

Ocean Charter

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

Chronic Absenteeism Yellow	Suspension Rate Yellow	English Learner Progress No Performance Color	English Language Arts Green
Mathematics Green	Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET
Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET		

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

Science

 No Performance Color in 2024

School Details

NAME Ocean Charter	ADDRESS 12870 Panama Street Los Angeles, CA 90066-6506	WEBSITE http://oceans.org	GRADES SERVED K-8
CHARTER Yes	DASHBOARD ALTERNATIVE SCHOOLS STATUS No	LCAP Download the LCAP	

Student Population

Explore information about this school's student population.

Enrollment 561	Socioeconomically Disadvantaged 27.1%	English Learners 5%	Foster Youth 0%
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Academic Performance

View Student Assessment Results and other aspects of school performance.

<p>LEARN MORE</p> English Language Arts Green 20.7 points above standard Declined 6.6 Points ▼ EQUITY REPORT Number of Student Groups in Each Color 0 Red, 1 Orange, 1 Yellow, 3 Green, 0 Blue	<p>LEARN MORE</p> Mathematics Green 0.8 points below standard Increased 5.4 Points ▲ EQUITY REPORT Number of Student Groups in Each Color 0 Red, 1 Orange, 2 Yellow, 2 Green, 0 Blue	<p>LEARN MORE</p> English Learner Progress No Performance Color 36.8% making progress Declined 16.1% ▼ LONG-TERM ENGLISH LEARNER PROGRESS 0 Red, 0 Orange, 0 Yellow, 0 Green, 0 Blue
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Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

OCEAN CHARTER

Academic Engagement

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

[LEARN MORE](#)

Chronic Absenteeism



Yellow

12.5% chronically absent

Declined 8.2% ▼

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

OCEAN CHARTER

Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Yellow

0.7% suspended at least one day

Increased 0.7% ▲

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

Parent and Family Engagement

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

OCEAN CHARTER

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

[LEARN MORE](#)

Science



No Performance Color In 2024

4.1 points below standard

2.1 Points ▼

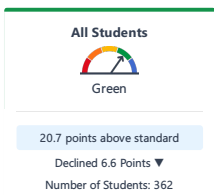
Academic Performance

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

English Language Arts

All Students

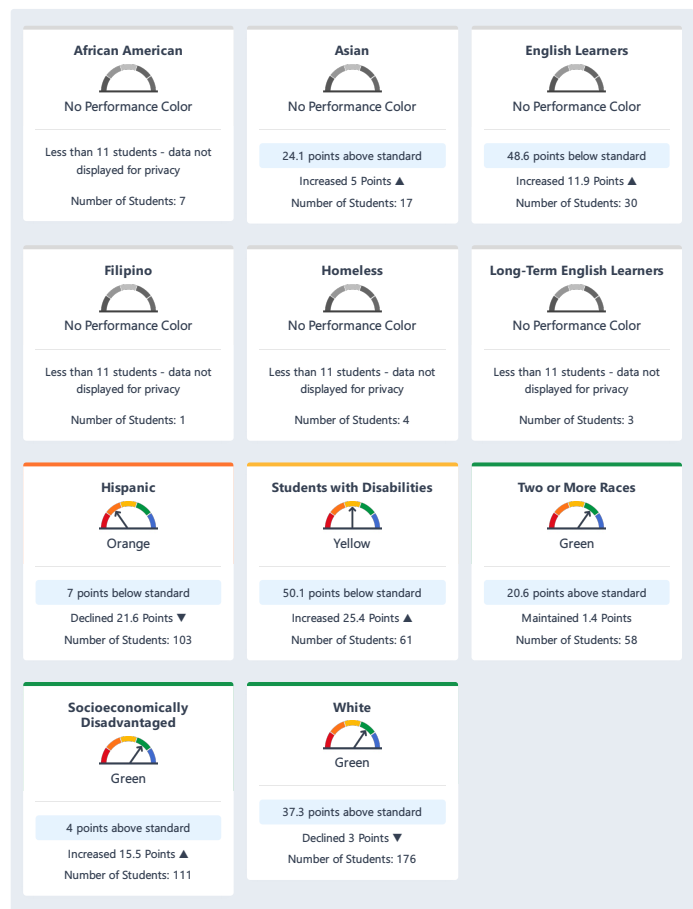
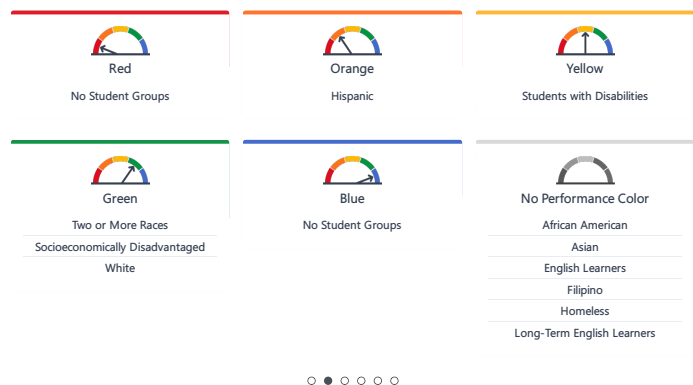
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



