Ocean Charter

Explore the performance of Ocean Charter under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Blue	No Performance Color	Green

Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement
Yellow	STANDARD MET	STANDARD MET	STANDARD MET

Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET

School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Ocean Charter	12870 Panama Street Los Angeles, CA 90066-6506	http://oceancs.org	K-8

CHARTER	DASHBOARD ALTERNATIVE SCHOOLS STATUS
Yes	No

OCEAN CHARTER

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
552	**16.5%**	**3.4%**	**0%**

OCEAN CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE	LEARN MORE	LEARN MORE
English Language Arts	**Mathematics**	**English Learner Progress**
Green	Yellow	No Performance Color
27.4 points above standard	6.2 points below standard	52.9% making progress
Declined 6.4 Points ▼	Maintained 1.7 Points	Declined 10.2% ▼

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	1 Orange	0 Yellow	3 Green	0 Blue

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	2 Orange	0 Yellow	2 Green	0 Blue

Local Indicators

LEARN MORE
Implementation of Academic Standards
STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE
Chronic Absenteeism

Yellow

20.7% chronically absent

Declined 20.6% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0	2	4	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE
Access to a Broad Course of Study

STANDARD MET

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT
Number of Student Groups in Each Level

0	0	0	0	6
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE
Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE
Parent and Family Engagement

STANDARD MET

LEARN MORE
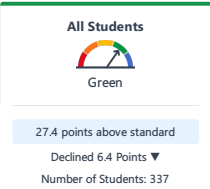**Local Climate Survey**

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

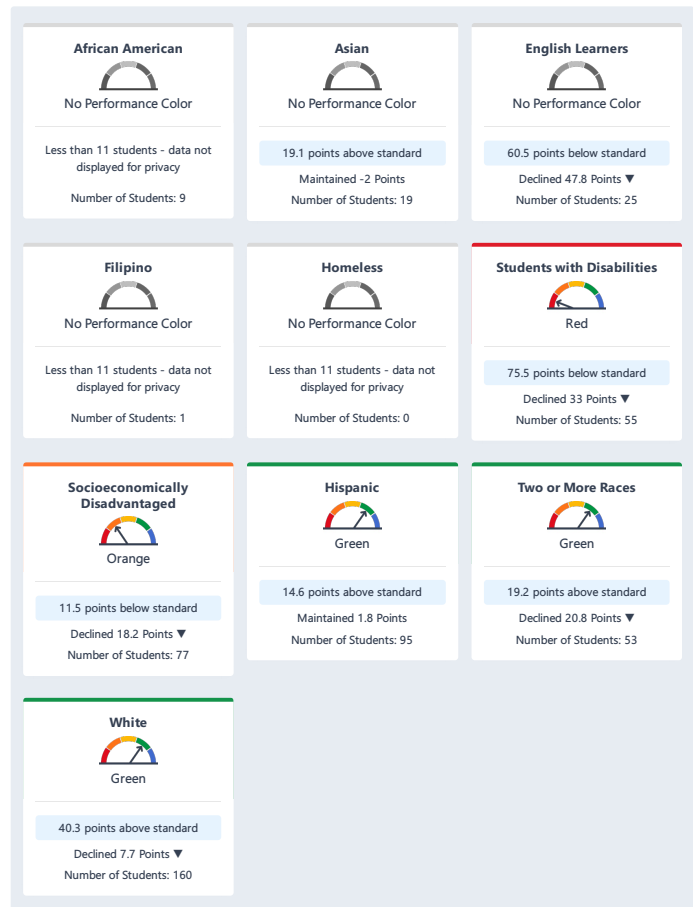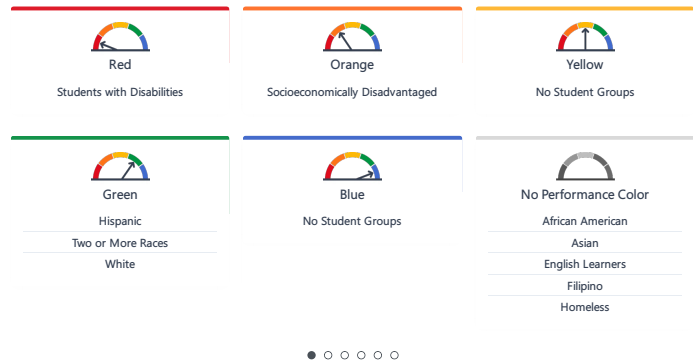## English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

