

Ocean Charter
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 12870 Panama St.
Los Angeles, CA , 90066-6506

Principal: Kristy Mack Fett

Phone: 310-827-5511

Grade Span:

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 and access to prior year reports, 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/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

About This School

Kristy Mack Fett

Principal, Ocean Charter

About Our School

Contact

Ocean Charter
12870 Panama St.
Los Angeles, CA 90066-6506

Phone: [310-827-5511](tel:310-827-5511)
Email: mskristy@oceans.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

| | |
|-----------------------|---|
| District Name | Los Angeles Unified |
| Phone Number | (213) 241-1000 |
| Superintendent | Carvalho, Alberto |
| Email Address | alberto.carvalho@lausd.net |
| Website | https://achieve.lausd.net/domain/4 |

School Contact Information (School Year 2022–23)

| | |
|--|--|
| School Name | Ocean Charter |
| Street | 12870 Panama St. |
| City, State, Zip | Los Angeles, CA , 90066-6506 |
| Phone Number | 310-827-5511 |
| Principal | Kristy Mack Fett |
| Email Address | mskristy@oceans.org |
| Website | http://oceans.org |
| County-District-School (CDS) Code | 19647330102335 |

Last updated: 1/30/23

School Description and Mission Statement (School Year 2022–23)

Ocean Charter School is an independent public charter school, serving students in grades TK-8. Our program incorporates the Common Core Standards through a rigorous, arts-integrated Waldorf Educational program. OCS' 3rd charter renewal was approved unanimously by the LAUSD School Board on January 9, 2018. OCS is now in its 20th year of existence, and 19th year of operations. We opened our brand new campus in Del Rey for all students in April 2021.

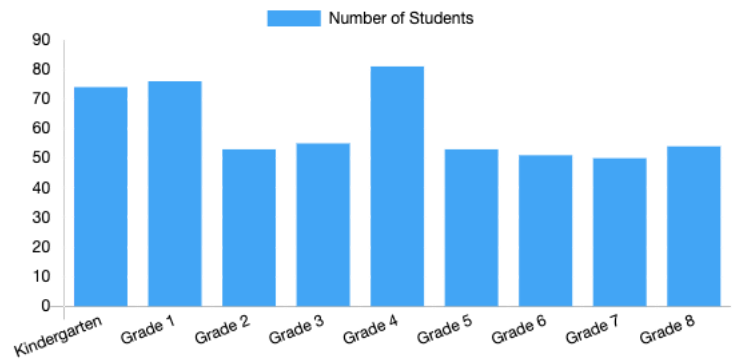
Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multi-cultural, urban environment. We are committed to achieving academic excellence through experiential learning and to enhancing the growth of curiosity and imagination through the rigorous practice of an arts integrated curriculum. This approach addresses the whole child, promoting the development of healthy, responsible, and creative human beings. Our graduates will have the vision, desire and skill to live meaningful lives, balance technology and humanity, and create a sustainable future.

Ocean Charter School addresses the Common Core Standards through the mindful implementation of Public Waldorf Education. Our curriculum is built on a foundation of creativity and self-confidence, and grows with the child to balance imagination, critical thinking and academic excellence. This foundation, combined with a focus on ecological and social responsibility, nurtures a sense of delight and wonder about the world, as well as respect for nature and humanity. Our goal is to graduate students who will positively shape our culture, rather than merely reflecting it. Our curriculum is designed to empower each student with the knowledge that she or he matters as an individual and shapes not only her or his own life, but, ultimately, our shared future.

Last updated: 1/30/23

Student Enrollment by Grade Level (School Year 2021–22)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 74 |
| Grade 1 | 76 |
| Grade 2 | 53 |
| Grade 3 | 55 |
| Grade 4 | 81 |
| Grade 5 | 53 |
| Grade 6 | 51 |
| Grade 7 | 50 |
| Grade 8 | 54 |
| Total Enrollment | 547 |



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.00% |
| Male | 51.00% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |
| Asian | 7.00% |
| Black or African American | 4.00% |
| Filipino | 0.00% |
| Hispanic or Latino | 25.00% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 16.00% |
| White | 48.00% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 3.00% |
| Foster Youth | 0.00% |
| Homeless | 0.00% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 20.00% |
| Students with Disabilities | 13.00% |

