

Ocean Charter
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Kristy Mack-Fett, Executive Director

📍 Principal, Ocean Charter

Contact

Ocean Charter
12870 Panama St.
Los Angeles, CA 90066-6506

Phone: [\(310\) 827-5511](tel:3108275511)
Email: mskristy@oceancs.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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
Grade Span	K-8
County-District-School (CDS) Code	19647330102335

School Description and Mission Statement (School Year 2025–26)

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 public 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 campus in Del Rey for all TK-8 students in April 2021.

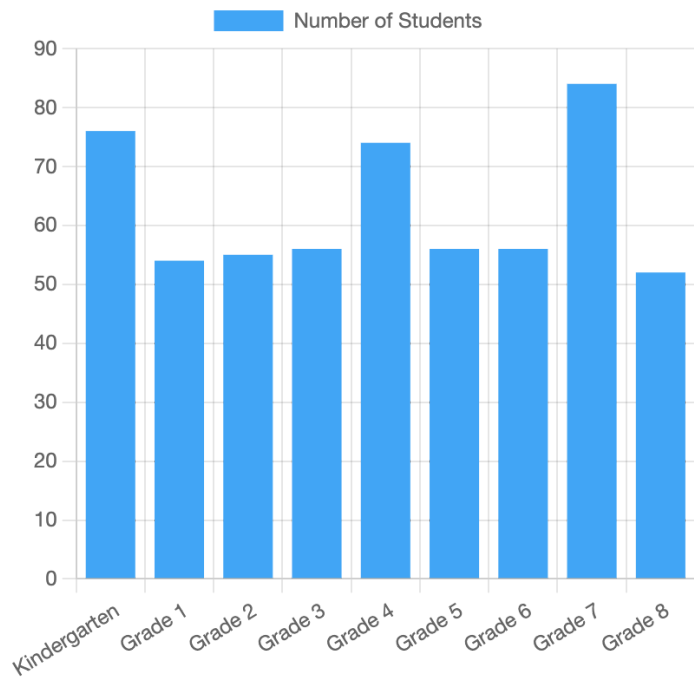
Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multicultural, urban environment. We are committed to achieving academic excellence through experiential learning and enhancing the growth of curiosity and imagination 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 reflecting 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.

OCS uses a combination of indicators to measure student growth, including but not limited to: student work samples (such as student portfolios called Main Lesson Books), internal assessments, NWEA assessments, and CAASPP.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	76
Grade 1	54
Grade 2	55
Grade 3	56
Grade 4	74
Grade 5	56
Grade 6	56
Grade 7	84
Grade 8	52
Total Enrollment	563



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	51.90%
Male	47.80%
Non-Binary	0.40%
American Indian or Alaska Native	0.00%
Asian	3.90%
Black or African American	1.80%
Filipino	0.40%
Hispanic or Latino	29.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	16.50%
White	48.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.20%
Foster Youth	0.00%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	23.10%
Students with Disabilities	12.40%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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	95.45%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	4.55%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	22.00	100.00%	27077.80	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

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)	18.00	81.82%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	4.55%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	13.64%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	22.00	100.00%	27031.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	1.00	0	3.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	0	3.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	20.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	3.70%

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 2025–26)

Ocean Charter is a non-text booked-based school, except in Mathematics. For all other subjects other instructional materials are used.

