

Ocean View Nonpublic School
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	30615 Avenida De Las Flores Rancho Santa Margarita, CA , 92688-3949	Principal:	Mrs. Helen Condas, Site Administrator
Phone:	(949) 855-0408	Grade Span:	3-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

About This School

Mrs. Helen Condas, Site Administrator

Principal, Ocean View Nonpublic School

About Our School



Helen Condas LCSW leads a Multidisciplinary leadership team including clinical psychologist, clinical social worker, mild mod education specialist, mod severe education specialist, speech pathologist, occupational therapist, license marriage child therapist and highly qualified teaching assistants and behavior intervention specialists.

Contact

Ocean View Nonpublic School
30615 Avenida De Las Flores
Rancho Santa Margarita, CA 92688-3949

Phone: (949) 855-0408
Email: hcondas@oceanviewnps.com

Contact Information (School Year 2021–2022)

District Contact Information (School Year 2021–2022)

District Name	Saddleback Valley Unified
Phone Number	(949) 586-1234
Superintendent	Turner, Crystal
Email Address	crystal.turner@svusd.org
Website	www.svusd.k12.ca.us

School Contact Information (School Year 2021–2022)

School Name	Ocean View Nonpublic School
Street	30615 Avenida De Las Flores
City, State, Zip	Rancho Santa Margarita, CA , 92688-3949
Phone Number	(949) 855-0408
Principal	Mrs. Helen Condas, Site Administrator
Email Address	hcondas@oceanviewnps.com
Website	http://www.oceanviewnps.net
County-District-School (CDS) Code	30736357098866

Last updated: 5/17/22

School Description and Mission Statement (School Year 2021—2022)

Ocean View NPS is a nonpublic, nonsectarian school serving Special Education students grades 3 through 12 and nongraded young adults to the age of 22. Ocean View NPS provides a corrective therapeutic educational program to students with unique needs in either a Diploma or Certificate of Completion Track. California Common Core academic instruction is offered within a cognitive behavioral and positive reinforcement system.

Experienced Educational Specialista collaborate with an interdisciplinary team to meet the special needs of students. Utilizing cognitive-behavioral techniques, social, emotional and academic growth is enhanced through positive reinforcement, contingency reinforcement systems, insight oriented processing, self-esteem enhancement and a positive peer culture. The therapeutic school community is tolerant of individual differences while supporting relationship building skills through experiential education, social skill and life skill training.

Traditional and individualized services are available to support individual needs of students. Ocean View's high staff to student ratio and community based instruction provides a broad range of educational credit bearing experiences which include career exploration, vocational assessments, prevocational and vocational training, community awareness, Driver's Education and Culinary Arts. The Ocean View team also support social and community resource development. Ocean View students often participate with staff in a blended program accessing courses and enrichment opportunities offered through local community colleges, vocational training programs and other community venues. Ocean View students can also participate in team sports, art and music enrichment courses, performing arts and educational field trips.

Prevocational Training and Internships, College and Career Planning, Community Service, 1:1 Academic Support, Study Skills Training, Social Skills and Leadership Training, Credit Recovery, Speech Therapy, Occupational Therapy and Individual, Family and Group Counseling support student success.

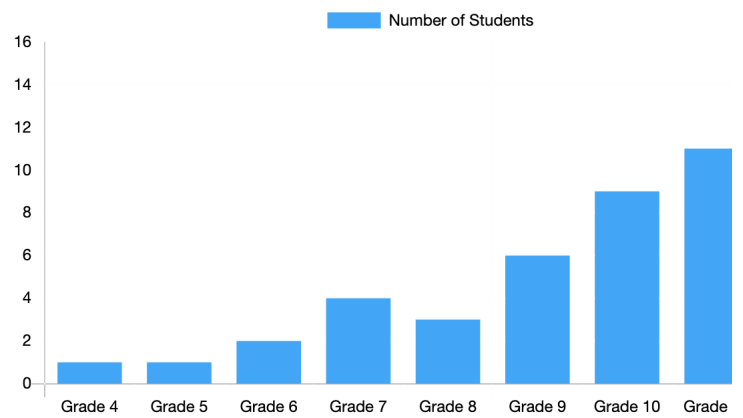
Accommodation and/or modification of common core curriculum to support academic success is provided on an individual basis within a structured, yet nurturing learning environment. Traditional and very individualized services are available to support individual needs of students.

Ocean View is committed to supporting the self-esteem enhancement and empowerment of students who face challenges that impede their success in traditional public school and private school settings. Ocean View NPS strives to support students as they work towards independence and autonomy, acquiring meaningful life skills that can lead to a successful, happy and productive future while working towards their High School Diploma or Certificate of Completion.

Last updated: 5/17/22

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 4	1
Grade 5	1
Grade 6	2
Grade 7	4
Grade 8	3
Grade 9	6
Grade 10	9
Grade 11	11
Grade 12	16
Total Enrollment	53



Last updated: 5/17/22

Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	22.00%
Male	27.00%
Non-Binary	4.00%
American Indian or Alaska Native	0.00%
Asian	6.00%
Black or African American	1.00%
Filipino	0.00%
Hispanic or Latino	12.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.00%
White	27.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	3.00%
Students with Disabilities	53.00%

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—2021)

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 to 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:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2007

