

Our Community Charter

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Dr. Julie Troletti

Principal, Our Community Charter

About Our School

Welcome to Our Community School's SARC Webpage,

At OCS, we strive to meet the needs of our diverse population and participate fully in all measures of accountability and transparency to ensure the success of our wonderful family of students, parents, and staff.

Thank you,
Dr. Julie Troletti, Principal

Contact

Our Community Charter
10045 Jumilla Ave.
Chatsworth, CA 91311-3507

Phone: 818-350-5000
E-mail: julie.t@ourcommunityschool.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Our Community Charter
Street	10045 Jumilla Ave.
City, State, Zip	Chatsworth, Ca, 91311-3507
Phone Number	818-350-5000
Principal	Dr. Julie Troletti
E-mail Address	julie.t@ourcommunityschool.org
Web Site	http://ourcommunityschool.org
County-District-School (CDS) Code	19647330109934

Last updated: 1/29/2019

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

Our Community School originally was founded by a dedicated group of parents and educators in 2005 as a K-6 school in the San Fernando Valley. At the time of renewal in 2010, the LAUSD Board also approved a Material Revision to add 7th and 8th grades, making Our Community School a K-8 span school. Throughout our twelve years of operation, Our Community School (OCS) has become a valued asset in the local community, offering a TK-8 small school educational option for families.

OCS has achieved impressive growth and stability, building on our recognition in 2009 – just our fourth year of operations – as the California Charter School of the Year by the California Charter School Association. This honor was awarded for OCS's excellence in narrowing the achievement gap by showing student improvement across demographic sub-groups and through our ability to realize a vision of creating a democratic school community in which all stakeholders (students, teachers, parents, and community members) are valued and contributing members.

Mission Statement

Our Community School guides our students to be empowered, ethical, and informed community members. OCS staff members, students, and families strive to create a culture of acceptance and belonging where all students are honored. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers, and leaders. We nurture multiple aspects of a child's development: physical, emotional, intellectual, artistic and social.

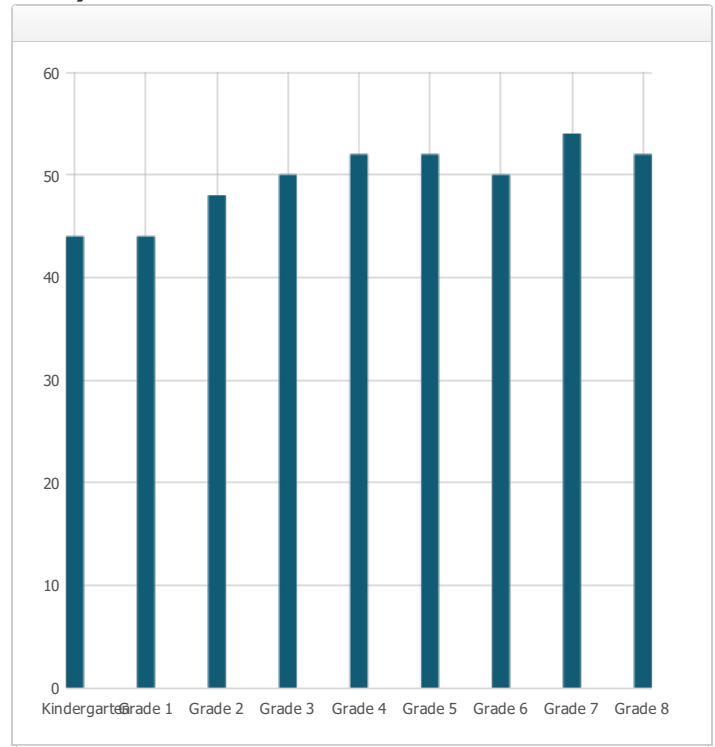
Vision Statement

Our Community School stakeholders will positively impact their local and global communities by being Empowered, Ethical and Informed.

