

Ocean Charter

School Accountability Report Card Reported Using Data from the 2018—19 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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Ocean Charter
Street	12606 Culver Blvd.
City, State, Zip	Los Angeles, Ca, 90066-6506
Phone Number	310-827-5511
Principal	Edwards, Stephanie Executive Director
Email Address	msedwards@oceancs.org
Website	http://oceancs.org
County-District-School (CDS) Code	19647330102335

Last updated: 1/22/2020

School Description and Mission Statement (School Year 2019—20)

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 17th year of existence, and 16th 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 is in the process of building a new campus to house TK-8th with an anticipated opening in fall 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.

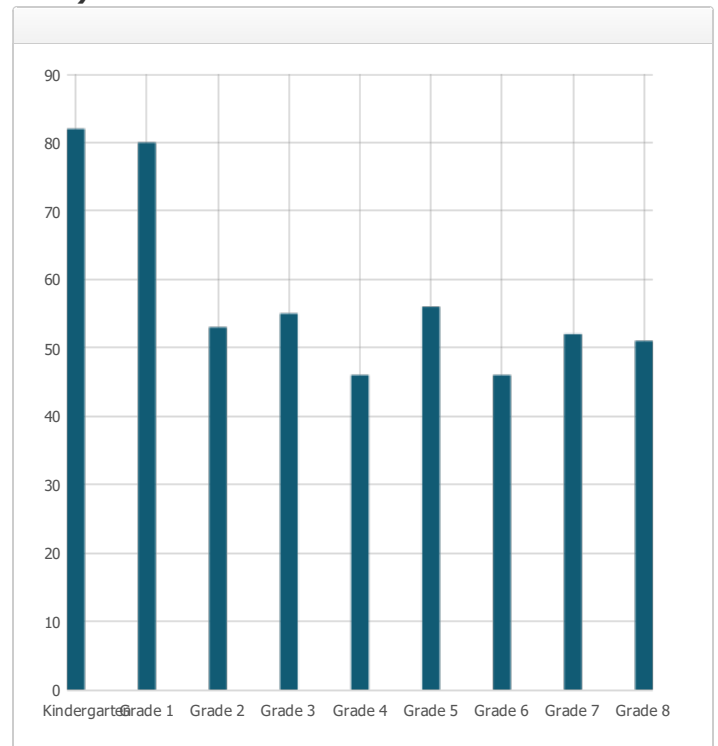
Mission

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: 1/31/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	82
Grade 1	80
Grade 2	53
Grade 3	55
Grade 4	46
Grade 5	56
Grade 6	46
Grade 7	52
Grade 8	51
Total Enrollment	521



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	6.00 %
American Indian or Alaska Native	%
Asian	5.00 %
Filipino	0.60 %
Hispanic or Latino	23.40 %
Native Hawaiian or Pacific Islander	%
White	49.30 %
Two or More Races	15.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	22.50 %
English Learners	6.50 %
Students with Disabilities	12.10 %
Foster Youth	0.20 %
Homeless	%