27.4 points above standard

Declined 6.4 Points ▼

Number of Students: 337

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Red	Orange	Yellow
Students with Disabilities	Socioeconomically Disadvantaged	No Student Groups

Green	Blue	No Performance Color
Hispanic	No Student Groups	African American
Two or More Races		Asian
White		English Learners
		Filipino
		Homeless

● ○ ○ ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

No Performance Color

19.1 points above standard

Maintained -2 Points

Number of Students: 19

English Learners

No Performance Color

60.5 points below standard

Declined 47.8 Points ▼

Number of Students: 25

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities

Red

75.5 points below standard

Declined 33 Points ▼

Number of Students: 55

Socioeconomically Disadvantaged

Orange

11.5 points below standard

Declined 18.2 Points ▼

Number of Students: 77

Hispanic

Green

14.6 points above standard

Maintained 1.8 Points

Number of Students: 95

Two or More Races

Green

19.2 points above standard

Declined 20.8 Points ▼

Number of Students: 53

White

Green

40.3 points above standard

Declined 7.7 Points ▼

Number of Students: 160

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	33.7 points above standard	27.4 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 7

Recently Reclassified English Learners

24.5 points below standard

Declined 23.1 Points ▼

Number of Students: 18

English Only

33.6 points above standard

Declined 6.2 Points ▼

Number of Students: 254

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Yellow

6.2 points below standard

Maintained 1.7 Points

Number of Students: 337

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Red

Students with Disabilities

Orange

Two or More Races

Socioeconomically Disadvantaged

Yellow

No Student Groups

Green

Hispanic

White

Blue

No Student Groups

No Performance Color

African American

Asian

English Learners

Filipino

Homeless

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

No Performance Color

9.5 points above standard

Declined 13.5 Points ▼

Number of Students: 19

English Learners

No Performance Color

69.4 points below standard

Declined 55.2 Points ▼

Number of Students: 25

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities

Red

102.8 points below standard

Declined 15.2 Points ▼

Number of Students: 55

Two or More Races

Orange

28 points below standard

Declined 20.7 Points ▼

