Highest Teacher Salary	$78,906	$89,146
Average Principal Salary (Elementary)	$105,723	$111,129
Average Principal Salary (Middle)	$115,222	$116,569
Average Principal Salary (High)	$116,595	$127,448
Superintendent Salary	$350,000	$234,382
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

Chart 1 (Teacher Salaries):
- Beginning Teacher Salary: ~40000
- Mid-Range Teacher Salary: ~63000
- Highest Teacher Salary: ~79000

Chart 2 (Principal Salaries):
- Average Principal Salary (Elementary): ~106000
- Average Principal Salary (Middle): ~115000
- Average Principal Salary (High): ~116000

Last updated: 1/28/2016

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: 2/1/2016