A. Conditions of Learning

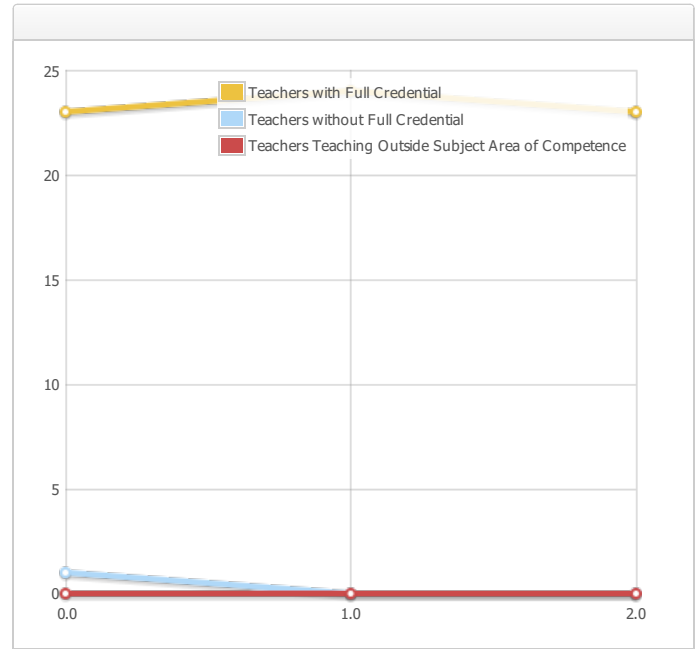
State Priority: Basic

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

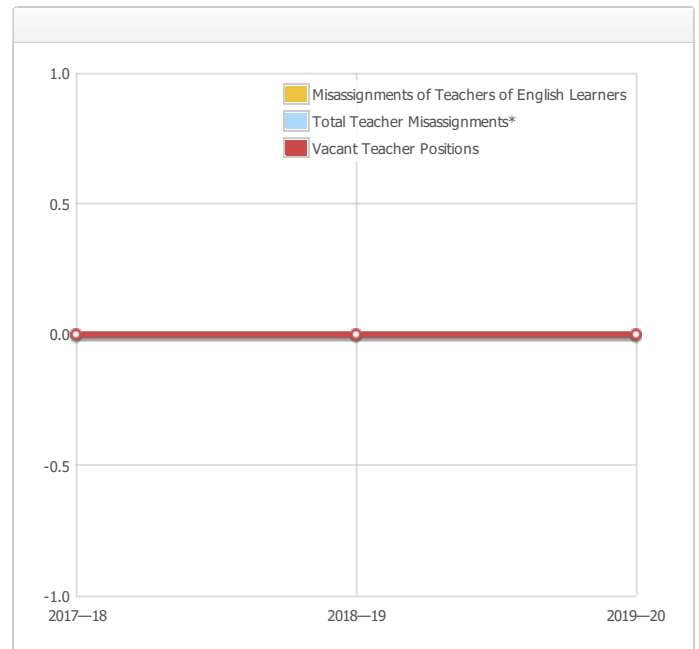
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	24	23	21054
Without Full Credential	1	0	0	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Early Reading Comprehension in Varied Subject Matter Jane Ervin Einstein's Who What and Where Einstein's Who What and Where - Teacher Guide Carol Einstein Electric Universe David Bondanis Epic of Gilgamesh Anonymous George's Secret Key to the Universe Stephen Hawking Language Connection, Book 2 Bison Wise Live Ed - Wish Wonder Surprise Reader Live Education - English Literature & Creative Writing Bruce Bishcof Longitude Dava Sorbel Norse Mythology John Lindow Norse Mythology Charles Kovacs Norse Mythology and the Modern Human Being Ernst Uehli Norse Stories and Their Significance, The Roy Wilkinson Open Court Reading, Grade 5 Anne McKeough Poems and Speech Exercises: Grades 5&6 John Miles Poems and Speech Exercises: Grades 7&8 John Miles Poetry and Meaning of Fairy Tales, The Rudolf Steiner Resource Teachers Developmental Exercise Manual Vol. 1 HE Publications Resource Teachers Developmental Exercise Manual Vol. 2 AHE Publications Ridgewood Grammar II Therapeutic Storytelling Susan Perrow Worldly Wise 3000 Book 4 Kenneth Hodkinson Worldly Wise Kenneth Hodkinson Civil War for kids: A History with 21 Activites Dennis Herbert		0.00 %
Mathematics	50 Problem Solving Lessons, Grades 1-6 Marilyn Burns Active Arithmetic-Movement & Mathmatics in lower grades Henning Andersen Alvin 12" Transparent Triangles - Class Set of 18 Alvin 18" Ruler - Class Set of 30 California Algebra 1 Bellman California Algebra 1 - Teacher Guide Set California Grade 6 Math Charles Randall California Grade 6 Math - Teacher's Guide Set California Pre-Algebra Charles Randall California Pre-Algebra - Teacher's Guide Set Common Core Math Workouts Karice Mace Common Core Standards Practice Workbook Grade 4 - Teacher's Guide Common Core Standards Practice Workbook Grade 5 - Teacher's Guide Connected Mathematics 3, Grade 6 Connected Mathematics 3, Grade 6 - Manipulatives Kit 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	Yes	0.00 %

