

Ocean Grove Charter School

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 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 Grove Charter	District Name	San Lorenzo Valley Unified
Street	1166 Broadway, Ste. Q	Phone Number	(831) 336-5194
City, State, Zip	Placerville, CA 95667-5745	Web Site	www.slvusd.org
Phone Number	(530) 295-3566	Superintendent	Julie Haff
Principal	Janet Marsh, Co-director	E-mail Address	jhaff@slvusd.org
E-mail Address	jmarsh@ieminc.org	CDS Code	44-69807-0110007

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

Mission Statement

We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice and involvement in curricula offered in personalized learning environments and small learning communities ("SLC").

Educational Philosophy

This charter school shall be known as Ocean Grove Charter School (hereafter "OGCS") and its administrative office shall be located in the San Lorenzo Valley Unified School District in Santa Cruz County, California.

OGCS will operate on the understanding that all students have different learning styles, abilities and background experiences. As important as "what" students learn is "how" they learn. The former may be viewed as the end goal of education while the latter is the road leading to it. OGCS will utilize learning and assessment modalities that, based on current research, identify best practices regarding how students learn.

OGCS identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind, has an understanding of United States political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own unique educational interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of this charter school to help students become educated individuals who are intrinsically motivated to learn, who have diverse yet well-developed interests, and are becoming competent lifelong learners.

Each minor student and at least one parent, and each adult student, with the assistance of OGCS Education Specialists(ES) and ES Advisors, shall design, consistent with OGCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives, and shall sign a written agreement with OGCS that clearly describes the student's individual educational goals and curriculum for each school year the student is enrolled with OGCS. The written agreement shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study, and if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study.

Opportunities for Parental Involvement (School Year 2010-11)

Parent Participation Opportunities

A. If enrollment at OGCS is chosen for their children, the parents will:

- Understand that attendance at this charter school is entirely voluntary on the part of the students who enroll.
- Participate with the credentialed teacher in the development of the student's educational plan, initially and on an ongoing basis.
- Supervise the student's daily work (unless and AESS contract is signed) while following the student's educational plan as the student is working on assignments.
- Select appropriate curriculum, other educational materials, cp courses and activities in consultation with the Education Specialists.
- Meet face to face with their Education Specialists at least once every 20 school days to review and document attendance and the student learning that occurs during that learning period.
- Transport their student to each school or state mandated assessment location.
- Under the direction of the credentialed teacher, will assume responsibility for supplied school owned books, materials, supplies, and equipment, will return them to the school when work is completed, or the student disenrolls from the school, and will reimburse the school for lost or willfully damaged items.

B. We encourage all parents of enrolled students to apply for open positions on the 29 member OGCS Board of Directors. The Role of the Board Member is to:

- Uphold the mission of school
- Develop/approve short and long term goals

- Monitor school's performance and review financial reports
- Monitor own board's performance
- Be involved in the WASC accreditation process
- Serve for a two year term, as long as their children remain enrolled at OGCS
- Plan to attend all council meetings, in person or by phone conference
- Make suggestions to improve the school
- Establish and/or chair parent sub-committees for a variety of purposes, such as graduation planning, developing a school yearbook, planning group educational activities, grant application, volunteer coordination, etc.
- Be true to school's mission, not a personal agenda
- Be positive!

C. All parents with children enrolled in OGCS have the opportunity to volunteer their time to a Board sub-committee to plan educational school events and activities.

D. From time to time parent training opportunities may be available for OGCS parents.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	142	Grade 8	104
Grade 1	138	Ungraded Elementary	0
Grade 2	142	Grade 9	66
Grade 3	168	Grade 10	69
Grade 4	146	Grade 11	38
Grade 5	149	Grade 12	33
Grade 6	125	Ungraded Secondary	0
Grade 7	135	Total Enrollment	1,455

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.2%	White	62.2%
American Indian or Alaska Native	0.5%	Two or More Races	4.9%
Asian	8.0%	Socioeconomically Disadvantaged	26.4%
Filipino	1.2%	English Learners	1.1%
Hispanic or Latino	16.4%	Students with Disabilities	4.6%
Native Hawaiian/Pacific Islander	0.8%	---	---

Average Class Size and Class Size Distribution (Elementary)

N/A—Ocean Grove Charter School is operated as an Independent Study school.