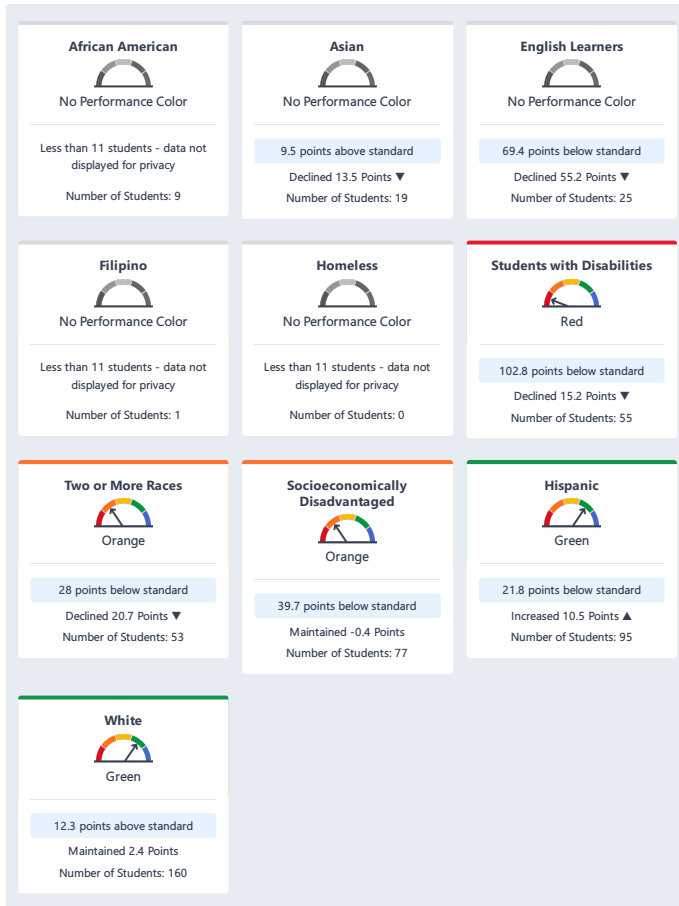Number of Students: 53

Socioeconomically Disadvantaged

Orange

39.7 points below standard

Maintained -0.4 Points

Number of Students: 77

Hispanic

Green

21.8 points below standard

Increased 10.5 Points ▲

Number of Students: 95

White

Green

12.3 points above standard

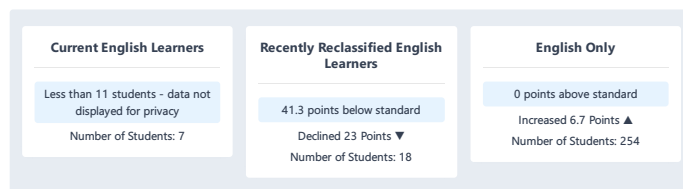Maintained 2.4 Points

Number of Students: 160

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	7.9 points below standard	6.2 points below standard

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Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 7

Recently Reclassified English Learners

41.3 points below standard

Declined 23 Points ▼

Number of Students: 18

English Only

0 points above standard

Increased 6.7 Points ▲

Number of Students: 254

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

No Performance Color

52.9% making progress towards English language proficiency

Declined 10.2% ▼

Number of EL Students: 17

Student English Language Acquisition Results
Summative ELPAC
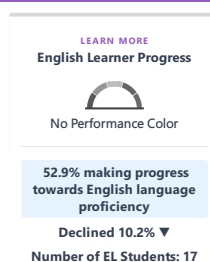
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Legend:
- ELs Who Decreased at Least One ELPI Level
- ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- ELs who Maintained ELPI Level 4
- ELs Who Progressed at Least One ELPI Level
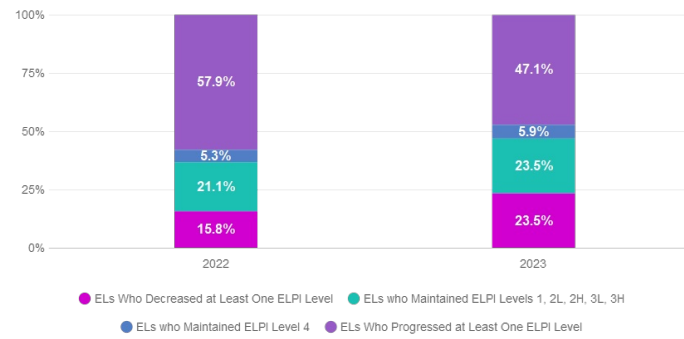
Narrative Summary

Ocean Charter School (OCS) uses a number of locally selected measures and tools to track our progress in implementing the state academic standards. These tools and measures have been selected as they address the state standards, align with our curriculum and program, and give meaningful feedback that informs our instructional program.

In English Language Arts, OCS uses NWEA Map assessments for students in grades 1st -8th. TK and Kindergarten student progress is tracked with OCS' Kindergarten Assessment and DIBELS. In addition, students' progress in 1st - 8th grade ELA is tracked through teacher-created assessments and main lesson book work that includes all aspects of ELA standards. Specific tracking of grammar and spelling is done using a variety of tools and measures, including McGraw Hill materials.

In English Language Development, OCS uses Launch to Literacy and and Link to Literacy tools and measures to track progress on the CA ELD standards.

In Math, OCS uses the NWEA Map measures as well as textbook assessments from Envision.

