

## Ocean Charter

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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 (School Year 2018—19)

| District Contact Information (School Year 2018—19) |  |
|--|--|
| <b>District Name</b>                               | Los Angeles Unified  |
| <b>Phone Number</b>                                | (213) 241-1000   |
| <b>Superintendent</b>                              | Austin Beutner   |
| <b>E-mail Address</b>                              | <a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a> |
| <b>Web Site</b>                                    | <a href="http://www.lausd.net">www.lausd.net</a>                       |

| School Contact Information (School Year 2018—19) |  |
|--|--|
| <b>School Name</b>                               | Ocean Charter  |
| <b>Street</b>                                    | 12606 Culver Blvd.   |
| <b>City, State, Zip</b>                          | Los Angeles, Ca, 90066-6506                                    |
| <b>Phone Number</b>                              | 310-827-5511   |
| <b>Principal</b>                                 | Stephanie Edwards, Director                                    |
| <b>E-mail Address</b>                            | <a href="mailto:msewards@oceansc.org">msewards@oceansc.org</a> |
| <b>Web Site</b>                                  | <a href="http://oceansc.org">http://oceansc.org</a>            |
| <b>County-District-School (CDS) Code</b>         | 19647330102335   |

*Last updated: 1/30/2019*

## School Description and Mission Statement (School Year 2018—19)

### About Our School

Ocean Charter School is an independent public charter school, serving students in grades TK-8. Our program incorporates the Common Core Standards through a rigorous, arts-integrated Waldorf Educational program. OCS' 3rd charter renewal was approved unanimously by the LAUSD School Board on January 9, 2018. OCS is now in its 15th year of existence, and 14th year of operations. We are currently located on two campuses, a private, leased site in Del Rey and an LAUSD Prop 39 site in Westchester. OCS purchased a property in Del Rey and will be building a new facility to house TK-8th and the anticipated opening is 2020.

### 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.

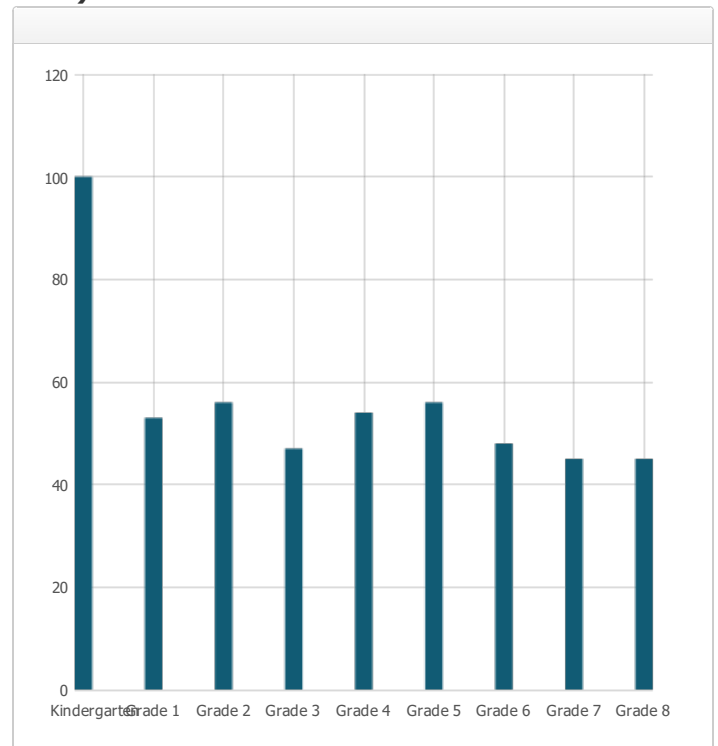
### Mission

Ocean Charter School addresses the 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: 1/31/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 100                |
| Grade 1          | 53                 |
| Grade 2          | 56                 |
| Grade 3          | 47                 |
| Grade 4          | 54                 |
| Grade 5          | 56                 |
| Grade 6          | 48                 |
| Grade 7          | 45                 |
| Grade 8          | 45                 |
| Total Enrollment | 504                |



Last updated: 1/30/2019

**Student Enrollment by Student Group (School Year 2017–18)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 6.3 %                       |
| American Indian or Alaska Native    | %                           |
| Asian                               | 5.0 %                       |
| Filipino                            | 0.8 %                       |
| Hispanic or Latino                  | 22.0 %                      |
| Native Hawaiian or Pacific Islander | %                           |
| White                               | 50.4 %                      |
| Two or More Races                   | 15.5 %                      |
| Other                               | 0.0 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 25.6 %                      |
| English Learners                    | 7.3 %                       |
| Students with Disabilities          | 13.5 %                      |
| Foster Youth                        | %                           |