Last updated: 1/29/2019

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	48
Grade 3	50
Grade 4	52
Grade 5	52
Grade 6	50
Grade 7	54
Grade 8	52
Total Enrollment	446



Last updated: 1/29/2019

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

Student Group	Percent of Total Enrollment
Black or African American	7.0 %
American Indian or Alaska Native	0.7 %
Asian	6.3 %
Filipino	0.4 %
Hispanic or Latino	33.9 %
Native Hawaiian or Pacific Islander	%
White	50.4 %
Two or More Races	1.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.1 %
English Learners	2.7 %
Students with Disabilities	14.8 %
Foster Youth	0.2 %

A. Conditions of Learning

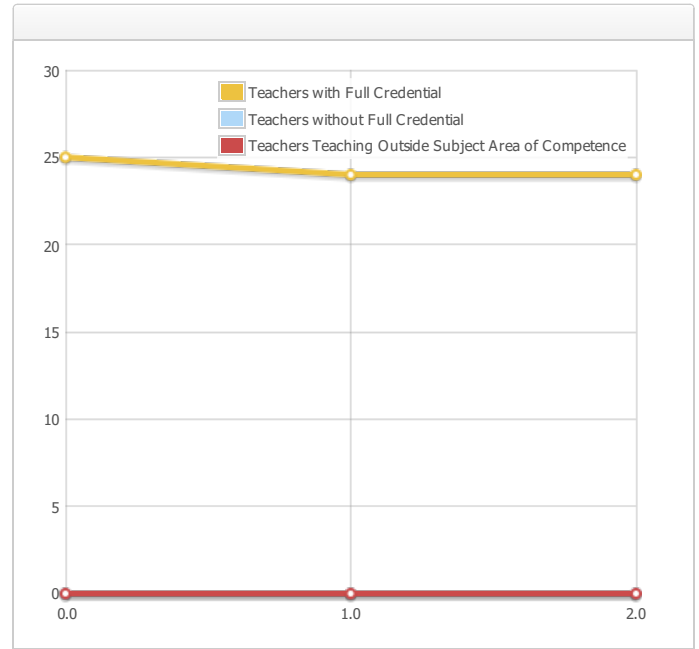
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

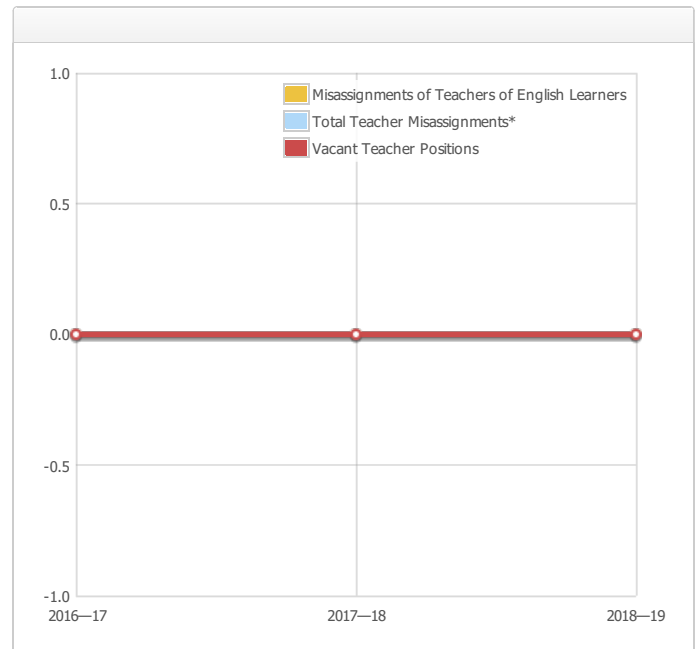
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	24	24	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

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

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Good Habits, Great Readers Words Their Way Wordly Wise (2019) Ready Common Core My Perspectives (2019)	Yes	0.0 %
Mathematics	GO Math California Math	Yes	0.0 %
Science	Foss Kits	No	0.0 %
History-Social Science	History Alive	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/31/2019

School Facility Conditions and Planned Improvements

Our Community School is located on an approximate 5-acre facility in Chatsworth, CA. There are 7 buildings on the site. One building is the Multi-Purpose Room (auditorium) which also houses the music program, one building is dedicated to administration, one building is dedicated to library and staff, the other buildings contain our classrooms, resource lab, and computer lab. There is a large amount of play space surrounding the buildings, a garden area, and a large field for sports and PE activities. There is adequate space for our max of 450 students and all current programs. OCS completed a modernization construction project in January 2017. Renovations include ADA upgrades, lighting, changing rooms, and renovations to the MPR. Ongoing maintenance is a priority and the facility is in good working order. OCS hires our maintenance staff and budgets for needed repairs.