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	A small sample of some Instructional Materials: ELA Spellwell Book B Nancy Hall ELA Spellwell Book AA Educators Pub Svc Inc ELA Spotlight on Words Aitken, Gillian ELA Standards Plus Language Arts Grade 5 ELA Steck-Vaughn Spelling, Level 6 Various Steck-Vaughn Company ELA Step Up to Writing: Tools, Primary Level, Grade K-3 Maureen Auman Sopris West Educational Services ELA Success With Grammar Scholastic Inc. Scholastic Teaching Resources Poems And Speech ELA Exercises for Grades 3 &4 Promethian Press Poems for the ELA Middle and Upper School Poetry Writing Poetry Writing ELA Handbook: Definitions, Examples, Lessons Handbook: Definitions, Examples, Upson Lessons (Gr. 4-6) Greta B. Teaching & Learning Company ELA Grammar, Usage & Mechanics Grade 3 (Practice Makes Perfect) HART Teacher Created Resources ELA Grammar, Usage & Mechanics Grade 5 (Practice Makes Perfect (Teacher Created Materials)) MELISSA HART Teacher Created Resources ELA Common Core Support Coach, Target: Reading Comprehension, Grade 7 ELA Common Core Writing to Texts ELA Comprehension Skills: Short Passages for Close Reading: Grade 6 ELA Continuing the Journey to Literacy Copy 1 Spectrum Reading Comprehension Kindergarten Workbook, Ages 5 to 6, Kindergarten Reading ELA Comprehension, Letters and Sounds, Word Recognition, Sight Word Activities, and Phonics - 166 Pages (Volume 62)	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Spectrum ELA Reading, Grade 2 Spectrum Reading, Grade 2 (Spectrum) School Specialty Publishing Spectrum ELA Levels L-Z Reading Level Assessments ELA Levels A-K Reading Level Assessments ELA Gradalis K-4 Literacy ELA Gradalis Literacy 5-8 English at ELA Your Command Level G Alexander, Nancy Hampton Brown Co Inc A Language Development Program for African American Children Grade Pre K-8 / A Handbook of Successful Strategies for Educator English For ELA Your Success LAUSD and Noma LeMoine Peoples Education, Inc. ELA Workbook Building Spelling Skills 3rd Grade Evan-Moor ELA Workbook Building Spelling Skills 2nd Grade Evan-Moor ELA Workbook Building Spelling Skills 4th Grade Evan-Moor ELA Workbook Building Spelling Skills 1st Grade Evan-Moor ELA Workbook Building Spelling Skills 5th Grade Evan-Moor ELA Amplify Core Knowledge Language Arts The Ancient Rome Civilization ELA An English Grammar The Language Before Babel Rudolf Schmid ELA An English Manual: For the Elementary School Harrar, Dorothy ELA Becoming Experts Reading Nonfiction Grade 2 Unit 2 ELA Bigger Books Mean Amping Up Reading Power Grade 2 Unit 3 Lucy Calkins	
Mathematics	A small sample of some Instructional Materials: Young Mathematicians at Work: Math Constructing Multiplication and Division Fosnot, Catherine Twomey Heinemann Young Mathematicians at Work: Math Constructing Number Sense, Addition, and Subtraction Catherine Twomey Heinemann Prentice Hall Daily Cumulative Review Masters, Algebra 1 Prentice-Hall Prentice Hall Mathematics - Math California Algebra -- All-in-One Teaching Resources, Chapters 1 - 4 Prentice Hall Pearson/Prentice Hall My Math Grade K, Vol. 2 Math (ELEMENTARY MATH CONNECTS) McGraw Hill Education McGraw-Hill Education Painless Math Word Problems (Barron's Painless) Math Abramson B.D. Ed.M., Marcie Barrons Educational Series	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption			Percent Students Lacking Own Assigned Copy
Math	McGraw-Hill Education Math Grade 5		McGraw-Hill Education Staff	
	Math Making Math Meaningful		Fun with Puzzles, Games, and More!	
	Math Making Math Meaningful - A Source Book for Teaching Math in Grades One Through Five		Nettie Fabrie	Jamie York Press
Math	King Maximo and the Number Knights	Copy 2	Howard R. Schragar	Lemontree Pr
Math	Lab Sheet Annotations and Mathematics for the Primary Teacher		Rasmussen, Lore	
Math	Learning Resources Base Ten Activity Book, Math Resources Booklet, 107 Page Activity Book, Homeschool Books, Math Help for Parents, Grades 3-6		Learning Resources	
Math	Lessons for Extending Fractions, Grade 5 (Teaching Arithmetic)		Burns, Marilyn	Math Solutions
Math	Lessons for introducing multiplication	Lessons for introducing multiplication: grade 3	Marilyn Burns	Math Solutions Publications
Math	Gradalis K-4 Math			
Math	Gradalis Math 5-8			
Math	Grade 2 Math Block & Main Lesson Block	Math Block by Karen Fenswick / Main Lesson Block - The Tales of Beatrix Potter by Julie Yarnall		
Math	HOLT MATHEMATICS	RETEACHING/ PRACTICE WORKBOOK WITH PROBLEM SOLVING	Eugene D. Nichols, Paul A. Anderson, Francis m. Fennell, Francis Flourney, Sylvia A. Hoffman, Robert Kalin, John Schluep, Leonard Simon	Holt, Rinehart and Winston
Math	How Much and How Many: The Story of Weights and Measures		Bendick, Jeanne	
Math	Instant & Interactive Math Picture Pages With Activities	Instant & Interactive Math Picture Pages With Activities (Grades 1-3)	Jacqueline Johnson Howes	Scholastic Professional Books

