Ocean Charter

2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	12870 Panama St. Los Angeles, CA , 90066-6506	**Principal:**	Kristy Mack-Fett, Executive Director
Phone:	(310) 827-5511	**Grade Span:**	K-8

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

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

About This School

Kristy Mack-Fett, Executive Director

 Principal, Ocean Charter

About Our School

Kristy Mack-Fett, Executive Director

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Contact

Ocean Charter
12870 Panama St.
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Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023–24)

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

Last updated: 1/30/24

School Description and Mission Statement (School Year 2023–24)

OCS is an independent public charter school serving students in grades TK-8. Our program incorporates the Common Core Standards through a rigorous, arts-integrated Waldorf Educational program. OCS' first charter was approved in Spring 2003. After three successful charter renewals and multiple moves over the past 20 years, we opened our brand-new campus in Del Rey for all TK-8 students in April 2021.

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

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

Last updated: 1/29/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	76
Grade 1	51
Grade 2	72
Grade 3	56
Grade 4	54
Grade 5	82
Grade 6	52
Grade 7	54
Grade 8	55
Total Enrollment	552
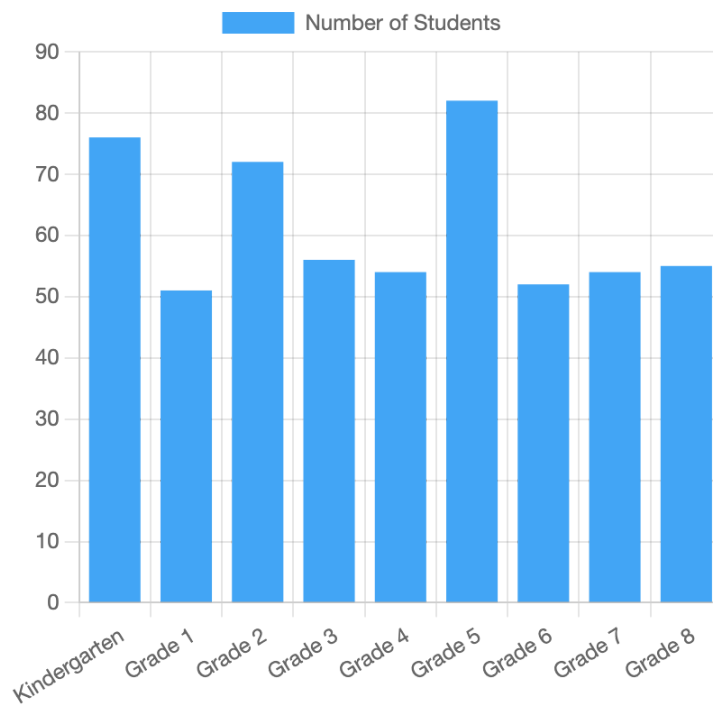
Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	5.30%
Black or African American	2.20%
Filipino	0.40%
Hispanic or Latino	25.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	16.50%
White	50.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.40%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	16.50%
Students with Disabilities	12.50%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

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

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

Last updated: 1/29/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	87.50%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	4.17%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.17%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.17%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	24.00	100.00%	27426.80	100.00%	279044.80	100.00%

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

Last updated: 1/29/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	5.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	1.00

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.10%	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)	14.80%	0%

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

Last updated: 11/2/23

School Facility Conditions and Planned Improvements

Ocean Charter School opened our new campus for all TK-8th grade students in April 2021 in Del Rey. Built with funding from Pop 1D from the State of California, an Augmentation Grant from LAUSD, and Ocean Charter's reserves, the campus houses all our TK-8th grade students in state-of-the-art classrooms that embrace the natural material of Waldorf Education. In return for the Augmentation Grant, OCS has a 40-year lease with LAUSD. OCS provides all maintenance, including plumbing, gates, and fencing around the perimeter of the property.

- **Age of School Buildings**
  This school has 29 classrooms, a gym, a library, a kitchen, and an administration building.
- **Maintenance and Repair**
  The OCS Campus Coordinator and Facilities Manager ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency repairs are given the highest priority.
- **Cleaning Process and Schedule**
  OCS has high cleaning standards. The Campus Coordinator and Facilities Manager works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/30/24

School Facility Good Repair Status

OCS' facilities are in good repair.