Average Class Size and Class Size Distribution (Secondary)

N/A—Ocean Grove Charter School is operated as an Independent Study school.

III. School Climate

School Safety Plan (School Year 2010-11)

N/A—Ocean Grove Charter School is operated as an Independent Study school.

Suspensions and Expulsions

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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.00%	0.00%	0.00%	3.41%	6.13%	4.77%
Expulsions	0.00%	0.00%	0.00%	0.11%	0.05%	0.05%

IV. School Facilities

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

N/A - Ocean Grove is a non-site based Independent Study School.

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

N/A-OGCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	49	70	81	125
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				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	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District		
Low-Poverty Schools in District		

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	0.5	206
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.2	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)	0.8	---
Other	0.5	

* 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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	New Textbooks and Materials available each year for each student	0	n/a
Mathematics	New Textbooks and	0	n/a

	Materials available each year for each student		
Science	New Textbooks and Materials available each year for each student	0	n/a
History-Social Science	New Textbooks and Materials available each year for each student	0	n/a
Foreign Language	New Textbooks and Materials available each year for each student	0	n/a
Health	New Textbooks and Materials available each year for each student	0	n/a
Visual and Performing Arts	New Textbooks and Materials available each year for each student	0	n/a
Science Laboratory Equipment (grades 9-12)	New Textbooks and Materials available each year for each student	0	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	\$5546	\$401	0	\$59,940
District	\$8643	n/a	---	\$61,354
Percent Difference - School Site and District	35.83%	---		2.30%
State	\$8452	---	\$5,455	\$63,062
Percent Difference - School Site and State	34.38%	---	0%	4.95%

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)

Independent Study Program

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,085	\$39,074
Mid-Range Teacher Salary	\$55,087	\$60,172
Highest Teacher Salary	\$75,828	\$78,468
Average Principal Salary (Elementary)	\$93,540	\$95,926
Average Principal Salary (Middle)	\$90,478	\$99,356
Average Principal Salary (High)	\$103,615	\$107,041
Superintendent Salary	\$140,796	\$148,555
Percent of Budget for Teacher Salaries	38.00%	38.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	64%	64%	64%	64%	65%	65%	50%	52%	54%
Mathematics	42%	46%	45%	51%	53%	51%	46%	48%	50%
Science	56%	58%	49%	70%	68%	63%	50%	54%	56%
History-Social Science	44%	45%	43%	49%	50%	52%	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	65%	51%	63%	52%
All Students at the School	64%	45%	49%	43%
Male	61%	47%	53%	45%

Female	66%	43%	46%	41%
Black or African American	38%	14%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	89%	78%	82%	67%
Filipino	87%	57%	0%	0%
Hispanic or Latino	47%	26%	25%	15%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	66%	47%	53%	51%
Two or More Races	62%	43%	0%	0%
Socioeconomically Disadvantaged	59%	39%	42%	38%
English Learners	0%	0%	0%	0%
Students with Disabilities	34%	26%	26%	12%
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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students -- Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	51.8	55	68	71.1	73.0	n/a	52.0	54.0	n/a
Mathematics	29.6	39	45	64.9	63.0	n/a	53.3	53.0	n/a

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 High School Exit Examination Grade Ten Results by Student Group -
Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	32	29	39	55	32	13
All Students at the School	32	29	39	55	32	13
Male	35	35	30	56	31	13
Female	28	22	50	53	33	14
Black or African American	100	*	*	100	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	33	67	*	67	*	33
Filipino	*	50	50	*	50	50
Hispanic or Latino	48	43	9	71	29	*
Native Hawaiian/Pacific Islander	*	*	100	100	*	*
White	25	21	54	47	36	17
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	38	27	35	62	27	11
English Learners	50	*	50	50	50	*
Students with Disabilities	62	13	25	75	12	13
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/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.20%	32.40%	27.30%
7	18.90%	29.60%	28.90%
9	19.50%	25.40%	24.30%

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.