Subject		List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption			Percent Students Lacking Own Assigned Copy
	Math	Key to Measurement	English Units for Weight Capacity Temperature and Time (Key to Measurement, 4)	Betsy Franco	Key Curriculum Pr
	Math	Key to Measurement	Finding Area and Volume Using English Units (Key to Measurement, 3)	Betsy Franco	Key Curriculum Pr
	Math	Gradalis 1-8 Literacy and Math			
	Math	GRADALIS Curriculum Frameworks Math Volume 1		Kindergarten- Grade Four	
	Math	GRADALIS Curriculum Frameworks Volume 2		Math Grades 5-8	Prairie Adams
	Math	Fabulous fractions	games and activities that make math easy and fun	Lynette Long	Wiley
	Math	Fascinating Fibonacci (Dale Seymour Publications)		Dale Seymour Publications Secondary	Dale Seymour Publications Secondary
	Math	First Steps in Proven Geometry			
	Math	First Steps in Proven Geometry: for the Upper Elementary Grades		Schuberth, Ernst	Waldorf Publications
	Math	First-grade math: a month-to-month guide		Vicki Bachman	Math Solutions Publications
	Math	Funtastic Math! Problem Solving and Logic (Grades 4-8)		Brian, Sarah Jane	Scholastic Teaching Resources
	Math	Games for math	Games for math: playful ways to help your child learn math from kindergarten to third grade	Peggy Kaye	Pantheon Books
	Math	Geometric Drawing And The Waldorf School Plan	Waldorf School Monographs	Hermann Von Baravalle Ph.D.	H. V. Baravalle
	Math	Envision Math Teacher Resource Kit - 3rd Grade			
	Math	Envision Math Teacher Resource Kit - 4th Grade			

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption				Percent Students Lacking Own Assigned Copy
	Math Envision Math Teacher Resource Kit - 5th Grade				
	All-In-One				
Math	CALIFORNIA PRE-ALGEBRA	Student Workbook	Pearson	Pearson Prentice Hall	
	Version A				
	Carson Dellosa Spectrum				
	Preschool Math Workbook, Ages 4 to 6, Preschool Math, Practice Counting to 10, Identifying and Creating Patterns, Ordinal ... and Answer Key - 160 Pages (Early Years)				
Math			Spectrum	Spectrum	
Math	Children's Mathematics		Carpenter, Thomas P		
Math	ClassiChoice Math	Word Problems Under 100 (Addition & Subtraction)			
Math	ClassiChoice Math	Multiplication & Division Word Problems from 0-12			
	ClassiChoice Math:				
Math	Multiplication & Division Word Problems from 0-12		ClassiChoice	Independently published	
	Collection of				
Math	Math Lessons From Gr 3-6		Marilyn Burns	Addison-wesley	
	Comic-Strip Math: Problem Solving: 80 Reproducible				
Math	Cartoons with Dozens and Dozens of Story Problems That Motivate Students and Build Essential Math Skills		Dan Greenberg	Scholastic Teaching Resources (Teaching	
	Common Core				
Math	Coach Mathematics 2	Triumph Learning	Dr. Jerry Kaplan	The National Governors Association Center for Best Practices and Council of Chief State School Officers	2010
	Common core				
Math	standards practice workbook		Inc Pearson Education	Pearson Education	2012
Math	Alpha: Single-Digit Addition & Subtraction		Demme, Steven P		
Math	Artistic Geometry		John C. Miles		
Math	BASIC COMPUTATION QUIZZES AND TESTS	Basic Computation	Loretta M. Taylor, Harold Seymour	Dale	