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders - ELA/ELD Program Unit I (Common Core) 2017 Wonders - ELA/ELD Program Unit II (Common Core) 2017 Wonders - ELA/ELD Program Unit III (Common Core) 2017 Wonders - ELA/ELD Program Unit IV (Common Core) 2017 Wonders - ELA/ELD Program Unit V (Common Core) 2017 Wonders - ELA/ELD Program Unit VI (Common Core) 2017 Reading California 2003 Reading - Rewards 2005 Reading Practice Book (TE) 2003 Reading Practice Book (TE - Annotated) 2003 California Science 2008 California Science - 4 Textbook 2008 Reading and Writing in Science (wkbk) 2008 Interactive Text Workbook 2008 Health and Fitness 2006 Reflections CA A Changing State 2007 Our California 2006 Benchmark Advance Unit 1 (Government In Action) 2017 Benchmark Advance Unit 2 (Character's Actions and Reactions) 2017 Benchmark Advance Unit 3 (Observing Nature) 2017 Benchmark Advance Unit 4 (Understanding Different Points of View) 2017 Benchmark Advance Unit 5 (Technology For A Green Future) 2017 Benchmark Advance Unit 6 (Confronting Challenges) 2017 Benchmark Advance Unit 7 (Developing A Nation) 2017 Benchmark Advance Unit 8 (Earth Changes) 2017 Benchmark Advance Unit 9 (Resources and Their Impact) 2017 Benchmark Advance Unit 10 (The Power of Electricity) 2017 Benchmark Advance Teacher's Resource System 2017 CA Go Math! 2015 CA Go Math! Standards Practice Book 2015 California Science 2008 California Science - 5 Textbook 2008 Reading and Writing in Science (wkbk) 2008 Health and Fitness 2006 Reflections The United States Making a New Nation 2007 Our Nation 2006 Benchmark Advance Unit 1 (US Constitution: Then and Now) 2017 Benchmark Advance Unit 2 (Developing Characters' Relationships) 2017 Benchmark Advance Unit 3 (Cultivating Natural Resources) 2017 Benchmark Advance Unit 4 (Recognizing Author's Point of View) 2017 Benchmark Advance Unit 5 (Technology's Impact On Society) 2017 Benchmark Advance Unit 6 (Up Against the Wild) 2017 Benchmark Advance Unit 7 (Conflicts That Shaped A Nation) 2017 Benchmark Advance Unit 8 (Water: Fact & Fiction) 2017 Benchmark Advance Unit 9 (The Economic Development of Cities) 2017 Benchmark Advance Unit 10 (Transforming Matter) 2017 Benchmark Advance Teacher's Resource System 2017 Go Math! (vol 1) 2015 Go Math! (vol 2) 2015 Math Expressions CA HR Wkbk V1 2015 Math Expressions CA HR Wkbk V2 2015 Mathematics Concepts and Skills 2001 INSIDE Language, Literacy, Content (Nat Geo) Common Core Vol 1 2014 INSIDE Reading, Writing, Language (Nat Geo) Common Core Vol 2 2014 Literature and Language Arts 2003 Literature and Language Arts 2003	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Literature and Language Arts 2010 Literature and Language Arts 2010 English 2006 Reading California 2001 Reading California - Rewards 2003 Decisions For Your Health 2004 Ancient Civilizations 2006 World History - Ancient Civilizations 2007 California Earth Science 2006 Go Math - Middle School(TE)Common Core 2015 Go Math - Common Core 2015 Go Math - Standards Practice Book 2015 Math Steps 2000 Mathematics: Numbers to Algebra 2008 World History Ancient Civilizations 2006 World History Ancient Civilizations 2007 California Collections 7 (HMH) 2017 Literature and Language Arts First Course Handbook 2003 Literature and Language Arts First Course Handbook 2003 California Collections 7 (HMH) 2017 World History Medieval to Early Modern Times 2006 Health Decisions 2004 Go Math - Middle School(TE)Common Core 2015 Go Math - Practice and Skill Fluency Wkbk 2015 California Pre Algebra 1999 CA Science Explorers Focus on Life Science 2008 Middle School Math Course 2001 California Algebra 2001 Voices in Literature 1996 Literature and Language Arts Second Course 2003 Literature and Language Arts Second Course Handbook 2003 California Collections 8 (HMH) 2017		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	CA Go Math! 2015 CA Go Math! Standards Practice Book 2015 CA Go Math! 2015 CA Go Math! Standards Practice Book 2015 Go Math! (vol 1) 2015 Go Math! (vol 2) 2015 Math Expressions CA HR Wkbk V1 2015 Math Expressions CA HR Wkbk V2 2015 Mathematics Concepts and Skills 2001 Go Math - Middle School(TE)Common Core 2015 Go Math - Common Core 2015 Go Math - Standards Practice Book 2015 Math Steps 2000 Mathematics: Numbers to Algebra 2008 Go Math - Middle School(TE)Common Core 2015 Go Math - Practice and Skill Fluency Wkbk 2015 California Pre Algebra 1999 Middle School Math Course 2001 California Algebra 2001 California Algebra 2008 Go Math - Middle School(TE)Common Core 2015 Go Math - Practice and Skill Fluency Wkbk 2015 Pre-Algebra with POWER Learning 2014 Holt CA Mathematics Course 1: Numbers to Algebra 2008 Holt CA Mathematics Course 2: Pre-Algebra 2008 Algebra 1 (Common Core) 2012 Algebra 1 (Common Core) Practice and Problem Solving Workbook 2012 Practice & Problem Solving Wkbk 2015 Geometry (Common Core) 2012 Geometry (Common Core) Practice and Problem Solving Workbook 2012 Geometry (Common Core) Common Core Standards Practice and Review 2012 Algebra 2 (Common Core) 2012 Algebra 2 (Common Core) Practice and Problem Solving Workbook 2012 Essential Statistics 2018 Implementing the Common Core State Standards 2012 Common Core Mathematics in a PLC at Work 2012	Yes	0%
Science	California Science 2008 California Science - 3 Textbook 2008 Reading and Writing in Science (wkbk) 2008 Interactive Text Workbook 2008 California Science 2008 California Science - 4 Textbook 2008 Reading and Writing in Science (wkbk) 2008 Interactive Text Workbook 2008 California Science 2008 California Science - 5 Textbook 2008 Reading and Writing in Science (wkbk) 2008 California Earth Science 2006 Health Decisions 2004 CA Science Explorers Focus on Life Science 2008 Decisions For Your Health 2009 CA Science Explorers Focus on Physical Science 2008 Physical Science with Earth Science 2006 Health 2007 Biology Living Science 2004 Chemistry Zumdahl (6th Edition) 2005 Elements of Ecology 2015 *Science World - Current Science 2021	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	*NY Times: Upfront 2021 Reflections Our Communities 2007 Our Communities 2006 Reflections CA A Changing State 2007 Our California 2006 Reflections The United States Making a New Nation 2007 Our Nation 2006 Ancient Civilizations 2006 World History - Ancient Civilizations 2007 World History Ancient Civilizations 2006 World History Ancient Civilizations 2007 World History Medieval to Early Modern Times 2006 United States History 2006 Geography: World Geography Building a Global Perspective 2005 The Americans: Reconstruction to the 21st Century 2003 American Through the Lens 2019 US History: American Anthem 2007 Civics 2002 Civics Wraparound 2002 American Government 2006 United States Government: Principles and Practices 2012 Economics: Principles and Practices 2001 Introduction to Psychology 2005 Sociology: A Down To Earth Approach 2010	Yes	0%
Foreign Language	N/A	Yes	0%
Health	Health and Fitness 2006 Decisions For Your Health 2004	Yes	0%
Visual and Performing Arts	N/A	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 5/17/22