Last updated: 1/31/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Sewer line replaced in January 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	72.0%	74.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	60.0%	65.0%	30.0%	32.0%	37.0%	38.0%

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

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

Last updated: 1/29/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	299	97.71%	73.91%
Male	162	158	97.53%	70.25%
Female	144	141	97.92%	78.01%
Black or African American	22	21	95.45%	52.38%
American Indian or Alaska Native	--	--	--	
Asian	20	20	100.00%	85.00%
Filipino	--	--	--	
Hispanic or Latino	100	96	96.00%	61.46%
Native Hawaiian or Pacific Islander				
White	159	157	98.74%	82.80%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	95	92	96.84%	68.48%
English Learners	17	17	100.00%	47.06%
Students with Disabilities	47	43	91.49%	32.56%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2019

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

CAASPP Test Results in Mathematics

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	299	97.71%	64.88%
Male	162	158	97.53%	68.35%
Female	144	141	97.92%	60.99%
Black or African American	22	21	95.45%	33.33%
American Indian or Alaska Native	--	--	--	
Asian	20	20	100.00%	95.00%
Filipino	--	--	--	
Hispanic or Latino	100	96	96.00%	53.13%
Native Hawaiian or Pacific Islander				
White	159	157	98.74%	71.97%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	95	92	96.84%	54.35%
English Learners	17	17	100.00%	35.29%
Students with Disabilities	47	43	91.49%	34.88%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2019

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

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

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

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

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

Last updated: 1/29/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Our Community School partners with Planet Bravo to provide our students with quality technology education in grades TK-8th.

We also offer various trimester-long classes to 7th and 8th graders in areas of study of CTE programs.

Last updated: 1/29/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	446
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/29/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

We encourage and welcome parent participation at OCS. Parents choose to be involved in many different aspects of Our Community School from classroom volunteers to Board members. We have over 150 parents volunteer each year and we have an average of 10 family volunteers on campus regularly. Our parents lead fundraisers, work on various school committees, participate in our School Site Council, and support art and garden enrichment programs on campus. 100% of our parents attend our yearly Family and Student-Led Conferences. Each classroom/grade has room parents that work to share communication and fill volunteer needs. Lastly, our PTO, Panda Partners, is a great way for parents to get involved.

State Priority: Pupil Engagement

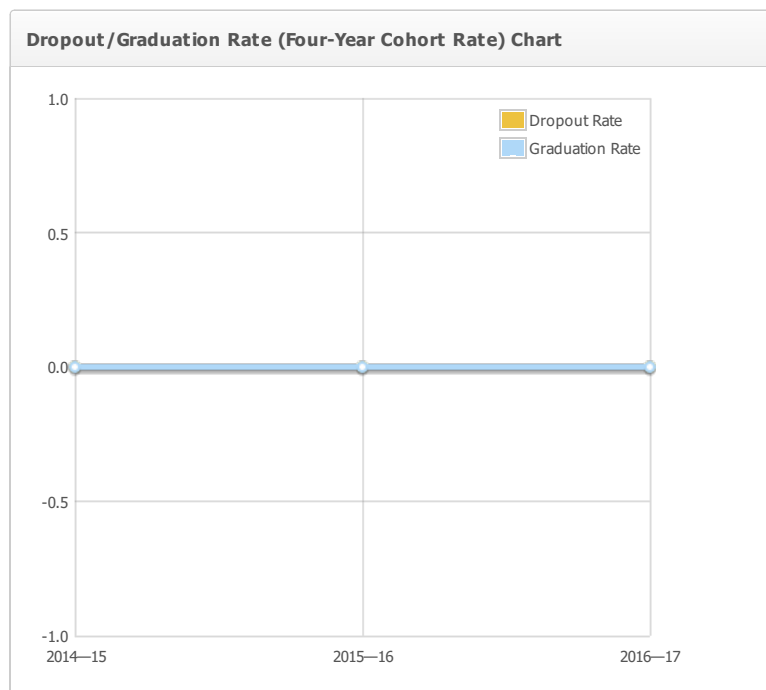
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	10.8%	9.1%
Graduation Rate	0.0%	79.7%	82.7%