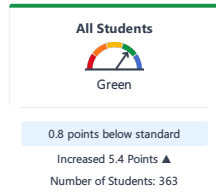
Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade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

	2019	2022	2023	2024
All Students	38.4 points above standard	33.7 points above standard	27.4 points above standard	20.7 points above standard

Mathematics

All Students

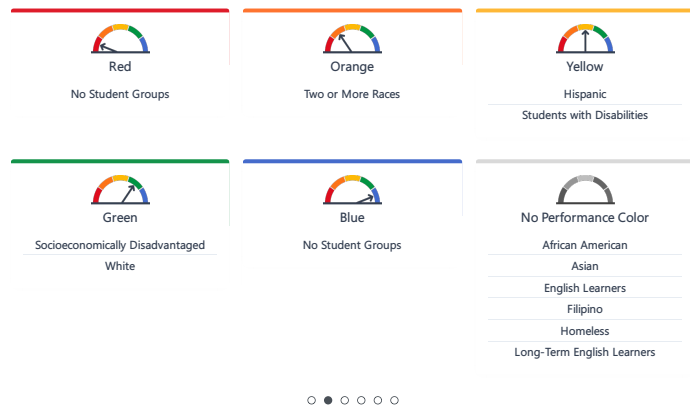
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Distance From Standard (Mathematics)

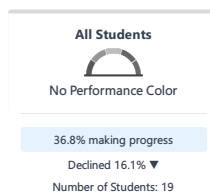
Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade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

	2019	2022	2023	2024
All Students	4 points above standard	7.9 points below standard	6.2 points below standard	0.8 points below standard

English Learner Progress Indicator

All Students

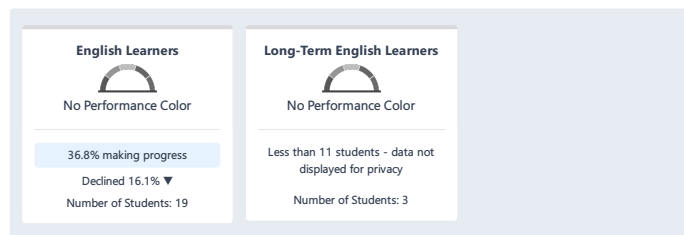
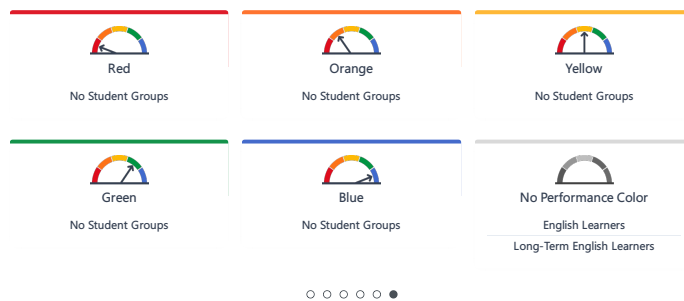
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Student English Language Acquisition Results

Summative ELPAC

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

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

Reflection Tool Rating Scale (lowest to highest)

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

Professional Development

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

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

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Instructional Materials

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

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

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Policy & Program Support

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

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

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

3 Initial Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Career Technical Education

0

Academic Engagement

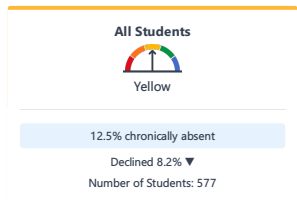
View data about academic participation.