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 Rasmussen
 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 Math 5
 Oak Meadow Math 6
 Oak Meadow Math 7
 Oak Meadow Math 8
 Oak Meadow Teacher's Manual Grade 6
 Pre-Algebra: Skill practice & Assessment for Middle school
 Understanding Geometry
 Waldorf Approach to Arithmetic Hermann Baravalle

Science

0.00 %

4th Grade Animal Curriculum Basket
 Animals and Their Destiny Karl Konig
 Animals: An Imaginative Zoology Karl Konig
 Chemistry: For Waldorf Middle Schools Grades 7&8 Eugene Schwartz
 Geography-Discover the World Myrl, Shireman
 Geology and Astronomy: Waldorf Education Resource Charles Kovacs
 Geometry 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 Grade School Teacher
 Eric Fairman
 Phenomena-Based Physics Manfred, Von Mackensen
 Physics, An Introduction-Balance between 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

0.00 %

Anatomy Coloring Book Lawrence Elson
 Age of Revolution: Waldorf Education Resources Charles Kovacs
 Amplify Unit: The Reformation (3 Books)

	<p>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 Milken 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</p>			
Foreign Language				0.00 %
Health	<p>Human Development Curriculum - Grade 1 Human Development Curriculum - Grade 2 Human Development Curriculum - Grade 3 Human Development Curriculum - Grade 4 Human Development Curriculum - Grade 5 Human Development Curriculum - Grade 6 Human Development Curriculum - Grade 7 Human Development Curriculum - Grade 8 Human Development Curriculum - Kindergarten</p> <p style="text-align: center;">Human Fertility</p>			0.00 %
Visual and Performing Arts	<p>Chimes of Dunkirk Chimes of Dunkirk - CD You Deserve to Sing Eva Cranston Art of Teaching Art to Children, The Nancy Beal Dancing Through School - CD - Volume 1& 2 Essential Elements for Strings - Cello Book 1 Essential Elements for Strings - Cello Book 2 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</p>			0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A	N/A	0.0 %

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

Last updated: 1/31/2020

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.

In 2008, Ocean Charter School applied for a Proposition 1D matching loan/grant and in the spring of 2011, the state awarded Ocean Charter School funds to build a permanent campus on a new site. OCS received an initial \$7.5 million dollars in 2011 to purchase land, and would receive another \$12.5 million for a total of \$20 million as a matching loan/grant once a site was purchased. After five years, and multiple attempts to locate and purchase an appropriate site, OCS successfully acquired a 2.1 acre parcel of land in Del Rey in June of 2016 within walking distance to the original OCS campus. OCS purchased the former Teledyne site for \$20 million dollars and acquired the property. In addition, LAUSD awarded OCS augmentation grant funds ear-marked for charter school site purposes. OCS designed and is in the process of constructing a permanent campus, with an expected opening in fall 2020.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

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

Year and month of the most recent FIT report: January 2020

Overall Rating	Fair
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Last updated: 1/30/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	67.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	54.0%	53.0%	32.0%	34.0%	38.0%	39.0%

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: 1/28/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	303	296	97.69%	2.31%	67.23%
Male	150	145	96.67%	3.33%	58.62%
Female	153	151	98.69%	1.31%	75.50%
Black or African American	27	24	88.89%	11.11%	50.00%
American Indian or Alaska Native					
Asian	13	13	100.00%	0.00%	92.31%
Filipino	--	--	--	--	
Hispanic or Latino	74	72	97.30%	2.70%	52.78%
Native Hawaiian or Pacific Islander					
White	143	141	98.60%	1.40%	73.76%
Two or More Races	43	43	100.00%	0.00%	76.74%
Socioeconomically Disadvantaged	71	69	97.18%	2.82%	47.83%
English Learners	24	24	100.00%	0.00%	41.67%
Students with Disabilities	57	53	92.98%	7.02%	47.17%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 1/28/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	303	296	97.69%	2.31%	53.04%
Male	150	145	96.67%	3.33%	49.66%
Female	153	151	98.69%	1.31%	56.29%
Black or African American	27	24	88.89%	11.11%	29.17%
American Indian or Alaska Native					
Asian	13	13	100.00%	0.00%	69.23%
Filipino	--	--	--	--	
Hispanic or Latino	74	72	97.30%	2.70%	41.67%
Native Hawaiian or Pacific Islander					
White	143	141	98.60%	1.40%	64.54%
Two or More Races	43	43	100.00%	0.00%	46.51%
Socioeconomically Disadvantaged	71	69	97.18%	2.82%	36.23%
English Learners	24	24	100.00%	0.00%	25.00%
Students with Disabilities	57	53	92.98%	7.02%	32.08%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 1/28/2020