School Facility Conditions and Planned Improvements

Ocean View NPS leases space from Calvary Chapel in Rancho Santa Margarita. Ocean View has primary use of a separate Lobby, seven classrooms and several offices. The School is conveniently located directly off of the Toll Road and has a gated playground and a security system. There are several neighborhood parks located in the vicinity along with many community venues that provide opportunities for community service and prevocational internships. The facilities are well ventilated, can accommodate social distancing and provides individual and group activity work space outside of the classrooms. Daily fogging and sanitation services are provided by a contracted janitorial service. The facilities are well maintained and accommodate individual work space needs outside of the classroom.

Last updated: 5/17/22

School Facility Good Repair Status

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: January 2020

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Exemplary
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Last updated: 5/17/22

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- SARC Reporting in the 2020–2021 School Year Only**
 Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - 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**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 5/18/22

**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 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless					
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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: 5/17/22

**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 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless					
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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: 5/17/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/17/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/17/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/17/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/17/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/17/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/17/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

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Last updated: 5/17/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

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Last updated: 5/17/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/17/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 5/17/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 5/17/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless					
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 5/17/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

- Ocean View NPS works with students on their Individual Transition Plan in identifying and accessing resources to support continued education, vocational and career development and independent living skill attainment.
- Ocean View NPS works supports active resource development with students in collaboration with the students Public School District of residence. Ocean View supports students in accessing services and accommodations from community based agencies including the State Department of Vocational Rehabilitation, Orange County Regional Center, Saddleback Community College, Irvine Valley College, Santiago Community College, Orange Coast College, Career Link, California One-stop Center, Saddleback Regional Occupational Programs and many other community based resources.

Last updated: 5/17/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 5/17/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	62.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	16.00%

Last updated: 5/17/22

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 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 5/17/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Parent collaboration and partnership is encouraged and supported. Ocean View's Clinical Team offers a monthly Parent support Groups and Parent Training utilizing a Love and Logic Parent training model. Parents are provided with daily feedback re: student engagement and progress to foster positive reinforcement and motivation towards student success. The Ocean View Team honors all parent requests for meetings and collaboration and provides quarterly progress reports on all IEP Goals.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	0.00%	0.00%	0.00%	3.40%	3.50%	3.50%	9.00%	8.90%	9.40%
Graduation Rate	100.00%	100.00%	100.00%	92.80%	92.90%	90.50%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

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

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:

Chronic Absenteeism by Student Group
(School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

Last updated:

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

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	1.10%	0.30%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.27%	0.02%	0.08%	0.00%

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.

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.80%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Last updated: 5/17/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Ocean View NPS Emergency Preparedness Plan Policy

It is the policy of Ocean View NPS to have an established and practical plan that provides procedures to be followed in the event of a disaster within or near the facility. A disaster is defined as an unusual occurrence, which may involve physical injury, the threat of physical injury, the serious disruption of the facility's ability to function or the threat of the disruption of the facility's ability to function. This Emergency Preparedness Plan gives specific procedures to respond to in all the following emergency situations:

Health Related

- 1. Pandemic

Weather Related

- 1. Earthquake
- 2. Flood
- 3. Wind
- 4. Lightning Strike

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- 5. Extreme Heat

Mechanical Failure

- 1. Loss of Alarm System
- 2. Loss of Heating System
- 3. Loss of Sewage System
- 4. Loss of Telephone System
- 5. Loss of Water

- 6. Gas leak (Explosion Prevention)

- 7. Structural Damage to Building

Threats of Violence and Violence

- 1. Bomb Threat
- 2. Disruption Program/ Security
- 3. Weapons on Campus

Fire & Hazardous External Events

- 1. Fire
- 2. Nuclear Event
- 3. Toxic Spill

Off-Campus Transportation Issue(s)

I. Vehicle Accident

Evacuation Issues

I. Evacuation Procedures 2. Evacuation Grounds

Ocean View NPS Emergency Preparedness Plan

Policy (Continuation)

No plan can anticipate all potential components nor calculate all the variables that may constitute an actual or threatened disaster; however, this plan provides the guidelines for a method to ensure the safety of students, staff and visitors at all times and can be adapted to other unforeseen events.

