

Executive Summary School Accountability Report Card, 2010–11

For Ocean Charter

Address:	12606 Culver Blvd., Los Angeles, CA, 90066-6506	Phone:	(310) 827-5511
Principal:	Stephanie Edwards, Executive Director	Grade Span:	K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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, 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.

Ocean Charter School's Waldorf Education Curriculum is built on a foundation of creativity and self-confidence 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 reflect 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, the course of history.

Student Enrollment

Group	Enrollment
Number of students	359
Black or African American	2.8%
American Indian or Alaska Native	0.3%
Asian	7.0%
Filipino	0.6%
Hispanic or Latino	21.7%
Native Hawaiian or Pacific Islander	0.6%
White	60.7%
Two or More Races	6.4%
Socioeconomically Disadvantaged	20.9%
English Learners	0.0%
Students with Disabilities	8.6%

Teachers

Indicator	Teachers
Teachers with full credential	17
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	72%
Mathematics	69%
Science	78%
History-Social Science	41%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	862
Statewide Rank (from 2010 Base API Report)	8
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 17
2011-12 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

As we inhabit our two sites our plans for the year include seeking viable options for securing a site that would allow us to be a single school site. We continue our partnership with LAUSD through Proposition 39 and with the cooperation of the district seek to continue to make beautification changes at our North Campus. Our very active parents have secured funds through grants and local community agencies to develop a curricular garden where our emphasis on ecological friendly gardening, recycling, and botany support our Waldorf Education curriculum. On the North Campus, we are proactive in requesting district services for the repair and maintenance of restrooms, security gate and American Disabilities Act compliant access. We are also proactive on the South campus, providing adequate staffing to ensure cleanliness and working order of electrical and plumbing as well as maintaining the grounds, gardens, and parking lot. The teachers in cooperation with maintenance staff, students, and parents maintain the classrooms.

Repairs Needed

Corrective Actions Taken or Planned

We are grateful to have our two sites, however we continue to work with LAUSD to realize our dream of a single site through the Proposition 39 co-location agreement with LAUSD. In the interim, we are proud of our continual beautification efforts at our North Campus, and have planted gardens and greenery to improve the aesthetics and to enhance our curriculum.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	
District	
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the* CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Ocean Charter	District Name	Los Angeles Unified
Street	12606 Culver Blvd.	Phone Number	(213) 241-1000
City, State, Zip	Los Angeles, CA, 90066-6506	Web Site	www.lausd.net
Phone Number	(310) 827-5511	Superintendent	John Deasy
Principal	Stephanie Edwards, Executive Director	E-mail Address	superintendent@lausd.net
E-mail Address	msedwards@oceancs.org	CDS Code	19647330102335

School Description and Mission Statement (School Year 2010–11)

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, 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.

Ocean Charter School's Waldorf Education Curriculum is built on a foundation of creativity and self-confidence 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 reflect 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, the course of history.

Opportunities for Parental Involvement (School Year 2010–11)

Parental Involvement and Opportunity for Public Comment

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

Ocean Charter School All-Community Group

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

The All Community Group provides focus in three primary areas:

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

Parent Participation

Without parent participation Ocean Charter School would not exist. 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, library, cutting drawing paper and 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 encouraged to:

- Volunteer in school activities.
- Attend annual parent-teacher conferences, scheduled Student Success Team meetings, and at least two All Community Group meetings.
- Drop off and pick up their child on time.

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

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

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	60	Grade 8	22
Grade 1	40	Ungraded Elementary	0
Grade 2	40	Grade 9	0
Grade 3	40	Grade 10	0
Grade 4	49	Grade 11	0
Grade 5	47	Grade 12	0
Grade 6	37	Ungraded Secondary	0
Grade 7	24	Total Enrollment	359

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.8%
American Indian or Alaska Native	0.3%
Asian	7.0%
Filipino	0.6%
Hispanic or Latino	21.7%
Native Hawaiian or Pacific Islander	0.6%
White	60.7%
Two or More Races	6.4%
Socioeconomically Disadvantaged	20.9%
English Learners	0.0%
Students with Disabilities	8.6%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K		3				3			20.0	3	0	0
1		2				2			11.0	2	0	0
2		2				2			20.0	2	0	0
3		2				2			20.0	2	0	0
4			2				2		23.5	0	2	0
5			1				2		23.0	1	1	0
6			1				1		10.0	2	0	0
Other			2				2				3	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

Healthy Schools Act

Ocean Charter School will comply with the Healthy Schools Act – Education Code section 17608, which details pest management requirements for schools.