## A. Conditions of Learning

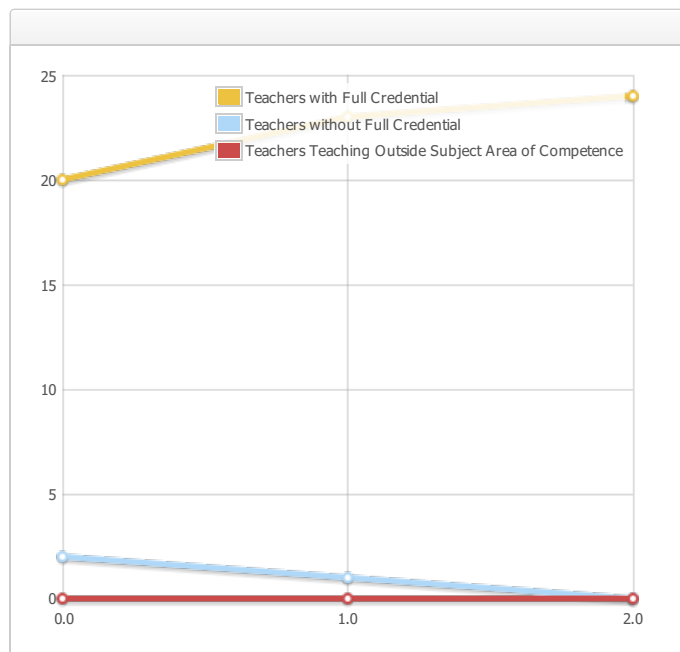
### State Priority: Basic

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

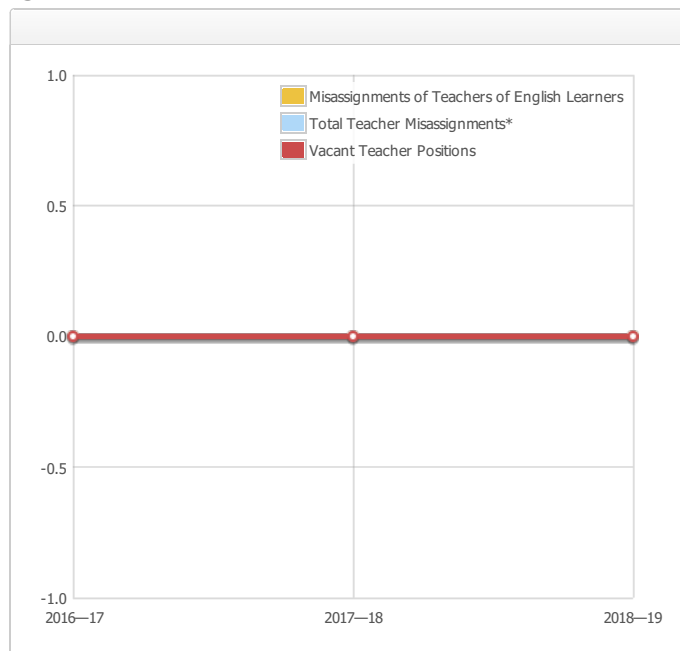
| Teachers  | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential  | 20             | 23             | 24             |                  |
| Without Full Credential   | 2              | 1              | 0              |                  |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              |                  |



Last updated: 1/31/2019

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2016—17 | 2017—18 | 2018—19 |
|--|---------|---------|---------|
| 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: 1/24/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: 2018