Subject		List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption			Percent Students Lacking Own Assigned Copy
		Math	California Algebra 1	Series Teacher's Edition	D. Taylor
		Math	California Grade 6 Math	Teacher's Edition	
		Most recent textbooks (adopted- 2025) and additional Instructional Materials:			
		Math	5-Minute Math Problem of the Day: 250 Multi-Step Word Problems	Miller, Marcia	Teaching Resources
		Math	50 problem-solving lessons grades 1-6	Marilyn Burns	Marilyn Burns Education Associates
		Math	A Beginner's Guide to Constructing the Universe: Mathematical Archetypes of Nature, Art, and Science	Schneider, Michael S.	HarperPerennial
		Math	A collection of math lessons from grades 1 through 3	Marilyn Burns	Math Solutions Publications
		Math	About teaching mathematics a K-8 resource	Marilyn Burns	Math Solutions Publications
		Math	About Teaching Mathematics: A K-8 Resource (4th Edition)	Marilyn Burns	Math Solutions
		Math	Active Arithmetic	Henning Andersen	Association of Waldorf Schools
		Math	Active Arithmetic - Movement and Mathematics Teaching in the Lower Grades of a Waldorf School	Andersen, Henning	
		Math	Common Core State Standards	LAUSD	
		Math	Easy guide to math	Anna Medvedovsky	
		Math	Envision Math Gr5 Ready Made Centers		
Science		A small sample of some Instructional Materials:			0
	Science		The Living World of the Plants: A Book for Children and Students of Nature	Ghihmann, Dr. Gerbert	Waldorf Publications
	Science		The Mysteries of the Universe: Discover the best-kept secrets of space (DK Children's Anthologies)	Will Gater	DK Children
	Science		The Secret Language of Form: Visual Meaning in Art and Nature	James, Van	Rudolf Steiner College Press
	Science	Physical Science	An Oak Meadow Learning Guide		
	Science	Physics for Waldorf Middle Schools	Grades Six, Seven and Eight	Robert H. Sonner	AWS Publishing