School Safety Plan

The Ocean Charter School Safety Plan is being developed to ensure the health and safety of students and staff on the North and South campus 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.

School Emergency Procedures

Emergency Drills Overview-The safety and welfare of young people are viewed as an important responsibility of teachers and administrators at all times. Moreover, during a state of emergency or crisis, the safety of students and staff is the primary priority. With this in mind, it is important that each school staff member know his or her responsibilities and duties in the event of an emergency. Also, it is critical that they be fully aware and apprised of the various emergency and safety procedures in place on the school campus.

1. **All Ocean Charter School Staff will:** Know that the safest place for children in an emergency is in school itself. Know their primary role in an emergency is to care for the safety and welfare of the children. Make every effort to use appropriate procedures during an emergency and provide instructions and guidance to pupils. Keep students in the school environment until they can reunite with their families.
2. **Emergency Bell System:** Fire: A continuous short, repeating bell pattern. Evacuate to the yard. Earthquake: No bell, respond to earthquake. Assume Drop-Cover-Hold position. Wait for fire drill bell or instructions from the main office before evacuating to the yard. Lock Down/Clear Yard: An air horn will sound in short blasts. Students indoors should be directed to remain where they are and move away from windows. Students outside should shelter in Yellow House if their classrooms are upstairs and return to their classrooms otherwise.

FIRE DRILL PROCEDURES

Upon hearing the fire drill signal (continuous short, repeating bell pattern) please line your students up and gather your roll book and emergency backpack. Turn off lights and close doors. Exit the classroom, checking your exit route for safety and ensuring the door closes behind the last person exiting. Walk quickly and quietly to your designated area on the North and South campus.

An administrator will be on the yard to direct the traffic flow and provide further instructions and directions as needed. Once your class is assembled, take roll and then signal an administrator if you have a student missing. It is essential that every child is accounted for, and that no one remains in the buildings. An administrator will make contact with each teacher to confirm that all students are accounted for. When everyone is accounted for, an administrator will dismiss classes back to their room.

The designated First Aid Team will assemble at designated areas on North and South campus. Teachers should keep students with minor injuries with them and a first aid team member will come to them once any major injuries are addressed. Teachers should signal first aid team member immediately if there is a serious injury.

The designated Search and Rescue Team will check with teachers for any missing students. Once students have been accounted for, Search and Rescue Team will conduct an inspection of building. . As classrooms are determined to be safe, teachers will be signaled to return to class. An Administrator will record start time and end time of all drills in the Fire/Earthquake Drill binder.

Earthquake Procedure

Basic Steps:

- When the earth begins to shake, students duck, cover and brace
- Teacher leads students in counting to 60 aloud
- After shaking stops, alarm will sound to evacuate or administrators will contact teachers with other instructions. Teacher evacuates with students bringing class list and ensuring all students wear shoes. Be prepared to use alternative escape route in case of exit blockage.
- After assembling, teacher takes roll. If a student is missing, teacher should signal administrator. Designated Search person will then search classroom and bathrooms to locate missing student.

Designated First Aid Team will assemble in the designated areas of the North and South campus. Teachers should keep students with minor injuries with them and a first aid team member will come to them once any major injuries are addressed. Teachers should signal first aid team member immediately if there is a serious injury.

Designated Search and Rescue Team will check with teachers for any missing students. Once students have been accounted for, the Search and Rescue Team will conduct a visual inspection of outside of building and then, if safe, inspect classroom interiors. As classrooms are determined to be safe, teachers will be signaled to return to class.

When teachers return to class, they will carefully examine room for small broken items that may have been missed in initial inspection. They will use care in opening cupboards and closets.

How to Take Cover

The following are recommended drill procedures for a teacher and class of students:

- TAKE COVER under desks or tables
- BRACE holding onto table or desk so it doesn't shake away from you
- FACE AWAY from windows
- ASSUME "CRASH" POSITION on knees, head down, hands clasped on back of neck or head covered with book or jacket
- COUNT ALOUD to 60-- earthquakes rarely last longer than 60 seconds and counting is calming

The Teacher should:

- issue the take cover order
- also take cover for 60 seconds
- review evacuation procedures
-

In Other Areas of the School:

- move away from windows, shelves and heavy objects that may fall
- take cover under a table, or desk, in a corner or door way
- in halls, stairways and other areas where no cover is available, move to an interior wall, kneel with back to wall; place head close to knees; clasp hands behind neck; and cover side of head with arms

- stay inside-- usually the most dangerous place is just outside where building debris may fall; exit only after shaking has stopped.