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

Last updated: 1/29/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

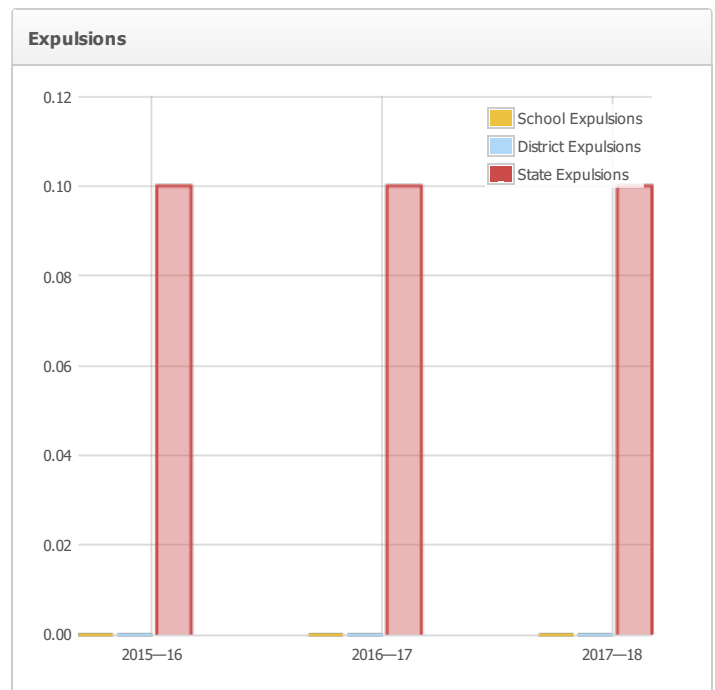
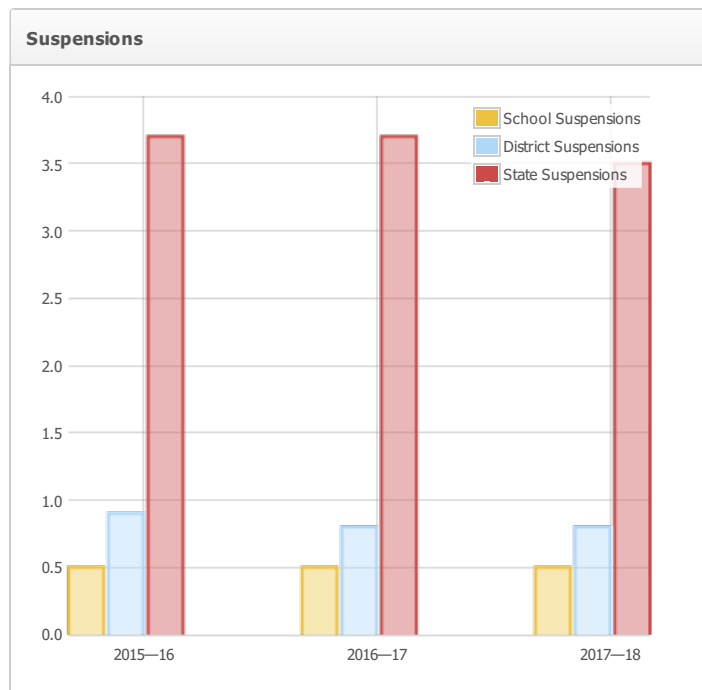
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.5%	0.5%	0.5%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

The School Safety Plan is updated annually by the Director of Operations. It includes monthly drop drills, fire drills as well as annual mock earthquake drills that are more extensive as well as several lock-down and "keep and sweep" drills. All staff, students, and regular volunteers are trained in OCS safety plans. There is an outdoor bin with emergency first aid and nutrition supplies needed for staff/students for several days. All classrooms have emergency backpacks with parent and students information and first aid supplies.

Last updated: 1/29/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	1	
1	21.0	1	1	
2	24.0		2	
3	24.0		2	
4	26.0		2	
5	27.0		2	
6	26.0		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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1	22.0	1	1	
2	25.0		2	
3	24.0		2	
4	26.0		2	
5	26.0		2	
6	25.0		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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1	22.0		2	
2	24.0		2	
3	25.0		2	
4	26.0		2	
5	26.0		2	
6	25.0		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.

Last updated: 1/29/2019

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0		4	
Mathematics	21.0	3	2	
Science	26.0		4	
Social Science	26.0		4	

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0		4	
Mathematics	20.6	3	2	
Science	25.8		4	
Social Science	25.8		4	

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0		4	
Mathematics	17.0	3	2	
Science	26.0		4	
Social Science	26.0		4	

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

Last updated: 1/29/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	3.8	N/A
Other		N/A

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

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

Last updated: 1/29/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9305.7	\$1699.6	\$7606.2	\$57414.1
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	1.0%	-23.5%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	6.3%	-28.9%

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

Last updated: 1/31/2019

Types of Services Funded (Fiscal Year 2017—18)