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Science Physics II Electricity Magnetism Mechanics Acoustics Optics Live Education Introduction to Physics in the Science Waldorf Schools: The Balance Hermann von Baravalle Rudolf Steiner College Science Hubble: Window on the Universe Giles Sparrow, Science Human Development Curriculum Eighth Grade Science Human Development Curriculum Fifth Grade Science Human Development Curriculum First Grade Science Human Development Curriculum Fourth Grade Science Human Development Curriculum K-8th Science Human Development Curriculum Kinder Science Human Development Curriculum Second Grade Science Human Development Curriculum Sixth Grade Science Human physiology Science Geology and Astronomy 1 Charles Kovacs Floris Books Holt Science & Science Technology Earth Directed Reading Holt, Rinehart and Winston Science Exploring Planet Earth Schools Pearson Prentice Hall Science Dynamic Earth (Prentice Hall Schools Pearson Prentice Hall Science Applications & investigations in Earth science Kenneth G. Pinzke Pearson Prentice Hall Science Astronomica Patrick Moore Millennium House Science Astronomy Activity and Laboratory Manual Hirshfeld, Alan W. Jones & Bartlett Learning ?	
History-Social Science	A small sample of some Instructional Materials: History Ancient Civilizations China Joyce and David Mollet History Ancient Civilizations Early Humankind Joyce and David Mollet History Ancient Civilizations Kush Joyce and David Mollet History Ancient Civilizations Mesopotamia Joyce and David Mollet History Ancient Civilizations India Joyce and David Mollet History Ancient Civilizations Egypt Joyce and David Mollet History Ancient Civilizations Israelites Joyce and David Mollet History Ancient Civilizations Rome Geography Introducing Japan Richie, Donald Kodansha USA Inc Geography My Geography of the Pacific Arensa Sondergaard History Teaching History - The Ancient Civilizations - India, Persia, Egypt, and Babylonia The fourth cultural epoch Greece and Rome Roy Wilkinson History Teaching History - The Middle Ages From the Renaissance to the Second World War Roy Wilkinson	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Jambo Means Hello: Swahili History Alphabet Book (Picture Puffin Books) Puffin Books History Jewish days and holidays Greer Fay Cashman Adama Books History Joan of Arc Josephine Poole Knopf Books for Young Readers If You Lived History Here: Houses of the World houses of the world Giles Laroche Boston If You Lived With History the Hopi the Hopi (If You Lived) Anne Kamma Scholastic Paperbacks If you lived with History the Iroquois Levine, Ellen. Scholastic If You Lived With History the Sioux Indians the Sioux Indians (If You Lived) Ann McGovern Scholastic History Gold Rush Politics Mary Jo Ignoffo H.S Crocker Company 1849 History Great Speeches by African Americans: Frederick Douglass Dover Publications History Eyewitness: Pyramid James Putnam DK Children History Famous People of the Middle Ages (The Medieval World) Donna Trembinski Crabtree Pub Co History California History Amy Headley, Victoria Smith Splash Publications Geography Africa: A Guide for Teachers and Families Staley, Betty K Geography America in the Threefold World Geography Atlas of Exploration DK Publishing	
Foreign Language	1st - 8th students at OCS take Japanese two times a week. In the 4th grade all students perform the play, "Momotaro," completely in Japanese. We also offer Spanish enrichment classes after school to our TK - 3rd graders.	0
Health	A small sample of some Instructional Materials: SCIENCE EXPLORER 2E HUMAN BIOLOGY & HEALTH STUDENT EDITION 2002C (Prentice Hall Science Explorer) PRENTICE HALL PRENTICE HALL Nutrition Health Anthropology for classes 7/8 - ages 13-14 Roy Wilkinson	0
Visual and Performing Arts	A small sample of some Instructional Materials: Waldorf Teacher Music Companion to Pentatonic Flute A Pentatonic Flute Tutor John Miles Promethean Press Music World Music A Cultural Legacy	0

List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption					Percent Students Lacking Own Assigned Copy
Subject	Music	Sing through the seasons	Sing through the seasonsseventy-three songs for children	Marlys Swinger	Plough Publishing House
	Music	Sing Through the Day	Sing Through the Day : Eighty Songs for Children - with CD	Marlys Swinger,	Plough Publishing House
	Music 2	Exploring Music		Eunice Boardman, Beth Landis	California State Dept. Of Education
	Music First	First Things First	Elementary Level Ensembles	Robert S. Frost	
	Music	Folksongs for the Pentatonic Flute		John C. Miles	Promethian Press
	Art	Painting and Drawing in Waldorf Schools: Classes 1 to 8		Wildgruber, Thomas	Floris Books
	Art	Creative wool	Creative woolmaking woollen crafts with children	Karin Neuschutz ; photographs by Thomas Wingstedt.	Edinburgh; Floris
	Art	Creativity in Education: The Waldorf Approach		Rene M. Querido	
	Art	Design Your Own Celtic Knots		Molly Swan-Sheeran	Celtic Swan Publishing Celticswan.com
	Art	Designs for Coloring: Geometrics		Heller, Ruth	Grosset & Dunlap
	Art	Dover Publications Book, Mandala Designs (Dover Design Coloring Books)		Martha Bartfeld	Dover Publications
	Art	Colored Pencil Step by Step	Colored Pencil Step by Step (Artist's Library)	Pat Averill	Walter Foster Pub.
	Art	Coloured Pencils for All	A Comprehensive Guide to Drawing in Colour	Michael Warr	David & Charles
	Art	Crafts Through the Year		Thomas Berger, Petra Berger,	Floris Books
	Art	Creative activities for young children		Mary Mayesky	Delmar/Thomson Learning
	Art	Creative Felt	Creative Felt: Felting and Making More Toys and Gifts	Angelika Wolk-Gerche,	Floris Books

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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, CA. Built with funding from Prop 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. Within the facility, there are 29 classrooms, a gym, a library, a kitchen, and an administration building. OCS has a 40-year lease with LAUSD to use the facility. OCS covers all maintenance of the property with oversight from LAUSD.