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 2018—19)

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	19.60%	33.90%	32.10%
7	22.90%	35.40%	27.10%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/30/2020

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 2019—20)

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 Parent Collective, formerly (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 Parent Collective Conversations

The OCS Parent Collective, formerly (ACG), regularly meets as a collaboration of OCS parents to fulfill the mission and vision of the Charter School. PC 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 Parent Collective Conversations 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. PC 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. The collaborative efforts of the PC help Ocean Charter School realize its mission of offering an arts-integrated, experiential curriculum within a safe, beautiful, and successful environment. PC is the forum where OCS consults with stakeholders to develop its LCAP and present an annual update.

Two-four individuals are elected by a community-wide vote to jointly direct the PC's activities, which typically involve monthly meetings open to the entire community. One of the elected PC Coordinators 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 Parent Collective Conversations.

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, and limit usage on weekends.

· 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

Last updated: 1/30/2020

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

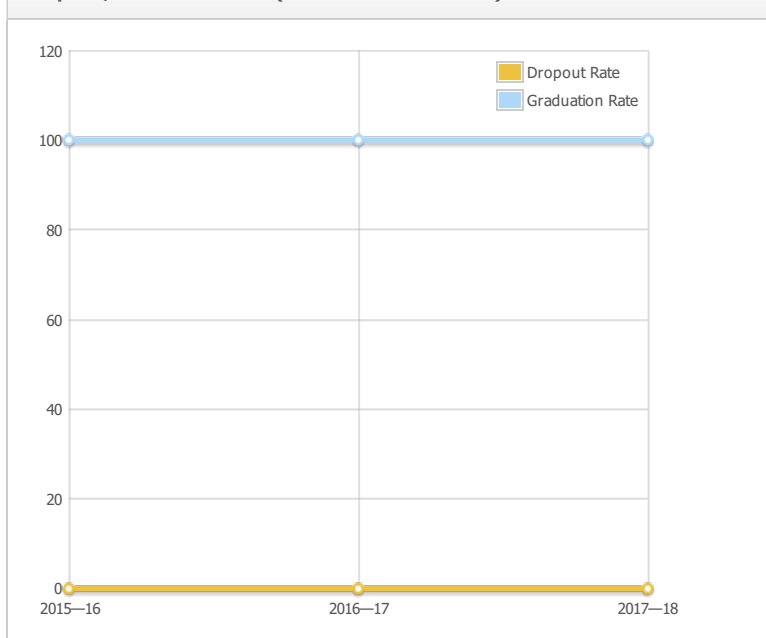
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	0.00%	13.70%	9.70%
Graduation Rate	100.00%	77.30%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0.00%	0.00%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	100.00%	100.00%	79.70%	81.50%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/28/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.50%	0.00%	0.70%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/28/2020

School Safety Plan (School Year 2019—20)

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: 1/30/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		4	
1	25.00		1	
2	25.00		2	
3	27.00		2	
4	28.00		2	
5	27.00		2	
6	24.00		4	
Other**	25.00		1	

* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		4	
1	27.00		2	
2	28.00		2	
3	24.00		2	
4	27.00		2	
5	28.00		2	
6	24.00		2	
Other**				

* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.00		3	
1	27.00		3	
2	27.00		2	
3	28.00		2	
4	23.00		2	
5	28.00		2	
6	23.00		2	
Other**				

* 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.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	2.00
Other	0.00

*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: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11458.55	\$4416.83	\$7041.72	\$65276.85
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	13.00%	12.00%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	6.00%	20.00%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

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 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.

Ocean Charter School Programs

OCS' curriculum is based on the Common Core Standards and the developmentally based curriculum in Waldorf Education. The following grade-level descriptions highlight the features of our curriculum that come from the Waldorf curriculum, as the components that are based on the Common Core Standards are articulated clearly in those standards. All components, including what might be considered as "innovative curricular components" are identified as "core" because Ocean Charter School understands that all these components are necessary for the healthy development of children.