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 Preparation and Placement (School Year 2020–21)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.00 | 68.18 | 22369.20 | 82.26 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 2.00 | 9.09 | 714.60 | 2.63 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 5.00 | 22.73 | 1398.60 | 5.14 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 1060.30 | 3.90 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 1651.30 | 6.07 | 18854.30 | 6.86 |
| Total Teaching Positions | 22.00 | 100.00 | 27194.20 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/23

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020–21 Number | 2021–22 Number |
|--------------------------|----------------|----------------|
| Permits and Waivers | 0.00 | |
| Misassignments | 5.00 | |
| Vacant Positions | 0.00 | |

| Authorization/Assignment | 2020-21 Number | 2021-22 Number |
|---|---------------------------|---------------------------|
| Total Teachers Without Credentials and Misassignments | 5.00 | |

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

| Indicator | 2020–21 Number | 2021–22 Number |
|--|-------------------|-------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

Last updated: 1/11/23

Class Assignments

| Indicator | 2020–21 Percent | 2021–22 Percent |
|--|--------------------|--------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 18.10 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 14.80 | |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

School Facility Conditions and Planned Improvements

Ocean Charter School opened our new campus for all TK - 8th grade students in April 2021 in Del Rey. Built with funding from Prop 1D from the State of California, an Augmentation Grant from LAUSD, and Ocean Charter's reserves, the campus houses all our TK - 8th grade students in state of the art classrooms that embrace the natural materials of Waldorf Education. In return for the Augmentation Grant, OCS has a 40- year lease with LAUSD. OCS provides all maintenance, including plumbing, electrical, HVAC, landscaping, gardens, and grounds. The safety of our students and employees is a top priority. To this end, OCS maintains security cameras, buzzer gates, and fencing around the perimeter of property.

Last updated: 1/30/23

School Facility Good Repair Status

OCS' facilities are in good repair.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2021

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| 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: 2021

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/30/23

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

OCS did not participate in State testing in the 2020-2021 School Year during the Covid Pandemic.

| Subject | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | 71% | N/A | 41% | N/A | 47% |
| Mathematics (grades 3-8 and 11) | N/A | 49% | N/A | 27% | N/A | 33% |

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/30/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 356 | 339 | 95.22 | 4.78 | 71.09 |
| Female | 178 | 170 | 95.51 | 4.49 | 77.06 |
| Male | 178 | 169 | 94.94 | 5.06 | 65.09 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 20 | 19 | 95.00 | 5.00 | 73.68 |
| Black or African American | 15 | 14 | 93.33 | 6.67 | 50.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 97 | 95 | 97.94 | 2.06 | 64.21 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 62 | 59 | 95.16 | 4.84 | 76.27 |
| White | 160 | 150 | 93.75 | 6.25 | 75.33 |
| English Learners | 14 | 13 | 92.86 | 7.14 | 7.69 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | 0 | |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 80 | 77 | 96.25 | 3.75 | 61.04 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 69 | 65 | 94.20 | 5.80 | 38.46 |

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: 1/30/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 356 | 339 | 95.22 | 4.78 | 49.26 |
| Female | 178 | 170 | 95.51 | 4.49 | 48.24 |
| Male | 178 | 169 | 94.94 | 5.06 | 50.30 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 20 | 19 | 95.00 | 5.00 | 63.16 |
| Black or African American | 15 | 14 | 93.33 | 6.67 | 7.14 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 97 | 95 | 97.94 | 2.06 | 40.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 62 | 59 | 95.16 | 4.84 | 49.15 |
| White | 160 | 150 | 93.75 | 6.25 | 58.00 |
| English Learners | 14 | 13 | 92.86 | 7.14 | 15.38 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 80 | 77 | 96.25 | 3.75 | 37.66 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 69 | 65 | 94.20 | 5.80 | 21.54 |

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: 1/30/23

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

| Subject | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | NT | 43.14 | 25.29 | | 28.72 | 29.47 |

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/30/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 108 | 102 | 94.44 | 5.56 | 43.14 |
| Female | 53 | 50 | 94.34 | 5.66 | 44.00 |
| Male | 55 | 52 | 94.55 | 5.45 | 42.31 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 37 | 36 | 97.30 | 2.70 | 27.78 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 17 | 15 | 88.24 | 11.76 | 53.33 |
| White | 42 | 40 | 95.24 | 4.76 | 60.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 25 | 24 | 96.00 | 4.00 | 29.17 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 22 | 91.67 | 8.33 | 9.09 |

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.