Age of School Buildings

The facility opened for students in April 2021.

The OCS Campus Coordinator and Maintenance Coordinator ensure that the ongoing maintenance and 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 Maintenance Coordinator work daily with the in-house and vendor custodial staff to implement cleaning schedules that ensure a clean and safe school.

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: October 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	60%	64%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	50%	48%	32%	35%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	374	372	99.47%	0.53%	63.98%
Female	185	185	100.00%	0.00%	67.57%
Male	188	186	98.94%	1.06%	60.75%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	17	17	100.00%	0.00%	58.82%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	110	100.00%	0.00%	54.55%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	58	58	100.00%	0.00%	65.52%
White	180	179	99.44%	0.56%	70.39%
English Learners	18	18	100.00%	0.00%	16.67%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	89	88	98.88%	1.12%	54.55%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	57	96.61%	3.39%	35.09%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	374	372	99.47%	0.53%	47.58%
Female	185	185	100.00%	0.00%	44.32%
Male	188	186	98.94%	1.06%	51.08%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	17	17	100.00%	0.00%	76.47%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	110	100.00%	0.00%	40.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	58	58	100.00%	0.00%	44.83%
White	180	179	99.44%	0.56%	49.72%
English Learners	18	18	100.00%	0.00%	27.78%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	89	88	98.88%	1.12%	26.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	57	96.61%	3.39%	24.56%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	47.66%	33.03%	21.89%	25.47%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	109	99.09%	0.91%	33.03%
Female	55	55	100.00%	0.00%	40.00%
Male	55	54	98.18%	1.82%	25.93%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	33	33	100.00%	0.00%	24.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	33.33%
White	54	54	100.00%	0.00%	40.74%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	31	30	96.77%	3.23%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	15	93.75%	6.25%	0.00%

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.

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 2024–25)
 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%	98.2%	100%

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
7	100%	97.5%	100%	94%	100%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

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 advisory 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) includes all current OCS parents/caregivers with leadership provided by four elected Coordinators who meet bi-weekly with each other and monthly with administration. PC conversations that occur monthly 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 to the best of their abilities:

- **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):

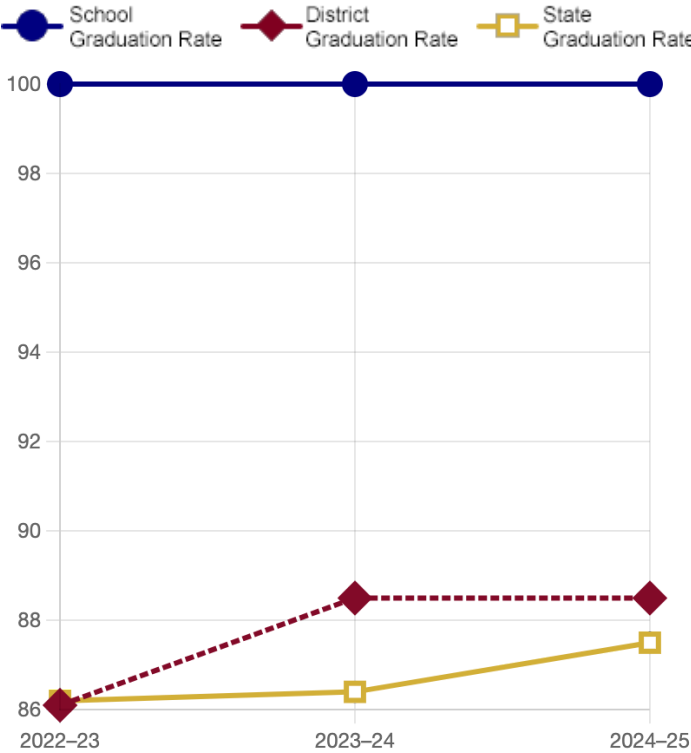
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