TK and Kindergarten

The Ocean Charter School Kindergarten, literally "child's garden" when translated from the German, is the foundation for subsequent formal education. It is a curriculum based on research about developmentally appropriate practices for the young child. The core subjects of Language Arts, Math, Science, and History (core) are brought to the children through daily imaginative storytelling, rhythmic work, observation, and experiential learning opportunities. Our two-year, developmentally attuned program cultivates creativity, imagination and initiative through the serious and vital activity of play. Through baking, storytelling, dramatic play, household arts, painting and time outdoors in nature, children develop skills in listening, following directions, getting along with others and taking care of their classroom and each other. Their literacy skills are indirectly developed through the language-rich environment of elevated vocabulary and rich, complex storytelling. Their mathematical skills are indirectly developed through experiencing patterns and rhythms. Environmental awareness is cultivated by celebrating seasonal festivals that make the pupils aware of the yearly rhythms of nature and the interconnectedness of nature and people, even in an urban environment. Time spent working with natural materials (such as wood, wool, water, and sand) gives pupils sensory experiences that evolve into a keen sense of the world around them. Allowing children's imagination to more fully develop in Kindergarten prepares them for the increased academic rigor in the grades, especially a sense of wonder and the search for answers, which are the foundations of the scientific method of inquiry.

First Grade

Math (core) Qualities of numbers up to 100; introduction to the four operations of arithmetic- addition, subtraction, multiplication, and division; counting, Roman numerals.

English Language Arts (core) Formal introduction to letters, writing and reading through story, images and phonics; fairy tales from around the world; poetry recitation, speech, spelling, simple sentences.

History and Social Studies (core) Multicultural stories, myths and legends.

Science Nature stories; nature walks; observations; gardening; seasonal changes.

Environmental Stewardship (core) Stories of nature teach students about their unique place in the ecosystem and their personal ability to affect change.

Music (core) Singing; pentatonic flute (develops finger coordination, concentration, and breath control.)

Art (core) Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); beeswax modeling; crayon illustrations.

Performing Arts (core) Class play that originates from the curriculum.

World Language(s) (core) Japanese is taught through plays, songs, rhythms, and games.

Handwork (core) Knitting (promotes eye-hand coordination, fine motor skills, visual tracking skills, and sequencing.)

Games/Movement/Health (core) Gross motor movement such as skipping, hopping, galloping, starting and stopping are practiced; and matching these movements to pace and rhythm.

Second Grade

Math (core) Continue with four operations of arithmetic; story problems; counting by 2, 3, 5, and 10; beginning multiplication tables; graphs and tables; place value to 1,000; mental math, regrouping, estimation.

English Language Arts (core) Elements of grammar (adjectives); spelling, reading (using context, word recognition, reading out loud); animal fables and legends from around the world; writing teacher generated paragraphs and writing student generated paragraphs.

History & Social Studies (core) Multicultural stories, myths and legends focused on heroes/heroines.

Science (core) Garden and nature studies; observation and inquiry.

Environmental Stewardship (core) Stories with themes of transformation teach the concept of evolution in an imaginative way laying a metaphorical foundation for the forces of nature that will be studied scientifically later. Stories of heroic individuals, such as the Rev. Martin Luther King, Jr., Henry David Thoreau, or Jane Goodall teach students about their unique place in the ecosystem and their personal ability to affect change.

Music (core) Singing up to an octave; pentatonic flute, singing in rounds by end of the year.

Art (core) Continue form drawing; painting (complementary colors); beeswax modeling.

Performing Arts (core) Class play that originates from the curriculum.

World Language (core) Japanese continues. (Songs, plays, poetry, stories counting, games, and simple conversations.)

Handwork (core) Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development) resulting in specific projects such as rabbits, balls and hats.

Games/Movement/Health (core) Gross motor movement such as skipping, hopping, galloping, jumping and sliding; and matching these movements to pace and rhythm; chasing, dodging, jumping rope, and striking a ball.

Third Grade

Math (core) Higher multiplication tables through 12; weight; measure; length; volume; money; time; place value to 10,000; estimation, long division.