Chronic Absenteeism

All Students

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

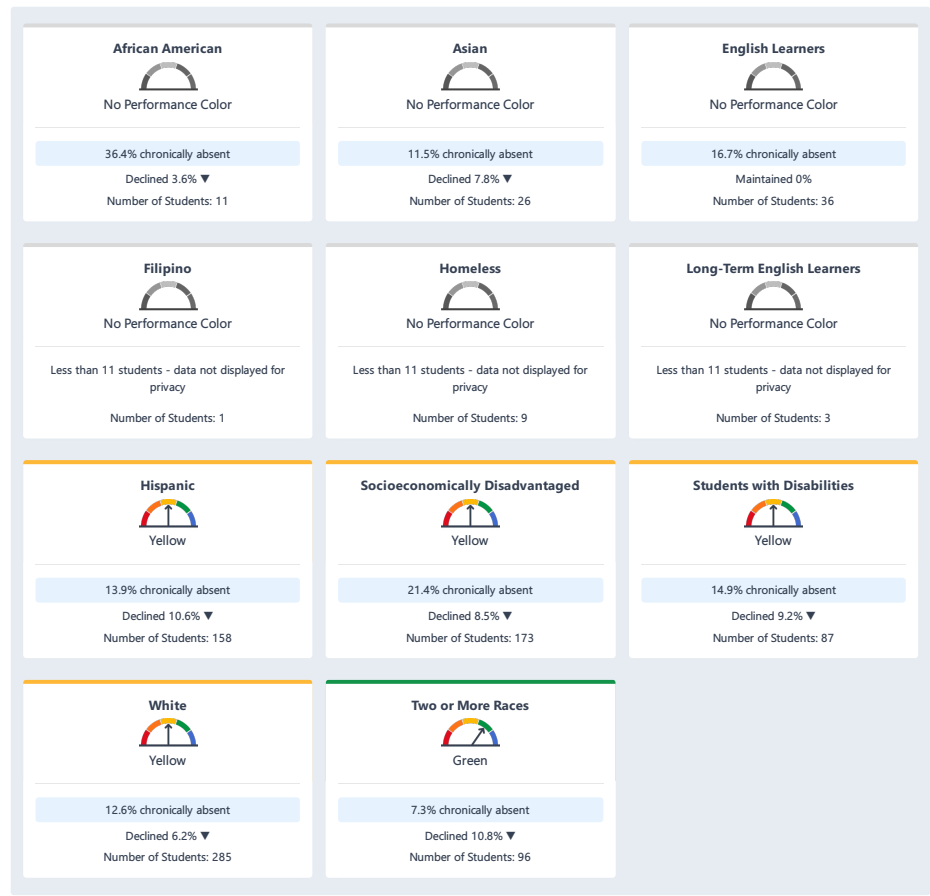
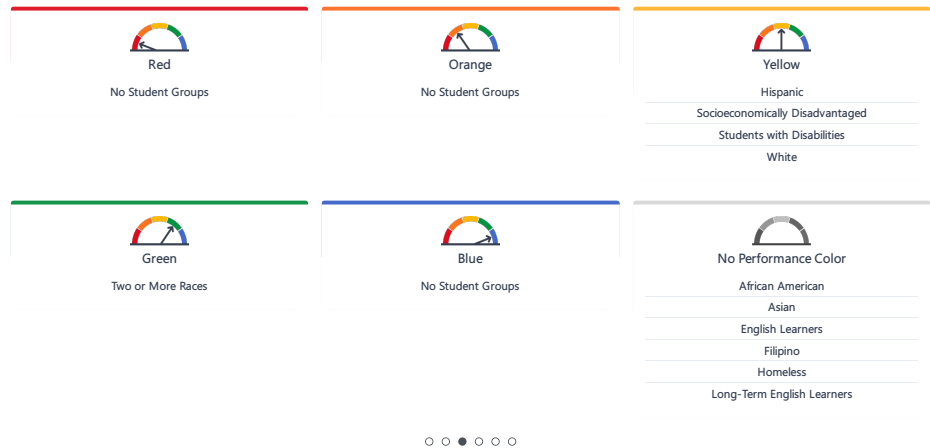
<https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cids=19647330102335&year=2023-24>



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

	2019	2022	2023	2024
Chronic Absenteeism	9%	41.3%	20.7%	12.5%

Local Indicators

STANDARD MET

Access to a Broad Course of Study

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

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

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

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

OCS ensures that all students in all grade levels and in all unduplicated groups as well as students with exceptional needs have access to a broad course of study. All students participate in all courses, including specialty courses and electives.