| Subject               | Textbooks and Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | <p>Early Reading Comprehension in Varied Subject Matter Jane Ervin</p> <p>Einstein's Who What and Where</p> <p>Einstein's Who What and Where - Teacher Guide Carol Einstein</p> <p>Electric Universe David Bondanis</p> <p>Epic of Gilgamesh Anonymous</p> <p>George's Secret Key to the Universe Stephen Hawking</p> <p>Language Connection, Book 2 Bison Wise</p> <p>Live Ed - Wish Wonder Surprise Reader</p> <p>Live Education - English Literature &amp; Creative Writing Bruce Bishcof</p> <p>Longitude Dava Sorbel</p> <p>Norse Mythology John Lindow</p> <p>Norse Mythology Charles Kovacs</p> <p>Norse Mythology and the Modern Human Being Ernst Uehli</p> <p>Norse Stories and Their Significance, The Roy Wilkinson</p> <p>Open Court Reading, Grade 5 Anne McKeough</p> <p>Poems and Speech Exercises: Grades 5&amp;6 John Miles</p> <p>Poems and Speech Exercises: Grades 7&amp;8 John Miles</p> <p>Poetry and Meaning of Fairy Tales, The Rudolf Steiner</p> <p>Resource Teachers Developmental Exercise Manual Vol. 1 HE Publications</p> <p>Resource Teachers Developmental Exercise Manual Vol. 2 AHE Publications</p> <p>Ridgewood Grammar II</p> <p>Therapeutic Storytelling Susan Perrow</p> <p>Worldly Wise 3000 Book 4 Kenneth Hodkinson</p> <p>Worldy Wise Kenneth Hodkinson</p> <p>Civil War for kids: A History with 21 Activites Dennis Herbert</p> | Yes                        | 0.0 %                                      |
| Mathematics           | <p>50 Problem Solving Lessons, Grades 1-6 Marilyn Burns</p> <p>Active Arithmetic-Movement &amp; Mathmatics in lower grades Henning Andersen</p> <p>Alvin 12" Transparent Triangles - Class Set of 18</p> <p>Alvin 18" Ruler - Class Set of 30</p> <p>California Algebra 1 Bellman</p> <p>California Algebra 1 - Teacher Guide Set</p> <p>California Grade 6 Math Charles Randall</p> <p>California Grade 6 Math - Teacher's Guide Set</p> <p>California Pre-Algebra Charles Randall</p> <p>California Pre-Algebra - Teacher's Guide Set</p> <p>Common Core Math Workouts Karice Mace</p> <p>Common Core Standards Practice Workbook Grade 4 - Teacher's Guide</p> <p>Common Core Standards Practice Workbook Grade 5 - Teacher's Guide</p> <p>Connected Mathematics 3, Grade 6</p> <p>Connected Mathematics 3, Grade 6 - Manipulatives Kit</p>   | Yes                        | 0.0 %                                      |

Connected Mathematics 3, Grade 6 - Teacher's Guides  
 Connected Mathematics 3, Grade 7  
 Connected Mathematics 3, Grade 7 - Manipulatives Kit  
 Connected Mathematics 3, Grade 7 - Teacher's Guides  
 Connected Mathematics 3, Grade 8  
 Connected Mathematics 3, Grade 8 - Manipulatives Kit  
 Connected Mathematics 3, Grade 8 - Teacher's Guides  
 enVision - Needs Assessment - Tools...Development Plan  
 enVision Math Across Grades 3-6 DVD  
 enVision Math Across Grades: Content Development  
 enVision Math Common Core Grade 3 Scott Foresman Wesley  
 enVision Math Common Core Grade 3 - Manipulatives Kit  
 enVision Math Common Core Grade 3 - Teacher's Resource Kit  
 enVision Math Common Core Grade 4  
 enVision Math Common Core Grade 4 - Manipulatives Kit  
 enVision Math Common Core Grade 4 - Teacher's Resource Kit  
 enVision Math Common Core Grade 5  
 enVision Math Common Core Grade 5 - Manipulatives Kit  
 enVision Math Common Core Grade 5 - Teacher's Resource Kit  
 Geometry Lessons in Waldorf School Vol. 2 Ernst Schuberth  
 Geometry & the Imagination: The Imaginative Treatment of Geometry in  
 Waldorf Ed.  
 Key to Algebra - Teaching Guides Julie King  
 Key to Decimals - Teaching Guides Spreck Rosekraus  
 Key to Fractions - Teaching Guides Steven Rassmussen  
 Key to Geometry - Teaching Guides Newton Hawley  
 Key to Measurement - Teaching Guides Betsy Franco  
 Key to Metric Measurement - Teaching Guides Betsy Franco  
 Key to Percents - Teaching Guides Steven Rassmussen  
 Making Math Meaningful - Fun with Puzzles Jamie York  
 Making Math Meaningful - Grade 6 - Teacher Edition Jamie York  
 Making Math Meaningful - Grade 6 - Workbook Jamie York  
 Making Math Meaningful - Grade 7 - Teacher Edition Jamie York  
 Making Math Meaningful - Grade 7 - Workbook Jamie York  
 Making Math Meaningful - Grade 8 - Teacher Guide Jamie York  
 Making Math Meaningful - Grade 8 - Workbook Jamie York  
 Making Math Meaningful - Grades 1-5 Jamie York  
 Making Math Meaningful - Middle School Jamie York  
 Making Math Meaningful- Source book for math 1-5th Nettie Fabrie  
 Making Math Meaningful: Middle School Math Curriculum for Teachers and  
 Parents  
 Math Drops in the Bucket Book 1 Mary Jo Hand  
 Math Drops in the Bucket Book 1 Mary Jo Hand  
 Math Drops in the Bucket Book 2 Mary Jo Hand  
 Math Drops in the Bucket Book 3 Mary Jo Hand  
 Math Drops in the Bucket Book 4 Mary Jo Hand  
 Math Drops in the Bucket Book 5 Mary Jo Hand  
 Math Drops in the Bucket Book 6 Mary Jo Hand  
 Math Drops in the Bucket Book 7 Mary Jo Hand  
 Math Drops in the Bucket Book 8 Mary Jo Hand  
 Math Drops in the Bucket Book Level A Mary Jo Hand  
 Math Drops in the Bucket Book Level B Mary Jo Hand  
 Math Drops in the Bucket Book Level C Mary Jo Hand  
 Math Drops in the Bucket Book Level D Mary Jo Hand  
 Math Drops in the Bucket Book Level E Mary Jo Hand  
 Math Lessons for Elementary Grades Mary Jo Hand  
 Math Lessons for Elementary Grades Dorothy Harrer  
 Mathematical Reasoning: Middle school supplement  
  