English Language Arts (core) Elements of grammar (nouns, verbs, adjectives); beginning cursive; punctuation; compositions; spelling; recitation; reading for different purposes; creation myths from around the world.

History & Social Studies (core) Study of practical life (farming, house building, clothing, and cooking).

Science (core) Environmental Studies; farming/gardening (each third grade creates, plants, tends and harvests an organic garden); ecosystems.

Environmental Stewardship (core) Creation myths from different cultures about the origins of the earth and human beings prime the mind of the children to think of the whole world as a single holistic environment. Gardening and farming curriculum reinforces lessons about nature and the seasons.

Music Singing in rounds and parts; recorder; beginning to read music.

Art (core) Continue form drawing; painting; beeswax modeling.

Performing Arts (core) Class play that originates from the curriculum.

World Language (core) Japanese continued. (Songs, plays, conversations). Handwork (core) Crocheting (pattern and placement recognition, finger dexterity).

Games/Movement/Health (core) Continuity and change in movement. Order and sequence of movement through a variety of gross motor control skills such as dance, running, dribbling a ball, skipping, jumping to match rhythm, speed and motion.

Fourth Grade

Math (core) Higher multiplication tables; four digit multiplication; long division; fractions; factoring; four processes with fractions; prime numbers; mental math; measurement, conversion, freehand drawing and identification of lines and angles, classification of shapes by properties of their lines and angles.

English Language Arts (core) Elements of grammar; continuing cursive; punctuation; book reports and creative writing; Norse mythology; speech/presentations; play reading; fluency with class readers; spelling, using a dictionary. History & Social Studies (core) California and local history.

Geography (core) California; local geography and map making.

Science (core) Zoology; habitats; the web of life/food chain.

Environmental Stewardship (core) Students learn and describe the many unique aspects of their local environment with a special focus on the human interaction with the animal kingdom.

Music (core) Singing; recorder; violin/cello (budget allowing); continuing to read music.

Art (core) Modeling; form drawing; representational painting.

Performing Arts (core) Class play that originates from the curriculum.

World Language (core) Japanese immersion continues with writing, reading and poetry.

Handwork (core) Cross-stitch, Embroidery, simple sewing.

Woodwork (core) Improve visual motor skills and two hands coordination by making projects such as eggs, hedgehogs, and stepping stools. Will also learn the general ability to follow directions and work safety.

Games/Movement/Health (core) Manipulating objects in and through space. Throw, kick, catch, strike, dribble, pass, transfer weight from feet to hands, jump and land for height and distance, practice balance with various objects. Development of endurance and cardiovascular capacity.

Fifth Grade

Math (core) Decimals; fractions; metric system.

English Language Arts (core) Elements of grammar; continuing cursive; punctuation; compositions; Greek myths; report writing; recitation.

History & Social Studies (core) Ancient civilizations (India, China, Egypt, Mesopotamia, Persia, Greece).

Geography (core) American geography as related to states study; vegetation; agriculture; culture and economics; mapping.

Science (core) Botany; plant reproductive systems; continuation of garden and nature studies; lab work; fieldwork.

Environmental Stewardship (core) American regional and physical geography related to vegetation, animals and agriculture are studied to develop a greater consciousness of the interrelatedness of life and environment – particularly through the study of botany and zoology.

Music (core) Singing; recorder; violin/cello (budget allowing); reading music.

Art (core) Calligraphy; painting; clay modeling; woodworking.

Performing Arts (core) Class play that originates from the curriculum.

World Language (core) Japanese immersion continues; verb tenses, simple reading and conversation.

Handwork (core) Knitting in the rounds; making socks, mittens or hats.

Woodwork (core) Learn sequencing in a project; refine/improve existing skills by making toolbox and a 2D animal.

Games/Movement/Health (core) Manipulating objects with accuracy and speed. Usage of fundamental strategies, practice and conditioning. Balancing food intake with activity. Responsible personal behavior, distinguishing between unsafe/safe and following/ignoring rules. Olympic sports—running, jumping, discus, javelin, wrestling—culminating in an inter-school Pentathlon; preparation and practice for Fitness Test.

Sixth Grade

Math (core) Ratios; percent; proportions; geometric drawing with instruments; business math; algebra; graphing (bar, circle, line); mean, median, and mode; geometric formulas with plane and solid shapes; positive and negative numbers.