Ocean View NPS consists of Non-Public onsite school programming. There are students, staff and visitors in the building on any given day. It is essential that continuity of care be maintained at all times.

Access to the Ocean View NPS at 30615 Ave de Las Flores in Rancho Santa Margarita California is gained through the School Director or her designee during regular business hours (7 am to 4 pm Monday through Friday).

Ocean View NPS Emergency Preparedness Plan Objectives

The objectives of this Emergency Preparedness Plan are:

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1. To ensure the health, safety and well-being of all of Ocean ViewNPS's occupants, including students, staff and visitors.
2. To ensure staff members respond calmly by assessing the situation and implementing the procedure appropriate to that situation.
3. To limit damage to the physical plant and property loss.
4. To maintain a continuity and continuation of student programming and all related counseling/medical services whenever and wherever possible in the event of a disaster.

In order to achieve these objectives:

1. All staff will be trained in the procedures in this manual during orientation and at least annually thereafter. This training provides for fire drills to be held at least monthly and disaster drills to be held at least semi-annually. Documentation of training will be kept and each session will be assessed by the Quality Improvement Committee.
2. Emergency numbers are posted on or near each telephone.
3. Battery operated rechargeable lanterns are located in the staff office.
4. Three days worth of emergency food supplies and disposable utensils, plates, bowls, and cups are stored in a specially marked section in the Dietary storage area. These food supplies are dated and regularly rotated to assure freshness.
5. Waterless hand sanitizing cleaner is available throughout the facility.
6. A Visitor's Log is kept in the reception area. Any visitor, delivery personnel and/or staff members not regularly assigned to the Ocean View NPS facility must sign in upon arrival and sign out when leaving.

The Emergency Preparedness Plan must be put into effect immediately if a disaster occurs Disaster Control Center:

The Disaster Control Center will be in the School Director's office during working hours. The School Director/Safety Officer will determine an alternate Disaster Control Center if the staff office is unsafe.

Ocean View NPS Emergency Preparedness Plan

Reporting a Disaster

School Director/Safe!Y_ Officer:

Upon being notified of a disaster, the School Director/Safety Officer will initiate the appropriate plan.

I. First staff person aware of or alerted by a student or visitor of, a disaster shall immediately:

a. b.

When the disaster is immediate and life threatening, teachers are to institute investigation and evacuation.

When there is a threat or risk of disaster, call the School Director/Safety Officer who will alert the School Director.

2. The person reporting the disaster shall provide the following information:

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- a. caller and caller location
- b. nature of emergency - fire, explosion, etc.
- c. location of disaster
- d. estimated number of people injured

The School Director/Safety Officer or designee will meet any emergency personnel and explain the situation.

3. The person reporting the disaster will stay at a safe distance from the disaster when a dangerous condition exists and wait for assistance.

If the disaster area is determined to be safe, the person may render first aid assistance if qualified to do so.

4. In addition, the reporting person will advise assisting personnel of what has happened and briefly describe the disaster and number of victims involved.

PANDEMIC

OCEAN VIEW NPS PANDEMIC PREPAREDNESS CHECKLIST

PLANNING AND COORDINATION:

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STAFFING:

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Form a team of staff members to produce a plan for dealing with the possibility of a pandemic outbreak: at your location.

Identify all the ways that a pandemic might affect your program and develop a plan of action. Train all staff on this plan of action and rehearse the implementation of this plan in the event it should become necessary. Assess the effectiveness of your plan and make any revisions as needed.

Assign one person to monitor your state and local public health departments and The Center for Disease Control on a daily basis for any updates and interim guidance.

Prepare a list of alternative workers in the event of staff shortages. Update phone records and prepare a protocol for calling in relief workers in the event of call offs by staff due to personal illness or illnesses of family members. Include a plan for the handling of staff that

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becomes ill with the virus at work and the protocol for when they may return to work after recovering from a case of the pandemic.

COMMUNICATION:

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SUPPLIES: ?
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EDUCATION:

Prepare a plan for the communication of information to staff and families. The plan should include who will be responsible for the communication, back up methods of communication and for the development and updating of all phone lists.

Anticipate the potential fear and anxiety of staff, student, and families as a result of rumors and media hype. Reassure the families we serve that Ocean View NPS are staying on top of all information coming from local health agencies and the CDC. Let them know that we are implementing all recommended practices in preventing the spread of infections.

Teachers should let the parents/legal guardians/DSS know that the CDC is recommending that if your student is sick, they will stay home from school.

Keep thorough records of all staff and student illnesses.

Identify any additional supplies that may be required for a flu/virus pandemic (e.g., masks, gloves, hand hygiene products.)

Provide sufficient and accessible infection prevention supplies, such as soap, alcohol based/waterless hand hygiene products, tissues, and receptacles for their disposal in facilities.

Monitor and maintain your supply levels. Research back up suppliers in the event that usual distributors would become unavailable or unable to meet your needs in the event of a pandemic.

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Hold training with all staff members on the symptoms and prevention of flu viruses, and proper hand washing techniques. These training materials can be downloaded from the CDC website or by contacting the School Director/Safety Officer. Reassure staff on any concerns they may be having. Be sure and document an acknowledgement of this training by each employee.

Hold trainings for all staff on the importance of proper hand washing. If therapists and social workers are available at your facility, have them present to discuss any concerns or fears that the student, staff and/or parents may be experiencing with this potentially stressful situation.