 Oak Meadow ath 5  
 Oak Meadow Math 6  
 Oak Meadow Math 7  
 Oak Meadow Math 8  
  
 Oak Meadow Teacher's Manual Grade 6  
 Pre-Algebra: Skill practice & Assesment for Middle school  
 Understanding Geometry  
 Waldorf Approach to Arithmetic Hermann Baravalle

Science

4th Grade Animal Curriculum Basket

Yes

0.0 %

Animals and Their Destiny Karl Konig

Animals: An Imaginative Zoology Karl Konig

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

Geography-Discover the World Myrl, Shireman

Geology and Astronomy: Waldorf Education Resource Charles Kovacs

Geology Diagram

Human Being and the Animal World, The Charles Kovacs

Introduction to Physics in the Waldorf Schools Hermann von Baravalle

Live Education - Astronomy Bruce Bishcof

Live Education - Botany Bruce Bishcof

Living World of Plants, The Gerbert Grohmann

Measuring Up-Science Standards Mastery Education

Path of Discovery, A Program of a Steiner-Waldorf Grde School Teacher Eric Fairman

Phenomena-Based Physics Manfred, Von Mackensen

Physics, An Introduction-Balance btwn Art and Science Hermann Von Baravalle

Physics is Fun Roberto Trostli

Physics the Waldorf Way, Grade 6 Roberto Trostli

Physics the Waldorf Way, Grade 7 Roberto Trostli

Physics the Waldorf Way, Grade 8 Roberto Trostli

Physics: For Waldorf Middle School Robert Sonner

Rivers-Geography Bob Ashely

Sedimentary Kits (set of 5)

Make it Work-Body Andrew Haslam

World Geography- Grades 5-8th

Oak Meadow - Basic Life Science

Oak Meadow Learning Guide - Environmental Science

|                        |  |     |       |
|------------------------|--|-----|-------|
| History-Social Science | Anatomy Coloring Book Lawrence Elson                             | Yes | 0.0 % |
|                        | Age of Revolution: Waldorf Education Resources Charles Kovacs    |     |       |
|                        | Amplify Unit: The Reformation (3 Books)                          |     |       |
|                        | Amplify Unit: The Renaissance (3 Books)                          |     |       |
|                        | Ancient Mythologies: India, Persia, Babylon, Egypt David Newbatt |     |       |
|                        | Ancient Rome Charles Kovacs                                      |     |       |
|                        | Biographies for 8th Grade History Susan Cook                     |     |       |
|                        | Body Systems Miliken   |     |       |
|                        | Buddhist Animal Wisdom Stories                                   |     |       |
|                        | Cross of Thorns Elias Castillo                                   |     |       |
|                        | D'Auliere's Book of Greek Myths - Guide                          |     |       |
|                        | Empires in the Middle Ages - Part 1&2 - Activity Book            |     |       |
|                        | Empires in the Middle Ages - Part 1&2 - Teacher Guide            |     |       |
|                        | Folktales from India A.K. Ramanujan                              |     |       |
|                        | Gilgamesh Bernarda Bryson  |     |       |

Good Masters, Sweet Ladies Amy Laura Schlitz

Hear the Voice of the Griot! A Guide to African Geography

I Survived The American Revolution Lauren Tarshis

I Survived: Collectors Toolbox Series Lauren Tarshis

Lest We Forget Velma Maia Thomas

Live Education - European Geography Bruce Bishcof

Mediaeval Society Sidney Painter

Middle ages-Grades 4-8th Lorriane Conway

Oak Meadow - Civics

Oak Meadow World History Lessons 1-18

Oak Meadow World History Lessons 19-36

Oak Meadow: Ancient Civilizations and English

Oak Meadow: Ancient Civilizations and English

Rabble in Arms Kenneth Roberts

Red Moon, Black Mountain Joy Chant

Revolution and Technology-rapid change and growth of modern world  
Ann Kramer/ Simon Adams