English Language Arts (core) Biographies; oral reports; business letters; spelling; essay writing; elements of grammar continued. History & Social Studies (core) Roman and medieval history.

Geography (core) European geography.

Science (core) Mineralogy; physics (acoustics, electricity, magnetism, optics and heat); beginning astronomy; continuation of garden and nature studies.

Environmental Stewardship (core) Global geography provides studies in different peoples and cultures in reference to their natural environments. Continued gardening, recycling and composting.

Music (core) Folk songs; wind instruments; percussion/strings/chorus/dance electives.

Art (core) Examples include veil painting; clay modeling; woodworking, charcoal.

Performing Arts (core) Class play that originates from the curriculum. World Language (core) Japanese continues with speaking, reading and writing.

Handwork (core) Embroidery; hand-sewing stuffed animals.

Woodwork (core) Promoting creativity and ability to self-correct work by making serving spoons, forks/sporks and/or eating spoons.

Games/Movement/Health (core) Working cooperatively to achieve a common goal. Throwing, dribbling, dance; identify the five components of fitness, participation in vigorous activity for 20 minutes. Knowing warm-up and cool-down activities and how to measure heart rate. Being able to offer rule changes that improve a game. Team cooperation and effective practice. Team sports; keeping score; learning to outwit an opponent with activities like jousting, tug of war and "steeple chase"/obstacle course in preparation for an inter-school Medieval Games event.

Technology Cyber Civics.

Seventh Grade

Math (core) Algebra/equations; geometry; Pythagorean theorem; area/perimeter/volume; exponents, linear graphing.

English Language Arts (core) Creative writing; grammar; spelling and punctuation; classical literature; lyric poetry; play writing; letter writing, essay writing, Shakespeare

History & Social Studies (core) The Renaissance; Age of Exploration; beginnings of modern science.

Geography (core) Africa, Central and South America.

Science (core) Physics; light/optics; acoustics; mechanics; human physiology and sexuality; astronomy continued; inorganic chemistry; nutrition.

Environmental Stewardship (core) Focus is on food choices and nutrition by investigating the effects of food production, diet, and nutrition on human health and the environment. Continuing with organic gardening, composting and recycling.

Music (core) Singing; duets; recorder; percussion/strings/chorus/dance electives.

Art Perspective drawing; spatial solids; Chiaroscuro technique; veil painting.

Performing Arts (core) Class play originates from the curriculum.

World Language (core) Japanese continues with speaking, reading, and writing.

Handwork (core) Hand and machine-sewing from a pattern to create personal clothing.

Woodwork (core) Encourage diligent work and self-motivation; acknowledge the beauty of their work by making a bowl, handheld mirror and/or box.

Games/Movement/Health (core) Meeting challenges and making decisions. Perform a variety of dances. Offer basic offensive / defensive strategies. Participation in vigorous activity for 20 minutes. Know warm-up and cool-down activities and how to measure heart rate. Offering rule changes to improve a game. Team cooperation. Track & Field events (running, sprinting, long jump); push-ups; team sports.

Technology Cyber Civics.

Eighth Grade

Math (core) Algebra; quadratic equations; solid geometry.

English Language Arts (core) Epic poetry; non-fiction; business and practical writing; writing process; 8th grade report.

History & Social Studies (core) Study of Revolutions (French, Russian, Industrial and American); American history; Current events.

Geography (core) World geography.

Science (core) Physics; organic chemistry; anatomy- skeletal system; meteorology.

Environmental Stewardship (core) Students explore the sources, production, uses, and environmental effects of energy in the study of the historical birth of the industrial age and the economic globalization in contemporary times. Field trips and field study are a large part of the learning. Continue with organic gardening,

composting and recycling.

Music (core) Singing; recorder; percussion/chorus/strings/dance electives.

Art (core) Black & white drawing; clay modeling; veil painting.

Performing Arts (core) Class play that originates from the curriculum.

World Language (core) Reading, writing and speaking in Japanese. Handwork (core) Machine sewing.

Woodwork (core) Improve team cooperation and time management; enjoy work by making a 3-legged stool and a group project of their choice.