For Next Generation Science Standards, OCS uses student main lesson books and teacher-created authentic assessments to track progress in implementing the standards.

In History/Social Science, OCS uses student main lesson books and teacher-created authentic assessments to track progress in implementing the standards.

In Handwork and Woodwork, OCS uses teacher-created projects and rubrics to track progress towards grade level standards.

For Health Education Content Standards, OCS uses a variety of resources including teacher-created measures as well as measures from Beyond Sex Ed, Our Whole Lives, and Coming of Age.

In Physical Education, students in Grades 5 and 7 participate in CA Physical Fitness testing and all students participated in teacher-created tasks to track progress on our implementation of state standards.

In the Visual and Performing Arts, implementation of state standards is measured through teacher-created activities such as class plays, puppet shows, concerts, spoken word performances, visual presentations, and main lesson books.

The OCS World Language program tracks implementation of state standards through teacher-created assessments.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation

Next Generation Science Standards

4	Full Implementation

History - Social Science

4	Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability

Mathematics – Common Core State Standards for
Mathematics

| 5 | Full Implementation And Sustainability |

Next Generation Science Standards

| 4 | Full Implementation |

History - Social Science

| 4 | Full Implementation |

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards
for English Language Arts

| 4 | Full Implementation |

English Language Development (Aligned to English
Language Arts Standards)

| 4 | Full Implementation |

Mathematics – Common Core State Standards for
Mathematics

| 4 | Full Implementation |

Next Generation Science Standards

| 4 | Full Implementation |

History - Social Science

| 4 | Full Implementation |

Career Technical Education

| 0 | |

Additional Comments

OCS is meeting the requirements for implementation of state academic standards.

Academic Engagement
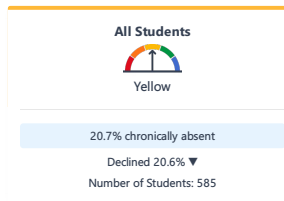
View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:

https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=19647330102335&year=2022-23

All Students

Yellow

20.7% chronically absent

Declined 20.6% ▼

Number of Students: 585

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Red

No Student Groups

Orange

Socioeconomically Disadvantaged

Students with Disabilities

Yellow

Asian

Hispanic

Two or More Races

White

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

English Learners

Filipino

Homeless

○ ● ○ ○ ○ ○

African American

No Performance Color

40% chronically absent

Declined 14.5% ▼

Number of Students: 15

English Learners

No Performance Color

16.7% chronically absent

Declined 24.2% ▼

Number of Students: 24

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged

Orange

29.9% chronically absent

Declined 28.7% ▼

Number of Students: 117

Students with Disabilities

Orange

24.1% chronically absent

Declined 15.6% ▼

Number of Students: 87

Asian

Yellow

19.4% chronically absent

Declined 14% ▼

Number of Students: 31

Hispanic

Yellow

24.5% chronically absent

Declined 26.9% ▼

Number of Students: 151

Two or More Races

Yellow

18.1% chronically absent

Declined 25.6% ▼

Number of Students: 94

White

Yellow

18.8% chronically absent

Declined 16.4% ▼

Number of Students: 292

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

As a single, relatively small school, OCS ensures that all students (1st - 8th grades, unduplicated studetns, and students with special needs) are engaged in a broad course of study that includes rigorous academics as well as our full specialty program that includes world language, movement, practical arts, music, and visual and performing arts. Schedules for students with special needs who have services outside of the classroom are coordinated to reduce disruptions to their involvement in the course of study as much as possible within the constraints of the school day and required service minutes.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All OCS students in grades 1st - 8th have access to a broad course of study. OCS does not limit access in any way as all students participate in all courses.