Prominently display "WASH YOUR HANDS" posters throughout your facility.

MAINTENANCE:

? The School Director/Safety Officer is responsible for assuring that facility is maintained in a clean and sanitary condition to prevent the spread of potentially harmful microorganisms.

Ocean View NPS Emergency Preparedness Plan EARTHQUAKE

Federal, State, and local emergency management experts and other official preparedness organizations all agree that "Drop, Cover, and Hold On" is the appropriate action to reduce injury and death during earthquakes. It is uncertain from the initial shaking if an earthquake will suddenly become intense ... so always Drop, Cover, and Hold On immediately. In MOST situations, you will reduce your chance of injury if you:

1. DROP where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.
2. COVER your head and neck with one arm and hand. If a sturdy table or desk is nearby, crawl underneath it for shelter. If no shelter is nearby, crawl next to an interior wall (away from windows). Stay on your knees; bend over to protect vital organs

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3. HOLD ON until the shaking stops. Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts . No shelter: hold on to your head and neck with both arms and hands.

If there is no table or desk near you, drop to the ground and then if possible move to an inside corner of the room. Be in a crawling position to protect your vital organs and be ready to move if necessary, and cover your head and neck with your hands and arms.

Do not move to another location or outside. Earthquakes occur without any warning and may be so violent that you cannot run or crawl. You are more likely to be injured if you try to move around during strong shaking. Also, you will never know if the initial jolt will turn out to be the start of the big one... and that's why you should always Drop, Cover, and Hold On immediately!

2.
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SUPPLIES:

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1.

Recommended Earthquake Safety Actions

Indoors: Drop, Cover, and Hold On. Avoid exterior walls, windows, hanging objects, mirrors, tall furniture, large appliances, and kitchen cabinets with heavy objects or glass. However, do not try to move more than 5-7 feet before getting on the ground. Do not go outside during shaking! The area near the exterior walls of a building is the most dangerous place to be. Windows, facades and architectural details are often the first parts of the building to break away. If seated and unable to drop to the floor: bend forward, Cover your head with your arms, and Hold On to your neck with both hands.

In a wheelchair: Lock your wheels and remain seated until the shaking stops. Always protect your head and neck with your arms, a pillow, a book, or whatever is available. See EarthquakeCountry.org/disability for recommendations for people who use wheelchairs, walkers, or are unable to drop to the ground and get up again without assistance.

Keep thorough records of all staff and student illnesses.

Identify any additional supplies that may be required for a flu/virus pandemic (e.g., masks, gloves, hand hygiene products.)

Provide sufficient and accessible infection prevention supplies, such as soap, alcohol based/waterless hand hygiene products, tissues, and receptacles for their disposal in facilities.

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EDUCATION:
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Monitor and maintain your supply levels. Research back up suppliers in the event that usual distributors would become unavailable or unable to meet your needs in the event of a pandemic.

Hold training with all staff members on the symptoms and prevention of flu viruses, and proper hand washing techniques. These training materials can be downloaded from the CDC website or by contacting the School Director/Safety Officer. Reassure staff on any concerns they may be having. Be sure and document an acknowledgement of this training by each employee.

Hold trainings for all staff on the importance of proper hand washing. If therapists and social workers are available at your facility, have them present to discuss any concerns or fears that the student, staff and/or parents may be experiencing with this potentially stressful situation.

Prominently display "WASH YOUR HANDS" posters throughout your facility.

MAINTENANCE:

? The School Director/Safety Officer is responsible

for assuring that facility is maintained in a clean and sanitary condition to prevent the spread of potentially harmful microorganisms.

Ocean View NPS Emergency Preparedness Plan

3. On the floor: Don't get up.. Lie face down to protect vital organs, and Cover your head and neck with a pillow, keeping your arms as close to your head as possible, while you Hold On to your head and neck with both hands until shaking stops. You are less likely to be injured by fallen and broken objects by staying where you are.

4. In a high-rise: Drop, Cover, and Hold On. Avoid windows and other hazards. Do not use elevators. Do not be surprised if sprinkler systems or fire alarms activate.

5. In a classroom: Drop, Cover, and Hold On. Laboratories or other settings may require special considerations to ensure safety. Students should also be taught what to do at home or other locations.

6. In a stadium or theater: Drop to the ground in front of your seat or lean over as much as possible, then Cover your head with your arms (as best as possible), and Hold On to your neck with

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both hands until shaking stops. Then walk out slowly, watching for anything that could fall during aftershocks.

7. In a store: Drop, Cover, and Hold On. Getting next to a shopping cart, beneath clothing racks, or within the first level of warehouse racks may provide extra protection.

8. Outdoors: Move to a clear area if you can safely do so; avoid power lines, trees, signs, buildings, vehicles, and other hazards. Then Drop, Cover, and Hold On. This protects you from any objects that may be thrown from the side, even if nothing is directly above you.

Recommended Earthquake Safety Actions

1. Driving: Pull over to the side of the road, stop, and set the parking brake. Avoid overpasses, bridges, power lines, signs and other hazards. Stay inside the vehicle until the shaking stops, then proceed carefully by avoiding fallen debris, cracked or shifted pavement, and emergency vehicles. If a power line falls on the car, stay inside until a trained person removes the wire.

2. Near the shore: Follow instructions above for your particular location. Then as soon as shaking reduces such that you are able to stand, walk quickly to high ground or inland as a tsunami may arrive soon. Don't wait for officials to issue a warning. Walk, rather than drive, to avoid traffic, debris, and other hazards.