Last updated: 1/30/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|-------------------------------------|---|--|--|--------------------------------|
| 5 | 96% | 96% | 96% | 96% | 96% |
| 7 | 98% | 98% | 98% | 98% | 98% |
| 9 | % | % | % | % | % |

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 1/30/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Parent Involvement

Parent input and perspective is built into the OCS governance structure through elected and appointed seats on the Board of Trustees and is further channeled through parent seats on Board standing committees including Finance, Governance, and Diversity/Equity/Inclusion/Belonging. In addition, elected parents serve on the OCS Parent Collective that supports parent engagement, parent education, community events, and fundraising. In addition, OCS parents and community members are invited to address the Board of Trustees and all Board Committee meetings during “Open Forum,” an opportunity for public comment on any topic of interest. Members of the public may also comment on any item on the agenda. This open invitation to address the Board encourages parental involvement in school decision-making processes by actively seeking community input on policy and other matters before the Board.

Ocean Charter School Parent Collective (PC)

The OCS Parent Collective, regularly meets as a collaboration of OCS parents to fulfill the mission and vision of the Charter School. PC meetings are open to anyone who has an interest in Ocean Charter School. A strong collaboration is at the heart of Ocean Charter School.

The Ocean Charter School Parent Collective (PC) is comprised of all parents. PC meetings provide a forum and support network where the community learns from each other, plans together, and gets things done. A strong collaboration is at the heart of Ocean Charter School. The PC endeavors to accomplish the following goals:

- **Inform:** Facilitate open communication across the entire Ocean Charter School community through updates, announcements, and curriculum education from our committees, teachers, staff members, and guest speakers.
- **Motivate:** Encourage community participation in school activities including festivals, fundraisers, site workdays, office support, and gardening.
- **Unite:** Through the collaborative efforts of the PC, help Ocean Charter School realize its mission of offering an arts- integrated, experiential curriculum within a safe, beautiful, and successful environment.

Parent Participation

Parent participation enhances our program at Ocean Charter School. Parents and guardians are involved in every aspect of the school helping to ensure that their children’s education is as rich as possible. They serve as members of the Board of Trustees, chairs and participants of the committees, and volunteers in community-building festivals and fundraisers.

Opportunities to volunteer are plentiful. Participating in a weekend clean up or building project, volunteering as a school librarian or helping maintain our gardens and landscaping are just a few examples of the myriad of ways to volunteer.

We believe that it is very important for parents of OCS students to be active participants in their child’s education and the life of the school. To complete this goal, we encourage all families to follow the following principles of parent participation:

- Volunteer in school activities. Attend annual parent-teacher conferences, scheduled Student Support and Progress Team (SSPT) meetings, and Parent Collective Conversations.
- Drop off and pick up their child on time.
- Follow OCS guidelines for age-appropriate media usage to limit and monitor their child’s contact with electronic media, such as television, videos, video games, computers and movies during the school week and on weekends.
- Avoid unnecessary absences for their children.
- Dress their child comfortably for the weather, suitably for active school life, and appropriately for the classroom (please see dress code).
- Parents are also encouraged to attend class plays, school festivals and parent evenings.