3. Identification of any barriers preventing access to a broad course of study for all students.

NA

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

OCS will continue to offer full access for all students to a broad course of study.
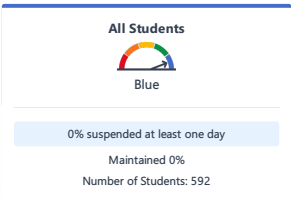
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

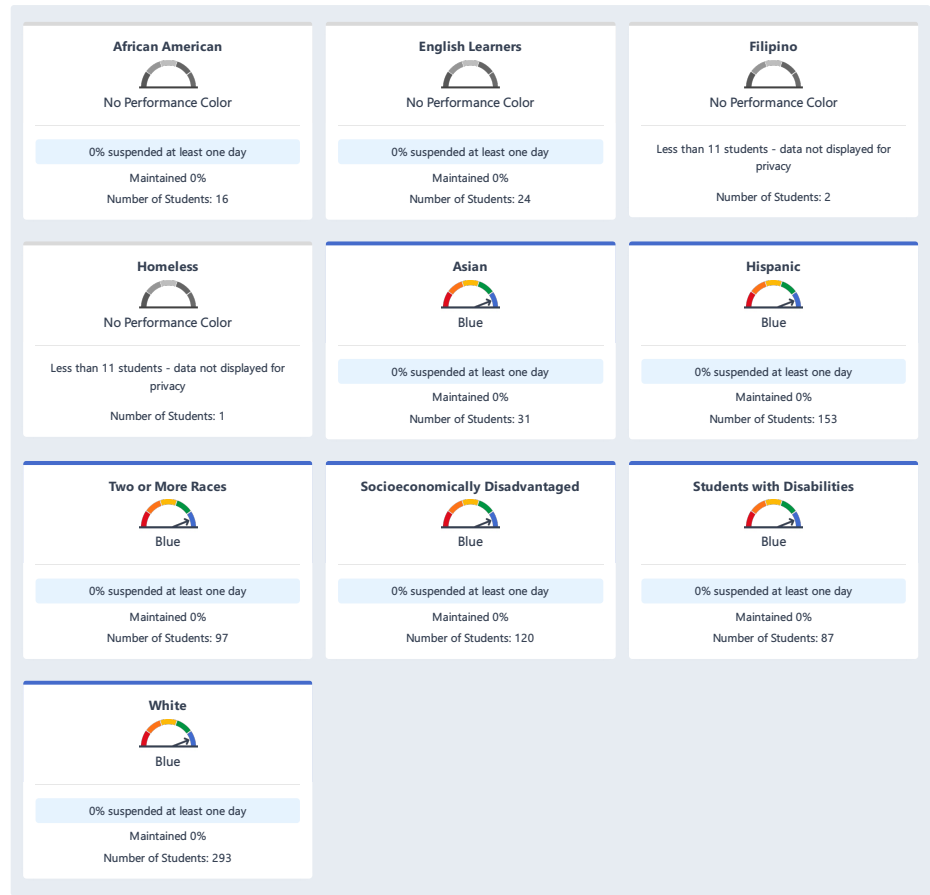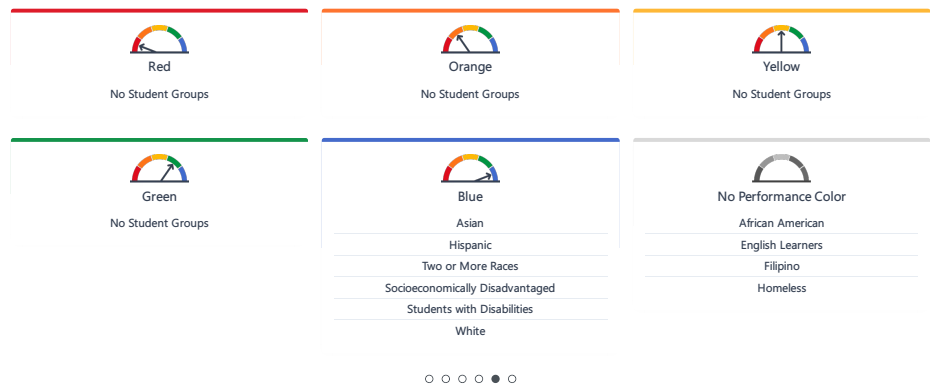## Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students