3. Below a dam: Follow instructions above for your particular location. Dams can fail during a major earthquake. Catastrophic failure is unlikely, but if you live downstream from a dam, you should know flood-zone information and have prepared an evacuation plan for getting to high ground.

Ocean View NPS Emergency Preparedness Plan

AFTER THE EARTHQUAKE, CHECK FOR INJURIES AND DAMAGE

1. First, take care of your own situation.

a. b.

c.

Remember your emergency plans. Aftershocks may cause additional damage or items to fall, so quickly get to a safe location. Take your disaster supplies kit.

If you are trapped by falling items or a building collapse, protect your mouth, nose, and eyes from dust. If you are bleeding, put pressure on the wound and elevate the injured part. Signal for help with your emergency whistle, a cell phone, or knock loudly on solid pieces of the building, three times every few minutes. Rescue personnel will be listening for such sounds.

Once you are safe, help others and check for damage. Protect yourself by wearing sturdy shoes and work

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gloves, to avoid injury from broken glass and debris. Also wear a dust mask and eye protection.

2. CHECK FOR INJURIES

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Check your first aid kit for first-aid manual.

If a person is bleeding, apply direct pressure on the wound. Use clean gauze or cloth, if available.

If a person is not breathing, administer rescue breathing.

If a person has no pulse, begin CPR (cardiopulmonary resuscitation). Do not move seriously injured persons unless they are in immediate danger of further injury.

Cover injured persons with blankets or additional clothing to keep them warm.

Get medical help for serious injuries.

Carefully check students or others needing special assistance

3. CHECK FOR DAMAGE

- Fire - If possible, put out small fires in the school or neighborhood immediately. Call for help, but don't wait for the fire department.
- Gas Leaks - Shut off the main gas valve only if you suspect a leak from broken pipes or the odor or sound of leaking natural gas. Don't turn the gas back on yourself - wait for the gas company to check for leaks.
- Damaged Electrical Wiring - Shut off power at the main breaker switch if there is any damage to school wiring. Leave the power off until the damage is repaired.

Ocean View NPS Emergency Preparedness Plan

- Broken Lights and Appliances - Unplug these as they could start fires when electricity is restored.
- Downed Power Lines - If you see downed power lines, consider them live/energized and stay well away from them. Keep others away from them also. Never touch downed power lines or any objects in contact with them including vehicles.
- Fallen Items - Beware of items tumbling off shelves when you open the doors of closets and cupboards.
- Spills - Use extreme caution. Clean up any spilled medicines, drugs, or other non toxic substances. Potentially harmful materials such as bleach, lye, garden chemicals, and gasoline or other petroleum products should be isolated or covered with an absorbent such as dirt or cat litter. When in doubt, leave everything alone.

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4.

- Damaged Masonry - Stay away from chimneys and walls made of brick or block. They may have been weakened during the quake and could topple during aftershocks. Don't use a fireplace with a damaged chimney - It could start a fire or let poisonous gases into home.

If the need for evacuation is determined, follow appropriate procedures in the Evacuation section of this manual.

Ocean View NPS Emergency Preparedness Plan

Weather Related Issues

In order to facilitate communication between staff in weather related emergencies, it is necessary that an all inclusive "telephone chain" be developed and distributed to each and every staff person along with instructions as to how to utilize the chain in the event of emergencies along with the importance of keeping all telephone numbers confidential.

1.

Lightning Strike

Steps to Take to Avoid a Lightning Strike

Get low

- a. But not too low. Don't lie down on the ground; this guarantees that if lightning hits the ground nearby, it could pass through your body as well. Instead, crouch down so you're definitely not the tallest thing around-lightning is attracted to whatever is closest to it. Position your feet next to each other, with the heels touching. Try to rest on the balls of your feet so you minimize the surface of the ground you're touching.

Put your hands over your ears

- a. Thunder can be extremely loud when it's directly overhead. Exposure to thunder can cause hearing loss, so try to protect your ears.

Watch your hair

- a. If your hair-either on your body or head-starts to stand on end, or if you start to feel a tingling sensation, it's a sign that lightning is about to strike. If there's nowhere to go for safety, crouch down immediately.

If it's close by, get in your car

- a. Cars are one of the safest places to be in a lightning storm. The metal of the car will direct the electricity around you rather than through you.

2.

3.

4.

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5. Don't run a long way for shelter

- a. In most deaths caused by lightning strikes, the victims were either just step away from shelter or in the process of running to it when the strike occurred. If your car or other shelter is more than a few steps away, it's safer to crouch down and assume a safe position than to try and cross the distance.

Ocean View NPS Emergency Preparedness Plan

6.

7.

8.

Don't wait too long to seek shelter

- a. Did you know that you can be struck by lightning even if the storm is far away? People have been fatally struck by lightning that appeared to come out of a clear blue sky. Bear in mind that if you can hear thunder-even if the sky is blue-the storm is within striking distance. Don't wait to get out of the water or get to a safe place.

Not all shelter is created equal

- a. There are a few places it's actually less safe to be in a thunderstorm than out in the open. Never take shelter under a tree-trees attract lightning strikes and one could fall on you if it's struck. The lightning could also jump from the tree to you on the way to the ground.

Stay safe inside

- a. Stay away from landline phones and electrical appliances, and don't use the water in your house-don't wash dishes, do laundry, take a bath or shower, or use the sink at all. Lightning can travel through telephone wires, electrical wires, and plumbing-and water is a great conductor of electricity, even inside the house.