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

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

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

OCS is not experiencing barriers to providing access to a broad course of study for all students.

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

OCS will continue to offer a broad course of study to all students.

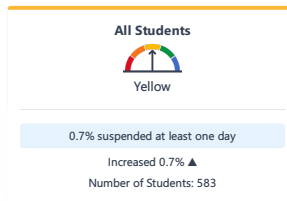
Conditions and Climate

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

Suspension Rate

All Students

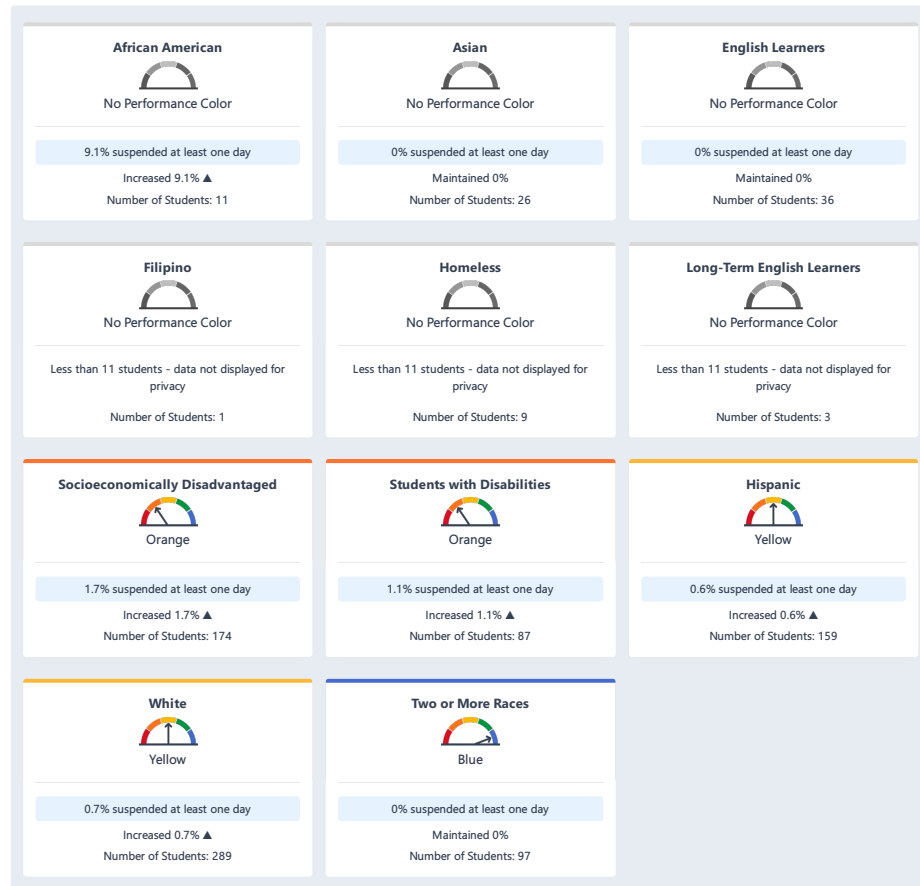
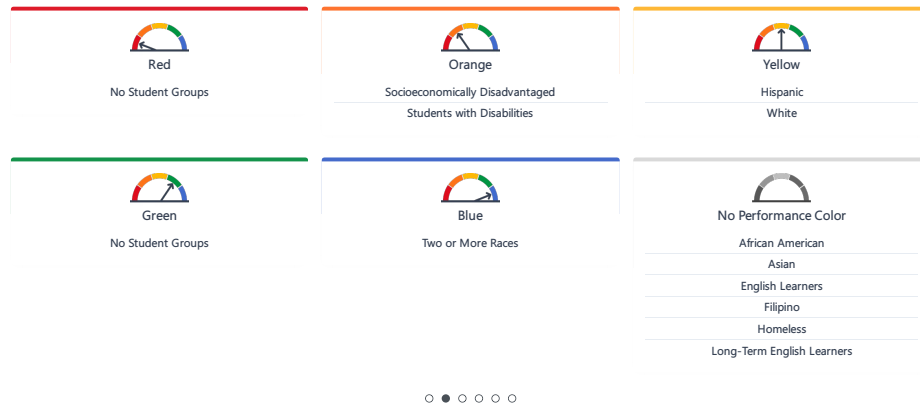
Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

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

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

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	22	95.5%	Above
County	62,342	84.1%	Above
Statewide	277,698.04	83.2%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?aggllevel=School&cde=19647330102335&year=2022-23>.