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2019–20 | School 2020–21 | School 2021–22 | District 2019–20 | District 2020–21 | District 2021–22 | State 2019–20 | State 2020–21 | State 2021–22 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | | | | | 8.90% | 7.80% | 8.9% | 9.4% | 7.8% |
| Graduation Rate | | | | | 82.90% | 87.40% | 84.2% | 83.6% | 87.0% |

Last updated: 1/25/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| All Students | 0.0 | 0.0 | 0.0 |
| Female | 0.0 | 0.0 | 0.0 |
| Male | 0.0 | 0.0 | 0.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0 |
| Asian | 0.0 | 0.0 | 0.0 |
| Black or African American | 0.0 | 0.0 | 0.0 |
| Filipino | 0.0 | 0.0 | 0.0 |
| Hispanic or Latino | 0.0 | 0.0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 | 0.0 |
| Two or More Races | 0.0 | 0.0 | 0.0 |
| White | 0.0 | 0.0 | 0.0 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 0.0 | 0.0 | 0.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 0.0 | 0.0 | 0.0 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/25/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Like schools around the country, OCS experienced chronic absenteeism during 2021-22 due to the ongoing COVID pandemic. Students with Covid as well as students exposed to Covid were required by the local health department to stay home during infection and during exposure periods. Students were encouraged to participate in OCS' independent study program during these times, however not all families were able to take advantage of the IS program. OCS is committed to reversing the chronic absenteeism rates so that all of our students benefit fully from the educational opportunities here on campus.

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 602 | 581 | 240 | 41.3 |
| Female | 292 | 283 | 117 | 41.3 |
| Male | 310 | 298 | 123 | 41.3 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 35 | 33 | 11 | 33.3 |
| Black or African American | 23 | 22 | 12 | 54.5 |
| Filipino | 3 | 2 | 0 | 0.0 |
| Hispanic or Latino | 146 | 142 | 73 | 51.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 93 | 91 | 39 | 42.9 |
| White | 289 | 278 | 98 | 35.3 |
| English Learners | 22 | 22 | 9 | 40.9 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 133 | 128 | 75 | 58.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 91 | 88 | 35 | 39.8 |

Last updated: 1/30/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–20 | District 2019–20 | State 2019–20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 0.35% | 0.44% | 2.45% |
| Expulsions | 0.00% | 0.02% | 0.05% |

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.00% | 0.00% | 0.00% | 0.46% | 0.20% | 3.17% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.02% | 0.00% | 0.07% |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/25/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

OCS has a Comprehensive School Safety Plan (CSSP) to ensure the health and safety of our students and staff. The plan is available at the school site and contains the following.

- Emergency Preparedness
- Safe Evacuation Plan
- Health, Safety and Emergency Plan regarding Infectious Disease Prevention.

The Ocean Charter Comprehensive School Safety Plan ensures the health and safety of students and staff on the campuses as required by E.C. Section 47605 (b)(5)(F) and is kept on file in the school office for review. OCS staff members are trained annually on the safety procedures outlined in the plan. OCS students and staff participate in regularly scheduled fire, earthquake and lock-down emergency drills.

Here are the topics included in our comprehensive School Safety Plan (CSSP). Available in full at <https://oceancs.org/accountability/>:

COMPLIANCE TOOL FOR A COMPREHENSIVE SCHOOL SAFETY PLAN
 SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT
 ATTENDANCE AND ABSENCES POLICY
 CHILD ABUSE REPORTING INFORMATION
 CRISIS PLAN ADAPTATIONS FOR STUDENTS WITH DISABILITIES
 OCS SCHOOL EMERGENCY RESPONSE TEAM PLAN
 EMERGENCY SIGNALS
 PLAN DETAILS REMOVED FOR WEB POSTING
 CARE TEAM PROCESS
 DISCRIMINATION, HARASSMENT, AND HATE CRIME PROCEDURES
 DRESS CODE
 SAFE ENTRY AND EXIT FROM SCHOOL SITE
 ENSURING A SAFE AND ORDERLY LEARNING ENVIRONMENT
 TACTICAL RESPONSES TO CRIMINAL INCIDENTS AFTER HOURS AND AT SPECIAL FUNCTIONS
 BULLYING PREVENTION

Last updated: 1/30/23

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 2019–20

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 27.00 | | 3 | |
| 1 | 28.00 | | 2 | |
| 2 | 25.00 | | 3 | |
| 3 | 28.00 | | 2 | |
| 4 | 26.00 | | 2 | |
| 5 | 23.00 | | 2 | |
| 6 | 28.00 | | 2 | |
| Other** | | | | |