What to Do After a Lightning Strike

Even lightning strikes that don't cause death can cause serious injuries, including cardiac arrest, brain injury, nerve damage, and major burns. The first thing you should do if someone near you is struck by lightning is to call 911. Other steps you should take depend on the victim's situation. Here are a few tips:

1. Be sure the area is safe

- a. Most of the time, first aid should be performed immediately in serious cases. However, lightning storms can cause danger for rescuers as well as victims. Avoid putting yourself or other rescuers in positions where they could also be at risk of a lightning strike. If you can, move the victim to shelter before beginning any kind of first aid.

2. Start CPR

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- a. The most likely first aid measure you will have to take will be to perform CPR if the person is unresponsive, as they may be suffering from cardiac arrest-the number one cause of death due to lightning strike. Under most circumstances CPR should be started immediately, but in the case of a lightning storm, it is important to make sure you and the victim are in a safe, sheltered place before beginning.

Ocean View NPS Emergency Preparedness Plan

3. Treat the person's burns

a. Burns may also occur after a lightning strike. Treating burns is not as high priority as administering CPR, but if a person is conscious and has been burned, it should get treatment. Call 911, and then cover the burn loosely with a dry, clean cloth. Remove clothing if necessary, but do not try to remove cloth that is stuck to a burn.

4. Treat the person for shock

a. Lightning strikes can cause neurological damage, and if the victim is conscious, they might be disoriented-either from such damage or from shock. Either way, it's a good idea to get the victim to lie down and elevate their feet above their head if you suspect shock. Be sure to keep the victim warm with a blanket or jacket if possible. Lightning strikes can be fatal, but they don't have to be. The best way to keep them from being serious is to take precautions before the strike. If you hear thunder, get out of water or take shelter-no matter whether or not you can see clouds in the sky. If you are caught in a lightning strike, crouch down on the balls of your feet, with your feet close and your heels touching.

Flood

Upon first learning of threat of flood, the School Director/Safety Officer will:

1. Alert all classrooms of weather conditions
2. Staff members will alert students through group meetings on weather conditions.
3. The situation will be monitored by listening to local weather reports.
4. Key personnel will be notified of the condition (phone numbers are listed in the front of this manual).

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5. Ensure staff/students/visitors safety at all times.

Ocean View NPS Emergency Preparedness Plan

6. Emergency water supplies should be drawn following procedures under the Loss of Water section of this manual.

7. The School Director/Safety Officer will determine what staff will stay at the facility.

8. Follow appropriate procedures for conditions.

High Wind Warning

Upon first hearing of the threat of a High Wind Warning the School Director/Safety Officer will determine which PHASE to initiate:

PHASE ONE:

Weather alert has been received of possible Wind Advisory.

1. Alert all classrooms of the weather conditions.
2. Staff members will alert students through group meetings of weather conditions.
3. The weather situation will be monitored by listening to local weather stations.

PHASE TWO:

Weather alert has been received of a High Wind Warning in the area.

- 1.
- 2.
- 3.

All Phase One steps completed.

Staff members will alert students through group meetings of change in weather conditions and steps being taken in preparation.

Ensure students/visitors/staff safety by moving to central part of the building or alternate safe site as determined by the School Director/Safety Officer. Stay away from all windows and exterior doors

PHASE THREE:

High Winds hits Ocean View NPS areas:

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1. Ensure students/visitors/staff safety at all times.

2. Follow appropriate procedures for conditions. If need for evacuation is determined, follow appropriate procedures in Evacuation section of this manual

Ocean View NPS Emergency Preparedness Plan

- 1.
2. 3. 4. 5.

Mechanical Failure Issues

Explosion Prevention (Gas Leak)

Toxic fumes can infiltrate a building through open doors, open windows, improperly stored chemicals or faulty refrigeration lines.

If a gas leak or toxic fumes are detected in a building, evacuate the affected area.

Ventilate the affected area by opening a window, even slightly when inclement weather exists.

Be on the lookout for any unusual packages or wires, which may reveal a concealed bomb.

Crisis prevention tip: additional explosions can take place after an initial incident has been reported. Move at least 300 feet away from the building. Stay away from windows.

Loss of Electrical Service

If determined appropriate to ensure student safety, evacuation procedures will be instituted. Follow Evacuation section of this manual.

If main power goes off and emergency generator does not come on:

1. The School Director/Safety Officer will take emergency lanterns and flashlights and gather students and staff at predetermined meeting areas.
2. Staff members will alert students of conditions through group meetings.
3. Contact Police and alert to condition (phone numbers listed in front of this manual).

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4. Contact power company

5. The program will continue with staff members remaining exceptionally aware of conditions:

- a. Students will be kept in groups and will travel with staff at all times.
- b. Students will be supervised at all times.
- c. Staff will carry portable flashlights at all times.

Ocean View NPS Emergency Preparedness Plan

6. Key personnel will be notified of conditions (phone numbers are available in the front of this manual).

If determined appropriate to ensure student safety, evacuation procedures will be instituted. Follow Evacuation section of this manual

Loss of Heating System

Upon first learning of heating system problems, contact the School Director (number is listed in the front of this manual).

- 1.
2. 3.
4. 5. 6.

Alert all classrooms.

Staff members will alert students through group meetings.

Key personnel will be notified of the condition (phone numbers are available in the front of this manual).

If School Director can be contacted, he/she will contact appropriate service party.

If other buildings on the campus are not affected, move students to an unaffected building.

If conditions warrant (excessive drop in building temperature)

- a. b.
- c. d.

Students will be gathered in activity rooms.

Students will be given extra blankets from their beds and additional blankets can be accessed from Housekeeping supply closets.

Blankets will be placed over windows to conserve heat. Hot beverages and additional snacks from the kitchen will be offered to all students and staff.