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

Additional Comments

As a single, relatively small school, OCS ensures that all students (TK - 8th grades, unduplicated students, and students with special needs) are engaged in a broad course of study with appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functioning school facilities. The coursework includes rigorous academics as well as our full specialty program that includes world language, movement, practical arts, music, and visual and performing arts.

STANDARD MET

Parent and Family Engagement

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

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

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

Full Implementation and Sustainability

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

Full Implementation and Sustainability

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

Full Implementation

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

Full Implementation

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

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

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

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

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

Engagement of underrepresented families will improve through language support, focus groups, and parent education. Additional steps to improve underrepresented families include greater outreach and drawing in of underrepresented families for community events as well as all efforts to hire as diverse a staff as possible to better reflect underrepresented families.

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

Full Implementation and Sustainability

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

Full Implementation

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

Full Implementation and Sustainability

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

Full Implementation and Sustainability

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

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

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

The focus area is on providing language support in Spanish and Japanese to support relationships between school staff and families and on providing teachers consistently asking families for their input during conferences.

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

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

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

Full Implementation and Sustainability

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

Full Implementation

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

Full Implementation

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

Full Implementation and Sustainability

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

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

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

OCS' focus area for improvement in seeking input continues to be better engage underrepresented families in decision-making by ensuring active questioning and listening occurs during parent-teacher meetings.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection targeted input meetings, and actively recruiting underrepresented parents to positions of leadership.

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

STANDARD MET

Local Climate Survey

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

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

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

Local Climate Survey Summary

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

OCS transitioned from using an internally generated climate survey to using the California Healthy Kids Survey this past year so we cannot yet compare year to year results. However, we can share overall score for all students as well as available student group scores.

Overall student scores indicate the following:

School connectedness: 68% in 7th and 74% in 8th
Academic motivation: 73% in 7th and 62% in 8th
Maintaining focus on schoolwork: 44% in 7th and 35% in 8th
Caring adult relationships: 66% in 7th and 86% in 8th
High expectations: 76% in 7th and 84% in 8th
Meaningful participation: 33% in 7th and 39% in 8th
Facilities upkeep: 60% in 7th and 63% in 8th
Promotion of parental involvement in school: 66% in 7th and 74% in 8th
School perceived as very safe or safe: 74% in 7th and 84% in 8th
Experienced harassment or bullying: 56% in 7th and 53% in 8th
Had mean rumors or lies spread about you: 44% in 7th and 49% in 8th
Been afraid of being beaten up: 26% in 7th and 9% in 8th
Been in a physical fight: 17% in 7th and 19% in 8th
Seen a weapon on campus: 7% in 7th and 7% in 8th
Cyberbullying: 30% in 7th and 42% in 8th
Social emotional distress: 19% in 7th and 23% in 8th
Experienced chronic sadness/hopelessness: 21% in 7th and 35% in 8th
Considered suicide: 7% in 7th and 12% in 8th
Optimism: 62% in 7th and 57% in 8th
Life satisfaction: 72% in 7th and 74% in 8th

Prompt 2 (MEANING): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

OCS' areas of strength with scores over 65% are in school connectedness (68% in 7th and 74% in 8th); academic motivation (73% in 7th and 62% in 8th); caring adult relationships (66% in 7th and 86% in 8th); High expectations (76% in 7th and 84% in 8th); and promotion of parental involvement in school (66% in 7th and 74% in 8th). Our focus areas for improvement are on maintaining students' focus on schoolwork and on helping students feel they have meaningful participation in their own education and school experience. The data indicates less than 50% of students in grades 7th and 8th maintain a focus on schoolwork (44% in 7th and 35% in 8th) and less than 50% of students in grades 7th and 8th feel meaningful participation (33% in 7th and 39% in 8th).

Prompt 3 (USE): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

OCS will continue to promote a healthy school climate with caring relationships among students and teachers and multiple strategies to support strong relationships among students. Weekly council circles will continue as will more creative ways to promote health relationships such as singing together, moving together, creating together - i.e. class plays, projects, caring for the school environment, and joining activities such as clubs and sports teams. We will continue our informal counseling program for students needing additional support. New efforts will include increased student involvement in conflict resolution and discipline to increase a sense of responsibility and accountability.