Spanish Missions of California, The Robert Lowman

Waldorf Education: A Family Guide

|                            |  |       |
|----------------------------|--|-------|
| Foreign Language           | Textbooks not utilized for our Japanese Language curriculum.   | 0.0 % |
| Health                     | Human Development Curriculum - Grade 1<br>Human Development Curriculum - Grade 2<br>Human Development Curriculum - Grade 3<br>Human Development Curriculum - Grade 4<br>Human Development Curriculum - Grade 5<br>Human Development Curriculum - Grade 6<br>Human Development Curriculum - Grade 7<br>Human Development Curriculum - Grade 8<br>Human Development Curriculum - Kindergarten<br><br>Human Fertility | 0.0 % |
| Visual and Performing Arts | Chimes of Dunkirk<br>Chimes of Dunkirk - CD<br>You Deserve to Sing Eva Cranston<br>Art of Teaching Art to Children, The Nancy Beal<br>Dancing Through School - CD - Volume 1 & 2<br>Essential Elements for Strings - Cello Book 1<br>Essential Elements for Strings - Cello Book 2   | 0.0 % |



|  |     |     |       |
|--|-----|-----|-------|
| Essential Elements for Strings - Violin Book 1       |     |     |       |
| Essential Elements for Strings - Violin Book 2       |     |     |       |
| Handwork for Waldorf Class Teachers Kevin Avison     |     |     |       |
| Painting and Drawing in Waldorf Schools: Classes 1-8 |     |     |       |
| Science Lab Eqpmt<br>(Grades 9-12)                   | N/A | N/A | 0.0 % |

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

Last updated: 1/31/2019

## School Facility Conditions and Planned Improvements

Ocean Charter School is located on two campuses, TK-3rd grade students on a private church facility and 4th – 8th grade students at the Westchester Enriched Sciences Magnets, a Prop 39, district site.

OCS provides all maintenance, including the plumbing, electrical, landscaping, gardens, and grounds at the private church site. The safety of our students and employees is a priority and as a result, OCS maintains security cameras, buzzer gates, and raised, screened fencing around the perimeter of property. In addition, OCS maintains the playground equipment and regularly adds wood chips to ensure a safe outdoor environment.

At the district Prop 39 campus, parents and staff continue to work in collaboration to beautify the portable classrooms. Live, drought tolerant trees and plants are maintained by students and parent volunteers.

*Last updated: 1/31/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2019

|                |      |
|----------------|------|
| Overall Rating | Fair |
|----------------|------|

*Last updated: 1/30/2019*

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School<br>2016—17 | School<br>2017—18 | District<br>2016—17 | District<br>2017—18 | State<br>2016—17 | State<br>2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 68.0%             | 68.0%             | 40.0%               | 43.0%               | 48.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      | 57.0%             | 54.0%             | 30.0%               | 32.0%               | 37.0%            | 38.0%            |

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/29/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 299              | 287           | 95.99%         | 68.29%                  |
| Male  | 147              | 139           | 94.56%         | 63.31%                  |
| Female  | 152              | 148           | 97.37%         | 72.97%                  |
| Black or African American                     | 27               | 24            | 88.89%         | 45.83%                  |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | 16               | 16            | 100.00%        | 62.50%                  |
| Filipino                                      | --               | --            | --             |                         |
| Hispanic or Latino                            | 61               | 58            | 95.08%         | 60.34%                  |
| Native Hawaiian or Pacific Islander           |                  |               |                |                         |
| White   | 141              | 138           | 97.87%         | 74.64%                  |
| Two or More Races                             | 52               | 49            | 94.23%         | 73.47%                  |
| Socioeconomically Disadvantaged               | 78               | 75            | 96.15%         | 53.33%                  |
| English Learners                              | 27               | 25            | 92.59%         | 32.00%                  |
| Students with Disabilities                    | 55               | 47            | 85.45%         | 40.43%                  |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  |                  |               |                |                         |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/29/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 299              | 287           | 95.99%         | 53.66%                  |
| Male  | 147              | 138           | 93.88%         | 55.07%                  |
| Female  | 152              | 149           | 98.03%         | 52.35%                  |
| Black or African American                     | 27               | 23            | 85.19%         | 26.09%                  |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | 16               | 16            | 100.00%        | 75.00%                  |
| Filipino                                      | --               | --            | --             |                         |
| Hispanic or Latino                            | 61               | 58            | 95.08%         | 44.83%                  |
| Native Hawaiian or Pacific Islander           |                  |               |                |                         |
| White   | 141              | 139           | 98.58%         | 57.55%                  |
| Two or More Races                             | 52               | 49            | 94.23%         | 61.22%                  |
| Socioeconomically Disadvantaged               | 78               | 74            | 94.87%         | 36.49%                  |
| English Learners                              | 27               | 25            | 92.59%         | 32.00%                  |
| Students with Disabilities                    | 55               | 47            | 85.45%         | 29.79%                  |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  |                  |               |                |                         |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/29/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

| Subject                                | School<br>2016–17 | School<br>2017–18 | District<br>2016–17 | District<br>2017–18 | State<br>2016–17 | State<br>2017–18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8, and high school) | N/A               | N/A               | N/A                 | N/A                 | N/A              | N/A              |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/29/2019*