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

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

Year and month of the most recent FIT report: Not Available

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

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Exemplary

Last updated: 1/18/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	71%	67%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	49%	51%	27%	29%	33%	34%

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.
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/30/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	360	355	98.61%	1.39%	67.32%
Female	172	169	98.26%	1.74%	76.33%
Male	188	186	98.94%	1.06%	59.14%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	21	21	100.00%	0.00%	61.90%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03%	0.97%	63.73%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	59	58	98.31%	1.69%	67.24%
White	166	163	98.19%	1.81%	71.78%
English Learners	12	12	100.00%	0.00%	8.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	84	95.45%	4.55%	46.43%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	57	57	100.00%	0.00%	21.05%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	360	355	98.61%	1.39%	50.99%
Female	172	169	98.26%	1.74%	47.02%
Male	188	186	98.94%	1.06%	54.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	21	21	100.00%	0.00%	66.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03%	0.97%	41.18%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	59	58	98.31%	1.69%	53.45%
White	166	163	98.19%	1.81%	56.52%
English Learners	12	12	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	88	84	95.45%	4.55%	32.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	57	57	100.00%	0.00%	8.77%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	43.14%	47.45%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	137	98.56%	1.44%	47.45%
Female	67	65	97.01%	2.99%	44.62%
Male	72	72	100.00%	0.00%	50.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	11	11	100.00%	0.00%	45.45%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00%	0.00%	41.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	23	23	100.00%	0.00%	47.83%
White	55	53	96.36%	3.64%	58.49%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	29	28	96.55%	3.45%	35.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	21.05%

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.

Last updated: 1/29/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
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.

Last updated: 1/29/24

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2023–24)

Parent input and perspective is built into the OCS governance structure through elected and appointed seats on the Board of Trustees and is further channeled through parent seats on Board standing committees including Finance, Governance, and Diversity/Equity/Inclusion/Belonging. Elected parents serve on the OCS Parent Collective, which supports our parent engagement, parent education, community events, and fundraising. In addition, OCS parents and community members are invited to address the Board of Trustees, and all Board Committee meetings, during "Open

Forum," an opportunity for public comment on any topic of interest. Members of the public may also comment on any item on the agenda. This open invitation to address the Board encourages parental involvement in school decision-making processes by actively seeking community input on policy and other matters before the Board.

Ocean Charter School Parent Collective (PC)

The OCS Parent Collective regularly meets as a collaboration of OCS parents to help fulfill the mission and vision of the Charter School.

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

Inform:

Facilitate open communication across the entire Ocean Charter School community through updates, announcements, and curriculum education from our committees, teachers, staff members, and guest speakers.

Motivate:

Encourage community participation in school activities, including festivals, fundraisers, site work days, office support, and gardening.

Unite:

The collaborative efforts of the PC help Ocean Charter School realize its mission of offering an arts-integrated, experiential curriculum within a safe, beautiful, and successful environment.

Parent Participation

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

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

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

Volunteer in school activities. Attend annual parent-teacher conferences, scheduled Student Support and Progress Team (SSPT) meetings, and Parent Collective Conversations.

Drop off and pick up their child on time.

Follow OCS guidelines for age-appropriate media usage to limit and monitor their child's contact with electronic media, such as television, videos, video games, computers, and movies during the school week, and on weekends.

- Avoid unnecessary absences for their children.

- Dress their child comfortably for the weather, suitably for active school life, and appropriately for the classroom (please see dress code).

- Attend class plays, school festivals, and parent evenings.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

OCS has made good progress in reducing chronic absenteeism through the following methods:

· clearer messaging to families about absences.

· providing strategies to improve attendance for those struggling.

· shortening the minimum number of days for Independent Study.

· consistently holding Student Support and Progress Team (SSPT) meetings and following the SARD process as needed.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	592	585	121	20.7%
Female	287	285	54	18.9%
Male	304	299	67	22.4%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	31	31	6	19.4%
Black or African American	16	15	6	40.0%
Filipino	2	2	0	0.0%
Hispanic or Latino	153	151	37	24.5%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	97	94	17	18.1%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
White	293	292	55	18.8%
English Learners	24	24	4	16.7%
Foster Youth	0	0	0	0.0%
Homeless	1	1	1	100.0%
Socioeconomically Disadvantaged	120	117	35	29.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	87	87	21	24.1%

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.

Last updated: 1/30/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

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.

