

Our Community Charter School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

2024-25 School Description and Mission Statement

serves 430 students in grades TK-8th grade. We are considered a span school and through our nineteen years, we have become a valued asset in the local community. Last year we completed a WASC evaluation and we were awarded WASC accreditation with a mid-cycle review through 2029. Our Community Charter School will petition to renew its charter in spring of 2027.

Mission Statement:

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

Vision Statement:

OCS staff members, students, and families strive to create a culture of acceptance and belonging where all students are honored. OCS Community members will be given the tools and support to positively impact their local and global communities by being Empowered, Ethical, and Informed.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	40
Grade 2	50
Grade 3	50
Grade 4	51
Grade 5	49
Grade 6	45
Grade 7	50
Grade 8	42
Total Enrollment	436

2022-23 Teacher Preparation and Placement

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)	20.10	93.91	22355.10	82.56	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1101.40	4.07	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.33	1596.00	5.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	3.72	1053.60	3.89	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	971.50	3.59	14303.80	5.15
Total Teaching Positions	21.50	100.00	27077.80	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.8
Total Out-of-Field Teachers	0.00	0.00	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	1.7	2.2

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify CKLA (K-5th grades), MyPerspectives (6th-8th grades), i-Ready ELA online instruction, Lexia Reading, Read Naturally, Scholastic On My Way (TK) <i>Heggerty</i>	Yes	0%
Mathematics	Go Math (Kinder-5th grades), Reveal Math (6th-8th grades), i-Ready Math online instruction, Scholastic On My Way (TK)	Yes	0%
Science	Mystery Science (all grades), Science Dimensions (5th-8th grades)	Yes	0%
History-Social Science	TCI America's Past (5th grade) TCI History Alive (6th-8th grades), Scholastic Magazine	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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

School Facility Conditions and Planned Improvements

Our Community School is located on an approximate 5-acre facility in Chatsworth, CA. One building is the Multi-Purpose Room (MPR/auditorium) which also houses the music and art programs. One building is dedicated to administration. One building is dedicated library and staff. The other buildings contain our classrooms and resource lab. There is a large amount of play space surrounding the buildings, the garden area, and a large field for sports and PE activities. There is adequate space for our maximum of 450 students and all current programs. OCS completed a modernization construction project in January 2017. Renovations included ADA upgrades, lighting, changing rooms, and improvements to the MPR. Ongoing maintenance is a priority. OCS hires our own plant manager, contract with a cleaning company, and budget for needed repairs.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	62	63	41	43	46	47
Mathematics (grades 3-8 and 11)	46	47	29	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	279	97.89	2.11	47.31
Female	132	129	97.73	2.27	41.86
Male	147	144	97.96	2.04	50.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	102	100	98.04	1.96	41.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	44.44
White	136	134	98.53	1.47	56.72
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	72	98.63	1.37	36.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	59	96.72	3.28	23.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	89	98.89	1.11	41.57
Female	40	40	100.00	0.00	32.50
Male	48	47	97.92	2.08	46.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	32.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	54.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	32.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	15.79

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	436	50	11.5
Female	219	212	13	6.1
Male	224	218	37	17.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	19	2	10.5
Black or African American	23	23	3	13.0
Filipino	--	--	--	--
Hispanic or Latino	158	153	22	14.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	29	4	13.8
White	203	202	19	9.4
English Learners	24	24	5	20.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	120	117	20	17.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	99	13	13.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

2024-25 School Safety Plan

procedures for our various emergency drills and the schedule for when we practice all of the various drills throughout the school year. The Comprehensive Safety Plan also includes child abuse reporting procedures, disaster response procedures, discipline - suspension and expulsion procedures, discrimination and harassment policy, injury and illness prevention program, heat illness prevention program, and the IIPP addendum for COVID-19. There is an outdoor bin with emergency first aid and nutrition supplies needed for staff/students for several days. All classrooms have emergency backpacks with parents and students' information and first aid supplies. Additionally, Our Community School has received additional funding through a STOP (Students, Teachers, and Officers Preventing) School Violence grant that funds additional safety training in a partnership with the National Center for School Safety.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	22		4	
2	23		4	
3	24		4	
4	22		4	
5	25		4	
6	41		2	2

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3		
1	21		2	
2	23		2	
3	25		2	
4	21		2	
5	21		2	
6	52			2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,022.19	\$5947.91	\$10,074.28	\$73,158.00
District	N/A	N/A	\$8,796	\$85,275
Percent Difference - School Site and District	N/A	N/A	13.5	-15.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-6.7	-25.6

Fiscal Year 2023-24 Types of Services Funded

All classroom-based curriculum and instruction for TK-8 grade program are funded, as well as intervention for students recommended for additional support.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,399	\$56,573
Mid-Range Teacher Salary	\$83,696	\$87,186
Highest Teacher Salary	\$103,915	\$119,665
Average Principal Salary (Elementary)	\$130,400	\$148,486
Average Principal Salary (Middle)	\$143,735	\$154,835
Average Principal Salary (High)	\$147,353	\$170,008
Superintendent Salary	\$440,000	\$338,699
Percent of Budget for Teacher Salaries	24.89	31.41
Percent of Budget for Administrative Salaries	4.73	4.86

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	21	20	20