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7. Key personnel will determine needs for evacuation. Follow procedures under the Evacuation section of this Emergency Preparedness Plan.

Ocean View NPS Emergency Preparedness Plan

Loss of Water System

If alerted that there will be a loss of water system, i.e. for repairs: 1. Alert all classrooms of the condition.

2. Staff members will alert students through group meetings of the conditions and the need to not flush toilets or run water in the sinks.

3. Key personnel will be notified of the condition (phone numbers are available in the front of this manual).

4. If the need for evacuation is determined, follow appropriate procedures in the Evacuation section of this manual.

Loss of Sewage System

Upon first learning of the loss of sewage system:

- 1.
2. 3.

Determine the extent of the problem:

- a. b.
- c. d.

Go to another area of the building to see if the toilet flushes. If toilets in other areas flush, contact the landlord to fix the affected toilets/sinks.

If toilets in other areas do not flush, follow the procedure as below. If the toilet is overflowing, turn off the water supply at the base of the toilet.

Alert all classrooms of the conditions and need to not flush toilets or run water in sink.

Staff members will alert students of conditions and need to not flush toilets of run water in sinks.

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4. Key personnel will be notified of condition (the phone numbers are in the front of this manual).

Ocean View NPS Emergency Preparedness Plan

Threats of Violence and Violence

Bomb Threat

These instructions are planned to serve as a guide so that efficient service can be rendered in the event of a bomb threat.

Personnel are expected to exercise sound judgment in carrying out their responsibilities during this crisis.

Note: A written threat received via the mail or otherwise is to be reported to the program director or principal immediately. In conjunction with the School Director/Safety Officer they will determine the following:

1. 2.
3. 4.
- 1.
- 1.
- 2.
3. 4.
5. 6.
7. 8.

Do not destroy the evidence.

If written on property, photograph and retain a copy.

Attempt to identify the handwriting.

Search for students/staff that might have been in the area.

When a call is received, the person answering will:

Keep the person talking as long as possible.

Be alert to background noises (music, voices, vehicles, aircraft, etc.).

Note voice characteristics.

Ask where the bomb will explode and at what time.

Ask what type of bomb it is what it looks like.

Note if the caller seems to be familiar with Ocean View NPS

by his/her description of the facility.

Note time the call was received and the time the caller hung up.

Complete a "Bomb Threat Telephone Procedure" report form as soon as possible.

2. Immediately:

- 1.
2. 3.

Notify the closest staff member who will contact emergency services, 911.
Notify the School Director/Safety Officer.
Notify "Key Personnel" (See the list in front of this manual).

Page 40 of 48 4. Do not use "walkie talkie" type radios nor cell phones during the bomb threat. Hand held radios and cell phones may detonate electronic devices and may set off a bomb.

Last updated: 5/17/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
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 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
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 (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
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 2019–2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

Last updated: 5/17/22

* 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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	10.01

Last updated: 12/31/99

* 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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	2.00
Nurse	0.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	2.00
Other	0.00

Last updated: 12/31/99

* 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 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$30000.00	--	\$30000.00	\$72000.00
District	N/A	N/A	--	\$89872.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 5/18/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Ocean View provides services including: Round Trip Transportation

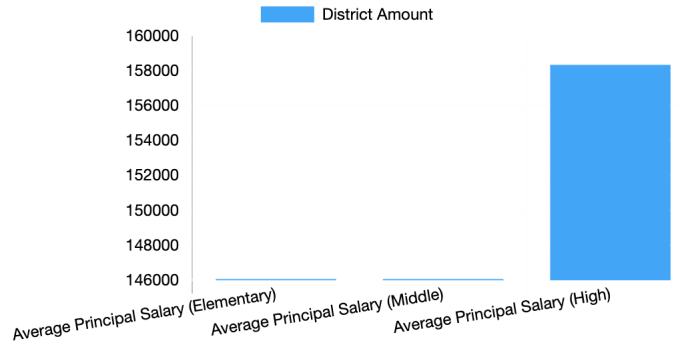
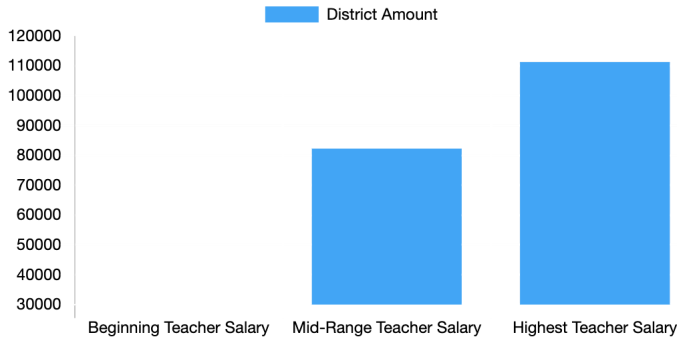
Individual, Group, Parent and Family Counseling, Speech and Language Therapy, Occupational Therapy, College and Career Awareness, 1:1 Academic and Behavioral Support. Functional Behavior Analysis, Behavior Intervention Plans, College Planning, Vocational Planning, ERMS Evaluations, Academic Testing.

Last updated: 5/17/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$30000.00	\$50897.00
Mid-Range Teacher Salary	\$82239.00	\$78461.00
Highest Teacher Salary	\$111226.00	\$104322.00
Average Principal Salary (Elementary)	\$136430.00	\$131863.00
Average Principal Salary (Middle)	\$146069.00	\$137086.00
Average Principal Salary (High)	\$158338.00	--
Superintendent Salary	\$301932.00	\$297037.00
Percent of Budget for Teacher Salaries	38.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses 0.00%

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%

Last updated: 5/17/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	7	5	5