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 27.00 | | 4 | |
| 1 | 27.00 | | 2 | |
| 2 | 28.00 | | 2 | |
| 3 | 28.00 | | 3 | |
| 4 | 28.00 | | 2 | |
| 5 | 28.00 | | 2 | |
| 6 | 27.00 | | 4 | |
| 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 2021–22

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 25.00 | | 3 | |
| 1 | 19.00 | 1 | 3 | |
| 2 | 26.00 | | 2 | |
| 3 | 27.00 | | 2 | |
| 4 | 27.00 | | 3 | |
| 5 | 27.00 | | 2 | |
| 6 | 26.00 | | 4 | |
| Other** | 3.00 | 1 | | |

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | | | | |
| Mathematics | 25.00 | | 3 | |
| 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | | | | |
| Mathematics | 27.00 | | 4 | |
| 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | | | | |
| Mathematics | 26.00 | 1 | 1 | 1 |
| 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

As a TK-8th grade school, OCS does not have academic counseling, however we do have three counselors on staff to support student mental health.

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | .00 |

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

Last updated: 1/25/23

Student Support Services Staff (School Year 2021–22)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.50 |
| Library Media Teacher (Librarian) | 0.50 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 1.00 |
| Social Worker | 0.00 |
| Nurse | 0.25 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 2.00 |
| Other | 3.00 |

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

Last updated: 1/25/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10925.00 | \$743.00 | \$10183.00 | \$63661.00 |
| District | N/A | N/A | -- | \$78635.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$6593.62 | \$85368.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/30/23

Types of Services Funded (Fiscal Year 2021–22)

OCS offers the National School Lunch Program, before school supervision, aftercare, sports, counseling, clubs, affinity clubs, enrichment classes, social skills groups and intervention.

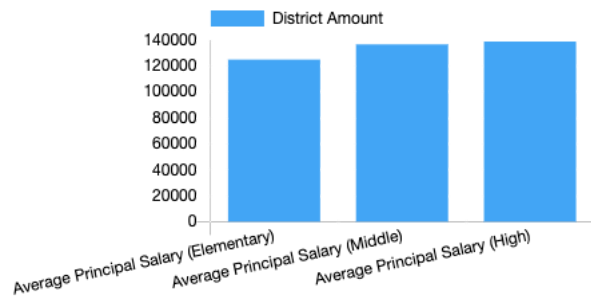
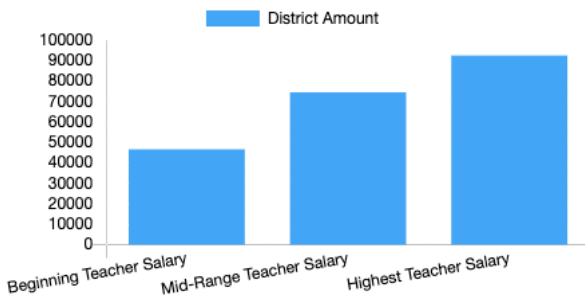
OCS offers the National School Lunch Program, before school supervision, aftercare, sports, counseling, clubs, affinity clubs, enrichment classes, social skills groups and intervention.

Last updated: 1/25/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46587.00 | \$51080.95 |
| Mid-Range Teacher Salary | \$74412.00 | \$77514.16 |
| Highest Teacher Salary | \$92389.00 | \$105763.62 |
| Average Principal Salary (Elementary) | \$124878.00 | \$133420.78 |
| Average Principal Salary (Middle) | \$136594.00 | \$138593.75 |
| Average Principal Salary (High) | \$138948.00 | \$153391.60 |
| Superintendent Salary | \$350000.00 | \$298376.74 |
| Percent of Budget for Teacher Salaries | 27.02% | 31.60% |
| Percent of Budget for Administrative Salaries | 4.66% | 4.97% |

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



Last updated: 1/25/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered* | 0.00% |

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

Last updated: 1/25/23

Professional Development

Every Wednesday is a short day for our students while teachers participate in Professional Development. In addition there are two student free Professional Development days in the school year.

| Measure | 2020–21 | 2021–22 | 2022–23 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

Last updated: 1/25/23