Last updated: 1/29/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

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

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

Last updated: 1/29/24

OCS has a comprehensive safety plan to ensure the health and safety of our students and staff. The plan is available at the school site and contains the following:

Emergency Preparedness

Safe Evacuation Plan

Health, Safety and Emergency Plan regarding Infectious Disease Prevention.

The Ocean Charter School Safety Plan ensures the health and safety of students and staff on the campuses as required by E.C. Section 47605 (b)(5)(F) and is kept on file in the school office for review. OCS staff members are trained annually on the safety procedures outlined in the plan.

OCS students and staff participate in regularly scheduled fire, earthquake and lock-down emergency drills.

Section 32281

	Mandate Met (date, plan)
(b)(1) Plan is written and developed by a school site council (SSC)	
(2) The SSC may delegate this responsibility to a safety planning committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired	8/10/23 – Current Document
(b)(3) SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities	10/15/23 – CSSP sent to Pacific Division and LAFDF Station 67

Section 32280

Section 32280	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
It is the intent of the Legislature that all school	8/10/23 – All employee in-service training	In service training for SERT and EP Plan, Health and Safety Vector video trainings, Health

staff be trained on the CSSP	Emergency trainings (seizure, diabetes, EpiPen, etc.), Parent Handbook review

Section 32282

(i)   Earthquake emergency procedure system that includes:

(I) A school building disaster plan

Note: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners. These situations may include but are not limited to:

Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors;

Weapons/Assault/Hostage; Explosion; Gas/Fumes

8-10-23

(II) a drop procedure (students and staff take cover) drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools

(III) protective measures to be taken before, during, and after an earthquake

(IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures

(ii) Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency

Communication with American Red Cross on 9/30/23.

(C) Suspension/Expulsion policies and procedures	8-10-23	

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(E) <u>Discrimination and Harassment Policy that includes hate crime reporting</u> procedures and policies	8-10-23 – Page 119	See pages 107-121 of the Parent/Student Handbook
(F) Schoolwide <u>Dress Code – No images are permitted,</u> including <u>gang-related logos and images</u>	8-10-23	See pages 26-27 of the Parent/Student Handbook
(G) <u>Procedures for safe ingress and egress</u> of pupils, parents, and school employees to and from school site	8-10-23	See pages 8-10 of the Parent/Student Handbook

(H) Maintain a safe and orderly environment conducive to learning at the school	8-10-23	See pages 122-123 of the Parent/Student Handbook
(I) Rules and procedures on school discipline are established	8-10-23	See pages 82-85 of the Parent/Student Handbook
(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific	8-10-23 – After School SERT Plan, SERT Plan	Ongoing consultations on SERT plan - https://www.lapdcsp.org/

needs and context of each school and community

(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	Committee and Board Mtgs	Governance, Board of Trustees, DEIC, public stakeholders
(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented An updated file of all non-sensitive safety-related plans and materials is readily available for inspection by the public (make web-safer version to post on website)	www.oceancs.org SERT, EP, and CSSP is updated before the start of each school year.	Please see website for board approved CSSP

Section 32284	**Mandate Made** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)

Plan **may** include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school

| | 8-10-23 - SERT Plan | Codes established per SERT Plan |

Section 32286	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Each school review, update, and adopt its	Approved 10/15/23	See Section 32288 for
plan by March 1, every year	CSSP	guidance on school
		district or COE approval
		timeline

Section 32288	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	11/1/23 - Submitted to LACOE Superintendent Duardo and LAUSD Superintendent Carvalho	California Department of Education recommends that the plans be approved within a month of school approval or as soon as possible
(b)(1) Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for	Approved by Governance 10/15/23 and Board 10/15/23	See notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)

public
opinions

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00	0	4	0
1	27.00	0	2	0
2	28.00	0	2	0
3	28.00	0	3	0
4	28.00	0	2	0
5	28.00		2	0
6	27.00	0	4	0
Other**				0

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	3	0
1	26.00	0	2	0
2	24.00	0	3	0
3	28.00	0	2	0
4	27.00	0	2	0
5	27.00	0	3	0
6	26.00	0	3	0
Other**	0.00	0	0	0

* 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 2020–21) (HIGH SCHOOL)

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

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	27.00	0	3	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* 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.