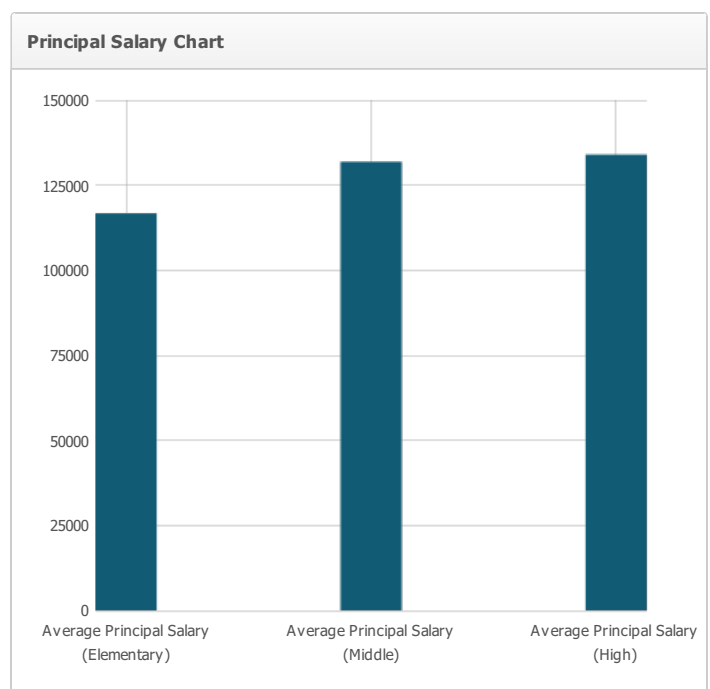
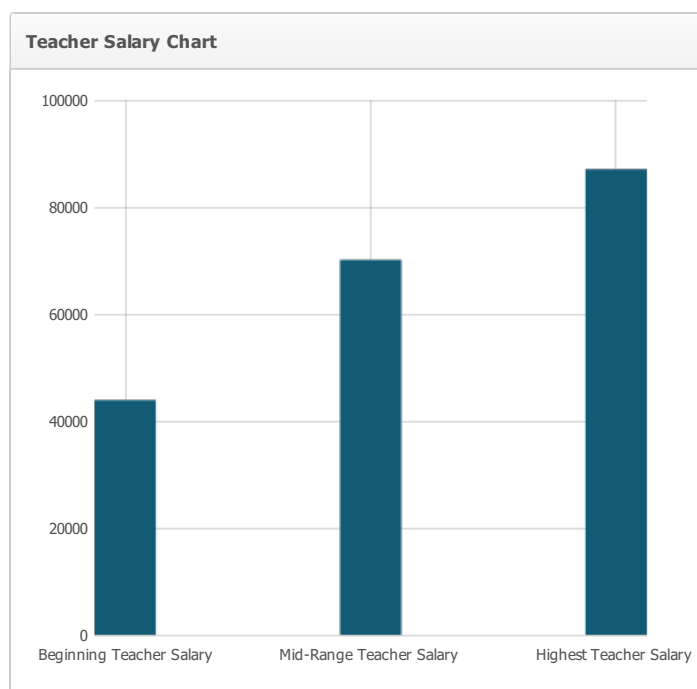
All classroom-based curriculum and instruction for TK-8 program as well as intervention/tutoring services for students recommended for additional support.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

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



Last updated: 1/29/2019

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

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

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

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

Last updated: 1/29/2019

Professional Development

At the start of each school year, OCS staff have scheduled professional development days. Usually, these are the 5-7 days prior to the start of school to work on the following: Review school-wide programs such as Responsive Classrooms, Critical Friends Groups, conflict resolution strategies, assemblies, student senate, as well as any inservices required for the implementation of new curriculum. Staff are trained in the following areas: mandated reporter, emergency procedures and receive first aid/CPR training. School-wide goals are established such as focusing on implementing common core and focusing on subgroups for additional supports/interventions.

Regularly on Tuesdays after school, staff members meet to work on the goals for the year. Based on school-wide data and staff surveys, OCS staff focuses this PD on the following areas: common core implementation, differentiation of instruction, and integrated hands-on learning. Staff will work with administration and a mentor to develop in these areas through ongoing classroom observations, grade level teacher meetings, grade level cluster meetings (K-2), (3-5), and (6-8) led by cluster coordinators (a teacher selected to guide each cluster and facilitate discussions around best practices), CFG meetings, analyzing data, and academic planning

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