# 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 area of physical education

## California Physical Fitness Test Results (School Year 2017–18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 13.2%  | 18.9%  | 60.4%   |
| 7           | 23.4%  | 25.5%  | 48.9%   |

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: 1/29/2019*

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

#### 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 (ACG) and the Diversity and Equity 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 Meetings

The OCS All-Community Group (ACG) regularly meets as a collaboration of OCS parents, teachers, and community members to fulfill the mission and vision of the Charter School. ACG meetings are open to anyone who has an interest in Ocean Charter School. A strong collaboration is at the heart of Ocean Charter School.

The unifying goals of the All Community Group meetings are to:

**Inform:** Facilitate open communication within the entire OCS community through updates, announcements, and curriculum education from our teachers, committees, staff members, and guest speakers. ACG is a forum by which OCS communicates with the community regarding our public Waldorf educational program.

**Motivate:** Encourage community participation in school activities, including festivals, celebrations, events, fundraisers, site beautification days, and gardening.

**Unite:** Bring together parents, faculty, staff, and Board. The collaborative efforts of the ACG help Ocean Charter School realize its mission of offering an arts-integrated, experiential curriculum within a safe, beautiful, and successful environment. ACG is the forum where OCS consults with all stakeholders (parents, teachers, staff, and administrators) to develop its LCAP and present an annual update.

Two or three individuals are elected by a community-wide vote to jointly direct the ACG's activities, which typically involve monthly meetings open to the entire community. One of the elected ACG "Governors" serves as an ex officio member of the Board of Trustees. The purpose of this overlap is to provide a link between the larger community and the Board.

#### 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 children.

· 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

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

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

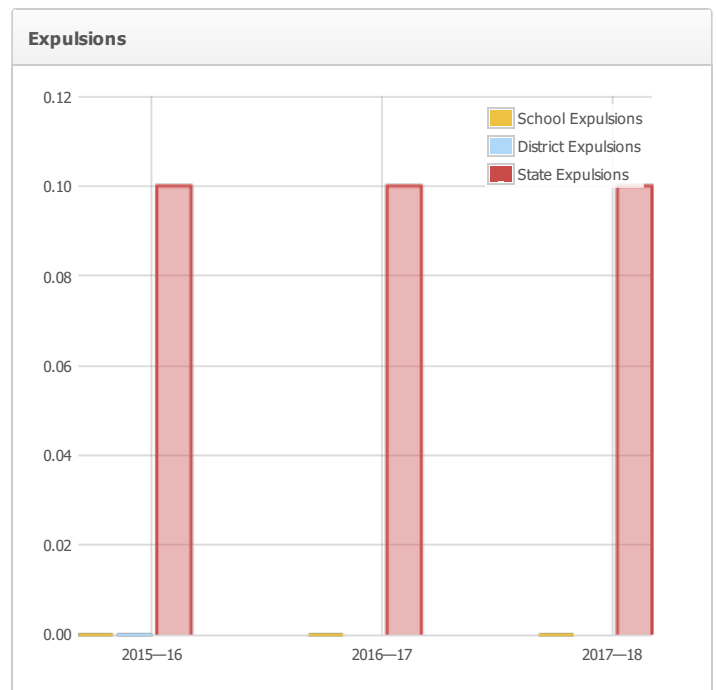
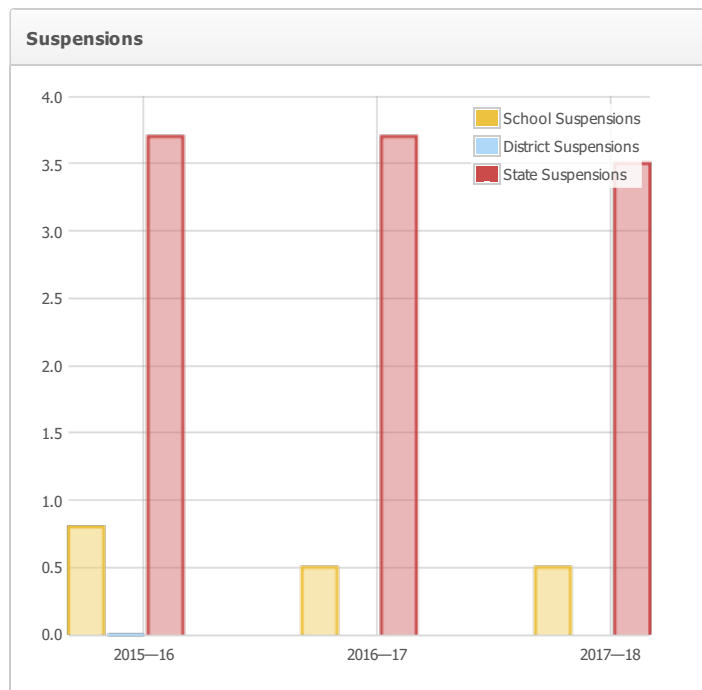
# State Priority: School Climate