Last updated: 1/29/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

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

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	0.33
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	0.00

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

Last updated: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12078.99	$1519.42	$10559.57	$65727.83
District	N/A	N/A	--	$81337.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/27/24

Types of Services Funded (Fiscal Year 2022–23)

OCS offers the National School Lunch Program, before school supervision, aftercare, sports, counseling, clubs, affinity clubs, enrichment classes, social skills groups and intervention.
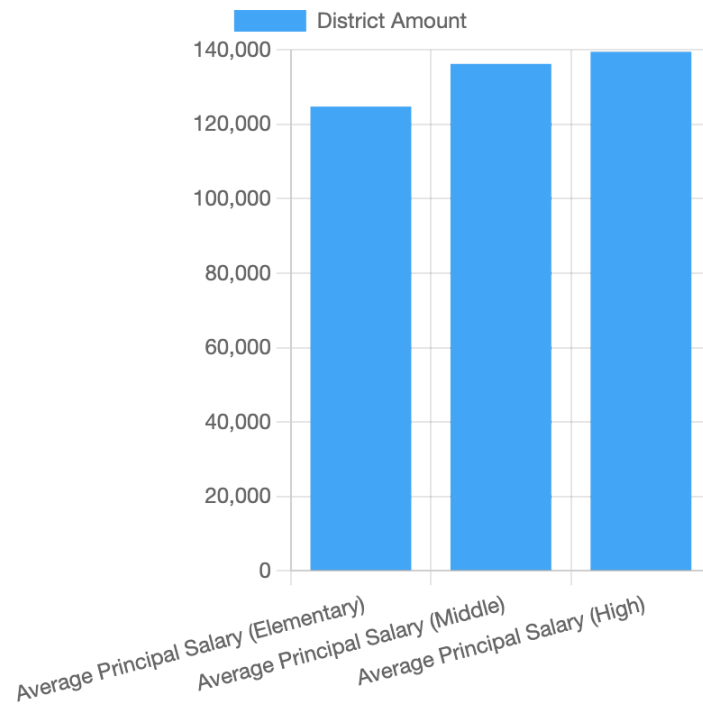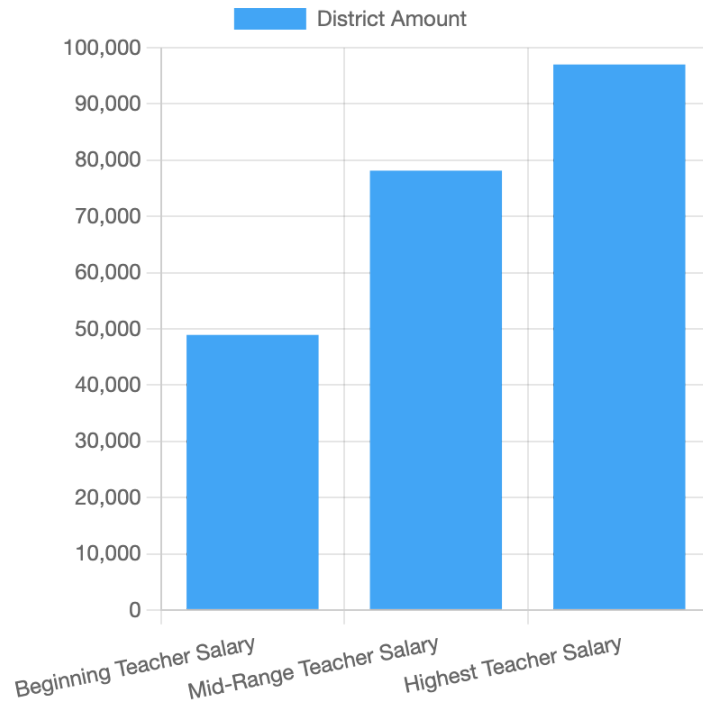
Last updated: 1/29/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48916.00	$55549.60
Mid-Range Teacher Salary	$78133.00	$80702.84
Highest Teacher Salary	$97008.00	$109417.68
Average Principal Salary (Elementary)	$124723.00	$137703.47
Average Principal Salary (Middle)	$136178.00	$143759.63
Average Principal Salary (High)	$139415.00	$159020.77
Superintendent Salary	$440000.00	$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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

Chart legend: District Amount

- Beginning Teacher Salary
- Mid-Range Teacher Salary
- Highest Teacher Salary

Chart legend: District Amount

- Average Principal Salary (Elementary)
- Average Principal Salary (Middle)
- Average Principal Salary (High)

Last updated: 1/29/24

Professional Development

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

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/30/24