If you are with your class outdoors you should move to an open space away from buildings and overhead power lines; lie down or crouch since the ground may be unsteady; and look around to be aware of dangers that may require movement.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	7.1	5.45	2.41			
Expulsions	0	0	0			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

As we inhabit our two sites our plans for the year include seeking viable options for securing a site that would allow us to be a single school site. We continue our partnership with LAUSD through Proposition 39 and with the cooperation of the district seek to continue to make beautification changes at our North Campus. Our very active parents have secured funds through grants and local community agencies to develop a curricular garden where our emphasis on ecological friendly gardening, recycling, and botany support our Waldorf Education curriculum. On the North Campus, we are proactive in requesting district services for the repair and maintenance of restrooms, security gate and American Disabilities Act compliant access. We are also proactive on the South campus, providing adequate staffing to ensure cleanliness and working order of electrical and plumbing as well as maintaining the grounds, gardens, and parking lot. The teachers in cooperation with maintenance staff, students, and parents maintain the classrooms.

School Facility Good Repair Status (School Year 2011–12)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	14	17	18	
Without Full Credential	4	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)	2	
Other		

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Current		0
Mathematics	Current		0
Science	Current		0
History-Social Science	Current		0
Foreign Language	Current		0
Health	Current		0
Visual and Performing Arts	Current		0
Science Laboratory Equipment (grades 9-12)	Current		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District				\$66,584
Percent Difference – School Site and District				
State			\$5,455	\$69,207
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

The school has an excellent arts and music program that is integrated into the school's curriculum. The school's special education program is partially underwritten by special education revenue.

We participated in Class Size Reduction in grades K-3, allowing our classes to be 20 students to one teacher.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$42,017
Mid-Range Teacher Salary	\$63,553	\$67,294
Highest Teacher Salary	\$78,906	\$86,776
Average Principal Salary (Elementary)	\$107,331	\$108,534
Average Principal Salary (Middle)	\$116,033	\$112,893
Average Principal Salary (High)	\$115,116	\$123,331
Superintendent Salary	\$250,000	\$226,417
Percent of Budget for Teacher Salaries	34.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	84%	77%	72%	38%	41%	44%	49%	52%	54%
Mathematics	69%	68%	69%	37%	39%	43%	46%	48%	50%
Science	66%	61%	78%	38%	43%	47%	50%	54%	57%
History-Social Science	76%	42%	41%	29%	33%	37%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	44%	43%	47%	37%
All Students at the School	72%	69%	78%	41%
Male	66%	68%	83%	0%
Female	77%	71%	74%	40%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	69%	62%	56%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	74%	74%	92%	64%
Two or More Races	68%	66%	0%	0%
Socioeconomically Disadvantaged	67%	57%	76%	0%
English Learners				
Students with Disabilities	45%	45%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE

PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.80%	34.00%	42.60%
7	29.20%	33.30%	33.30%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	9	8
Similar Schools	5	3	1

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	54	-41	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	61	-38	-1
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	242	862	436,479	728	4,683,676	778
Black or African American	4		40,008	678	317,856	696
American Indian or Alaska Native	0		1,516	745	33,774	733

Asian	6		15,777	893	398,869	898
Filipino	2		9,708	847	123,245	859
Hispanic or Latino	50	837	326,969	707	2,406,749	729
Native Hawaiian or Pacific Islander	1		1,278	761	26,953	764
White	141	869	40,392	862	1,258,831	845
Two or More Races	35	867	560	778	76,766	836
Socioeconomically Disadvantaged	51	849	357,369	711	2,731,843	726
English Learners	3		214,661	664	1,521,844	707
Students with Disabilities	30	661	55,875	527	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement		507
Percent of Schools Currently in Program Improvement		55.6%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at

<http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.0	0.0	0.0	6.7	7.6	6.4	4.9	5.7	4.6
Graduation Rate	N/A	N/A	N/A	71.14	69.09	68.71	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In addition each year prior to the commencement of the school year, the entire staff participates in three days of staff development. At any time during the year, unit members may bring course information to the administration and request that it be included in the annual professional growth offerings.

Annually, each teacher will be given the opportunity for professional growth during the school year, over the summer, during weekends or during school breaks. These professional growth opportunities include, but are not limited to, observations at other schools, conferences, and workshops. Each teacher will be given a budget of \$250 to support his/her annual personal professional goals.

Ocean Charter School Accountability Report Card, 2010-2011

Los Angeles Unified ***Provided by the Ed-Data Partnership***

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