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

|             | School  | School  | School  | District | District | District | State   | State   | State   |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate        | 2015—16 | 2016—17 | 2017—18 | 2015—16  | 2016—17  | 2017—18  | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 0.8%    | 0.5%    | 0.5%    | --       | --       | --       | 3.7%    | 3.7%    | 3.5%    |
| Expulsions  | 0.0%    | 0.0%    | 0.0%    | --       | --       | --       | 0.1%    | 0.1%    | 0.1%    |



Last updated: 1/29/2019

## School Safety Plan (School Year 2018—19)

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.

Last updated: 1/31/2019

## 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) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 24.0               | 0                           | 3                            | 0                          |
| 1           | 24.0               | 0                           | 2                            | 0                          |
| 2           | 28.0               | 0                           | 2                            | 0                          |
| 3           | 28.0               | 0                           | 2                            | 0                          |
| 4           | 28.0               | 0                           | 2                            | 0                          |
| 5           | 26.0               | 0                           | 2                            | 0                          |
| 6           | 22.0               | 1                           | 1                            | 0                          |
| Other**     | 0.0                | 0                           | 0                            | 0                          |

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 26.0               | 0                           | 4                            | 0                          |
| 1           | 25.0               | 0                           | 1                            | 0                          |
| 2           | 25.0               | 0                           | 2                            | 0                          |
| 3           | 27.0               | 0                           | 2                            | 0                          |
| 4           | 28.0               | 0                           | 2                            | 0                          |
| 5           | 27.0               | 0                           | 2                            | 0                          |
| 6           | 24.0               | 0                           | 4                            | 0                          |
| Other**     | 0.0                | 0                           | 0                            | 0                          |

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 25.0               | 0                           | 4                            | 0                          |
| 1           | 27.0               | 0                           | 2                            | 0                          |
| 2           | 28.0               | 0                           | 2                            | 0                          |
| 3           | 24.0               | 0                           | 2                            | 0                          |
| 4           | 27.0               | 0                           | 2                            | 0                          |
| 5           | 28.0               | 0                           | 2                            | 0                          |
| 6           | 24.0               | 0                           | 2                            | 0                          |
| Other**     | 23.0               | 0                           | 0                            | 0                          |

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/29/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

| Subject        | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 22.0               | 3                           | 0                            | 0                          |
| Mathematics    | 22.0               | 3                           | 0                            | 0                          |
| Science        | 22.0               | 3                           | 0                            | 0                          |
| Social Science | 22.0               | 3                           | 0                            | 0                          |

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

| Subject        | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 22.0               | 2                           | 2                            | 0                          |
| Mathematics    | 22.0               | 2                           | 2                            | 0                          |
| Science        | 22.0               | 2                           | 2                            | 0                          |
| Social Science | 22.0               | 2                           | 2                            | 0                          |

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

| Subject        | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 23.0               | 2                           | 2                            | 0                          |
| Mathematics    | 22.5               | 2                           | 2                            | 0                          |
| Science        | 22.5               | 2                           | 2                            | 0                          |
| Social Science | 22.5               | 2                           | 2                            | 0                          |

\* 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: 1/29/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|---|--|--|
| Academic Counselor                                  | 0.0                                      | 0.0  |
| Counselor (Social/Behavioral or Career Development) | 0.0                                      | N/A  |
| Library Media Teacher (Librarian)                   | 0.0                                      | N/A  |
| Library Media Services Staff (Paraprofessional)     | 0.0                                      | N/A  |
| Psychologist  | 0.0                                      | N/A  |
| Social Worker                                       | 0.0                                      | N/A  |
| Nurse   | 0.0                                      | N/A  |
| Speech/Language/Hearing Specialist                  | 0.0                                      | N/A  |
| Resource Specialist (non-teaching)                  | 0.0                                      | N/A  |
| Other   | 0.0                                      | N/A  |

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/29/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil<br/>(Restricted)</b> | <b>Expenditures Per Pupil<br/>(Unrestricted)</b> | <b>Average Teacher Salary</b> |
|---|-------------------------------------|--|--|-------------------------------|
| School Site                                   | --                                  | --   | --   | --                            |
| District                                      | N/A                                 | N/A  | --   | \$75094.0                     |
| Percent Difference – School Site and District | N/A                                 | N/A  | --   | --                            |
| State   | N/A                                 | N/A  | \$7125.0   | \$80764.0                     |
| Percent Difference – School Site and State    | N/A                                 | N/A  | --   | --                            |

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

*Last updated: 1/31/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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 a variety of elective courses of choice, including: percussion, dance, advanced strings, chorus, orchestra, band, photography and newspaper.