Local Assessment Results (School Year 2010-11)

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

SCANTRON ASSESSMENT is required for all 2nd to 12th grade students yearly.

GRADE	TOTAL# STUDENTS TOOK MATH TEST	Above Average	High Average	Low Average	Below Average
2nd	49	71%	12%	14%	2%
3rd	169	50%	17%	15%	18%
4th	185	50%	17%	14%	19%
5th	153	57%	18%	12%	14%
6th	154	40%	18%	15%	27%
7th	130	45%	20%	18%	17%
8th	103	41%	25%	15%	19%
9th	49	33%	22%	18%	27%
10th	40	38%	20%	18%	24%
11th	n/a	n/a	n/a	n/a	n/a
12th	n/a	n/a	n/a	n/a	n/a

GRADE	TOTAL# STUDENTS TOOK READING TEST	Above Average	High Average	Low Average	Below Average
2nd	49	73%	11%	8%	8%
3rd	165	50%	24%	15%	12%
4th	181	52%	22%	16%	9%
5th	155	61%	18%	13%	8%
6th	154	55%	13%	18%	14%
7th	135	59%	18%	13%	10%
8th	117	63%	16%	12%	9%
9th	78	63%	15%	17%	5%
10th	78	54%	21%	13%	13%
11th	n/a	n/a	n/a	n/a	n/a
12th	n/a	n/a	n/a	n/a	n/a

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	2	5	5
Similar Schools	1	1	1

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	62	10	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	47	-2	
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			1,860	828	4,683,676	778
Black or African American			20	742	317,856	696
American Indian or Alaska Native			16	723	33,774	733

Asian			22	834	398,869	898
Filipino			8		123,245	859
Hispanic or Latino			151	780	2,406,749	729
Native Hawaiian/Pacific Islander			5		26,953	764
White			1,568	837	1,258,831	845
Two or More Races			69	789	76,766	836
Socioeconomically Disadvantaged			335	772	2,731,843	726
English Learners			28	700	1,521,844	707
Students with Disabilities			252	663	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	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	N/A	Yes

Indicator	Result
2011 Growth API Score (from 2011 API Report)	
Statewide Rank (from 2010 Base API Report)	5
Met All 2011 AYP Requirements	No

Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 13
2011-12 Program Improvement Status (PI Year)	

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

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		Not In PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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)	15.5	10.0	4.5	2.7	2.0	2.2	4.9	5.7	4.6
Graduation Rate				92.25	94.98	93.75	80.21	78.59	80.44

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Cohort Graduating Class of 2010		
	School	District	State
All Students	65.5%		N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D

Hispanic or Latino	54.6%		N/D
Native Hawaiian/Pacific Islander			N/D
White	66.7%		N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

N/A

Career Technical Education Participation (School Year 2010-11)

N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	64
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		n/a
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics		n/a
Science		n/a
Social Science		n/a
All Courses		n/a

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.

As part of the orientation and training process as a new Education Specialist for Ocean Grove Charter School, our teachers (ESs) participate in an initial training that focuses on administrative processes and reporting, the various philosophies of education, the Expected School-wide Learning Results (Growth Area goals), assessment of students, and the selection of appropriate curriculum in support of the students' educational goals.

Once the initial training has been completed, the ES contacts their ES Advisor and one-on-one, on-the-job training begins. The ES Advisor works with all ESs to explain and review each process the ESs must complete. ES/Advisor interaction may include shadowing, coaching, observing, and/or mentoring depending upon the individual needs of each ES. In addition to the ES Advisor ongoing training, every ES attends monthly required professional development training meetings. Our Staff Development meetings are meant to be a time when the school communicates to the ES on issues regarding teaching strategies, classroom management, conflict resolution, and curriculum (as dictated by the staff development guidelines given by the state). In addition to our local training meetings, teachers are provided with information regarding and are encouraged to attend workshops that will enhance their professional growth and benefit their students and other teachers.

The school educational administration attend various trainings and seminars focusing on charter legislative, assessment, guidance, personnel required, and informational issues each year.