Blue

| 0% suspended at least one day |

Maintained 0%

Number of Students: 592

Student Group Details

All Student Groups by Performance Level

| 10 Total Student Groups |

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

Asian
Hispanic
Two or More Races
Socioeconomically Disadvantaged
Students with Disabilities
White

No Performance Color

African American
English Learners
Filipino
Homeless

○ ○ ○ ○ ● ○

African American

No Performance Color

| 0% suspended at least one day |

Maintained 0%

Number of Students: 16

English Learners

No Performance Color

| 0% suspended at least one day |

Maintained 0%

Number of Students: 24

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

Blue

| 0% suspended at least one day |

Maintained 0%

Number of Students: 31

Hispanic

Blue

| 0% suspended at least one day |

Maintained 0%

Number of Students: 153

Two or More Races

Blue

| 0% suspended at least one day |

Maintained 0%

Number of Students: 97

Socioeconomically Disadvantaged

Blue

| 0% suspended at least one day |

Maintained 0%

Number of Students: 120

Students with Disabilities

Blue

| 0% suspended at least one day |

Maintained 0%

Number of Students: 87

White

Blue

| 0% suspended at least one day |

Maintained 0%

Number of Students: 293

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023

	2022	2023
Suspension Rate	N/A	N/A

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	24	87.5%	Above
County	62,129.05	85.1%	Above
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=19647330102335&year=2021-22.

> Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
> 0
> Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
> 0

Additional Comments

OCS has continued to provide all students with access to curriculum-aligned instructional materials and safe, clean and functional school facilities. OCS continues to work towards all teachers having Clear credentials as some of our teachers continued to have intern credentials.

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation and Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Through various communication channels including class meetings, individual parent/teacher meetings, parent education, and school communications, progress has been made in partnership to support student outcomes. More regular communication from teachers and weekly school communication has helped. In addition, teachers sharing with families what is happening in the classrooms and offering tips on what parent can do at home has helped parents feel more involved and empowered.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Focus ares for improvement in building partnerships for student outcomes include: providing language support in Spanish and Japanese as needed; better representation of traditionally marginalized (BIPOC, LGBTQIA, low income) groups at all levels of the school; more training on supporting students with behavioral challenges.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Engagement of underrepresented families will improve though language support, focus groups, and parent education.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation and Sustainability

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

OCS is built on an understanding that a strong connection between school and families is critical to student outcomes. Professional development annually includes best practices to engage parents in support of their children as well as ways to empower parents to work with their children and share with teachers any concerns and celebrations they have. In addition, school resources are targeted to support all families especially those with social-emotional needs through our CARE team that includes extensive informal counseling and a strong Student Success and Progress Team process.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The focus area is on providing language support in Spanish and Japanese to support relationships between school staff and families.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Providing language support to Spanish and Japanese speaking families will improve engagement. Targeted outreach to engage underrepresented families will also help via meetings focusing on listening to these families needs, questions and concerns.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

OCS has large parent representation on our Board and a strong parent leadership group (Parent Collective). Parent engagement and input is high at all levels of the school. Families are regularly asked for input on decisions that affect their child and their child's experience at school, as well as on school wide events and procedures.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

OCS' focus area for improvement in seeking input is to better engage underrepresented families in decision-making.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

OCS will improve engagement of underrepresentated families by providing primary language support, hosting targeted input meetings, and actively recruiting underrepresented parents to positions of leadership.
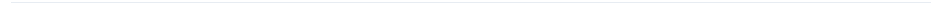
Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Overall, students feel safe and seen at OCS. Students appreciate the affinity clubs that are offered as a way of bringing students who identify with each other together to learn, support, and share their experiences with each other. Middle school students appreciate leadership opportunities for school events and also feel more connected to the school community through sports and buddy class programs. Greater connectedness is felt when students participate in school activities; therefore, OCS is committed to maintaining these offerings.

Students note that the small class sizes and long-term relationships with peers (staying in the same class) and with teachers (teacher looping) help them feel seen, heard and connected.