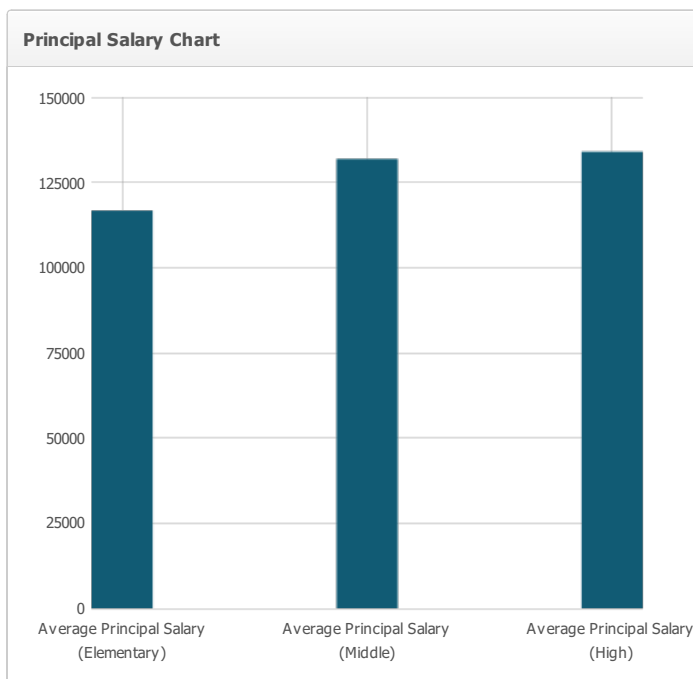
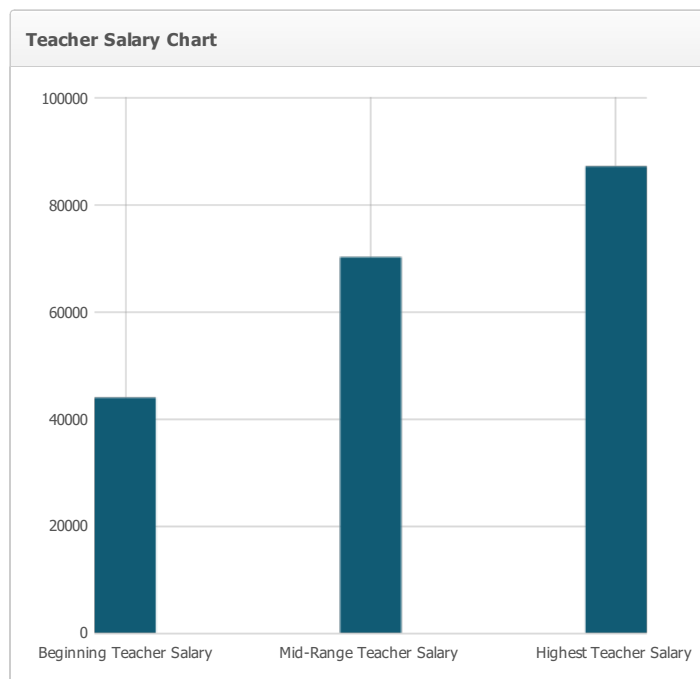
Intervention classes are held throughout the school day to support students in reading, writing and math.

*Last updated: 1/31/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,913        | \$47,903                                     |
| Mid-Range Teacher Salary                      | \$70,141        | \$74,481                                     |
| Highest Teacher Salary                        | \$87,085        | \$98,269                                     |
| Average Principal Salary (Elementary)         | \$116,726       | \$123,495                                    |
| Average Principal Salary (Middle)             | \$131,879       | \$129,482                                    |
| Average Principal Salary (High)               | \$133,989       | \$142,414                                    |
| Superintendent Salary                         | \$350,000       | \$271,429                                    |
| Percent of Budget for Teacher Salaries        | 31.0%           | 35.0%  |
| Percent of Budget for Administrative Salaries | 5.0%            | 5.0%   |

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



*Last updated: 1/29/2019*



**Advanced Placement (AP) Courses (School Year 2017—18)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             | N/A                               |
| English                  | 0                             | N/A                               |
| Fine and Performing Arts | 0                             | N/A                               |
| Foreign Language         | 0                             | N/A                               |
| Mathematics              | 0                             | N/A                               |
| Science                  | 0                             | N/A                               |
| Social Science           | 0                             | N/A                               |
| All Courses              | 0                             | 0.0%                              |

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/29/2019*

**Professional Development**

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: 1/30/2019*