Games/Movement/Health (core) Working as a team to solve problems. Perform a variety of dances. Offer basic offensive / defensive strategies. Participation in vigorous activity for 20 minutes. Know warm-up and cool-down activities and how to measure heart rate. Offering rule changes to improve a game. Team cooperation. Team sports and fitness.

Technology Cyber Civics, 8th grade project research and presentation.

Intervention and Enrichment Programs

Intervention programs are offered for students in all grade levels based on need. Students are assessed at the start of the year, in the middle of the year, and at the end of the year. The results of these assessments combined with standardized test scores (when available), classroom work samples and assessments, and teacher observation are used to identify students needing Intervention support. Students in Intervention are assessed regularly and are moved out of Intervention when their performance indicates they no longer need the support. If students do not show adequate growth during their time in intervention, they may be referred for formal assessment.

OCS has a full-time Intervention teacher and Intervention teacher assistants that support students in our Intervention program.

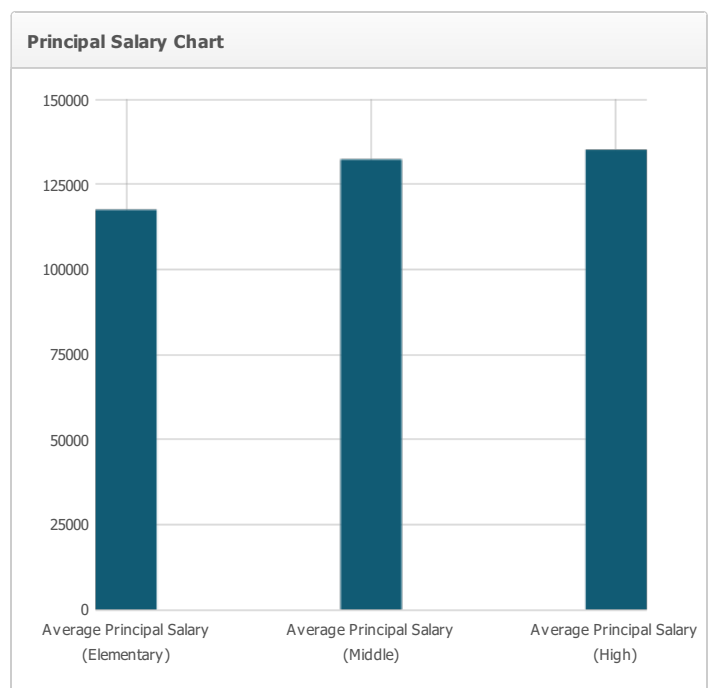
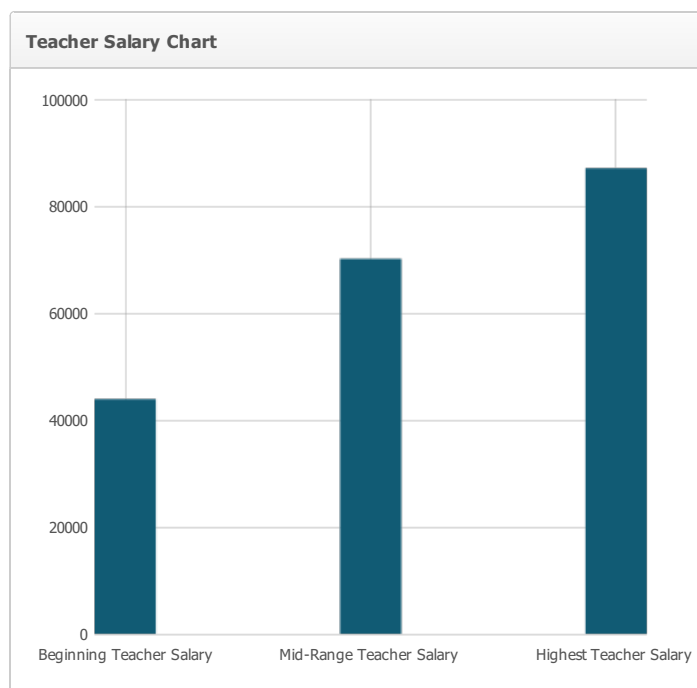
Enrichment programs are embedded throughout every child's day as described in the grade level curriculum description.

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	34	39	39