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
Email: mskristy@oceancs.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@oceancs.org
Website	http://oceancs.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
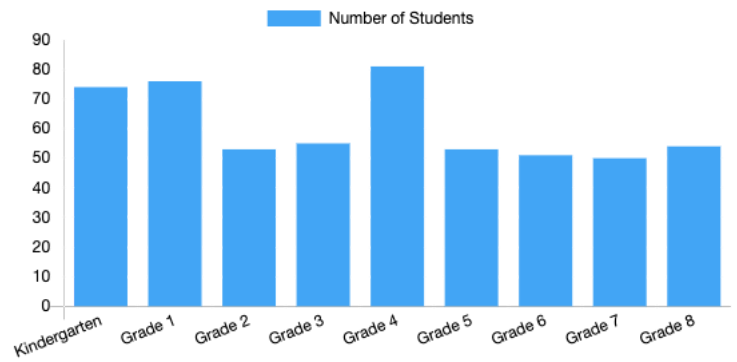
Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

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 Disavantaged	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	

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.

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.

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.

**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.

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/.
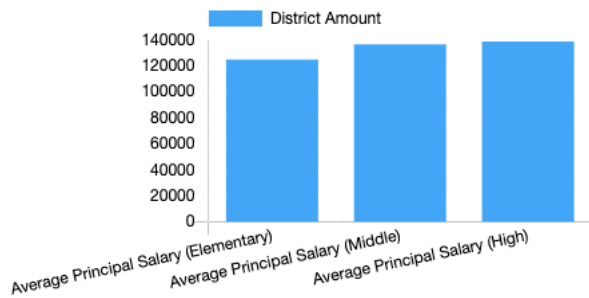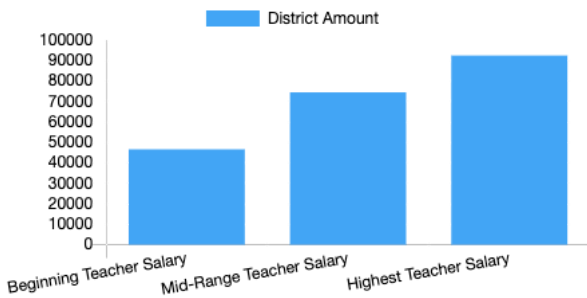
Advanced Placement (AP) Courses (School Year 2021–22)

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