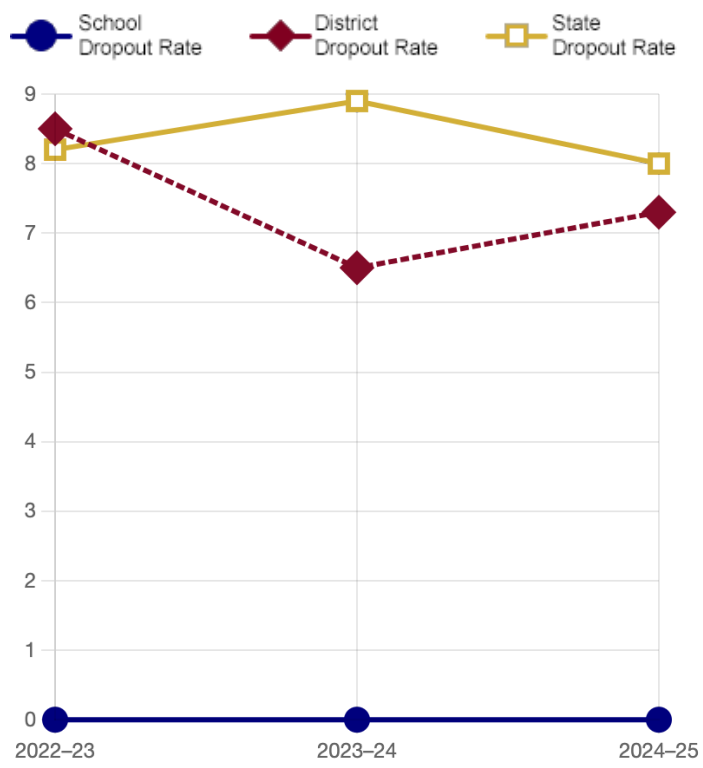
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	100%	100%	100%	86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate	0%	0%	0%	8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Chronic Absenteeism by Student Group (School Year 2024–25)

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 Student Attendance Review Board (SARB) process as needed.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	582	578	69	11.9%
Female	300	300	27	9.0%
Male	280	276	42	15.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	22	3	13.6%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	168	167	22	13.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	97	97	10	10.3%
White	282	280	32	11.4%
English Learners	29	29	3	10.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	149	147	36	24.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	78	17	21.8%

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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.69%	0.52%	0.55%	0.60%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52%	0.00%
Female	0.33%	0.00%
Male	0.71%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.35%	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	0.71%	0.00%
English Learners	3.45%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.67%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.56%	0.00%

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.

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.

The date on which the school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative 11/6/25

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Section 32286	Mandate Made (date, plan)	Comments, Suggest Details (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Approved 11/6/25	See Section 32288 for guidance on school district or COE approval timeline

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Section 32288	Mandate Made (date, plan)	Comments, Suggest Details (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	Submitted to LACOE Superintendent Duardo and LAUSD Superintendent Carvalho on 1/7/26 after approval by OCS board on 11/6/25	California Department of Education recommends that the plans be approved within a month of school approval or 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 public opinions	Present at Governance Mtg on 11/6/25	See notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)
(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281		

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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 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	2	0
Other**	0.00	0	4	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 2023–24)

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

* 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 2024–25)

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

* 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 2022–23)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics	27.00		5	
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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

As a TK-8th grade school, OCS does not have academic counseling, however we do have three counselors on staff, in addition to our Special Education DIS counselor, 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.

Student Support Services Staff (School Year 2024–25)

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	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13672.45	\$922.77	\$12749.68	\$67065.31
District	N/A	N/A	--	\$90557.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

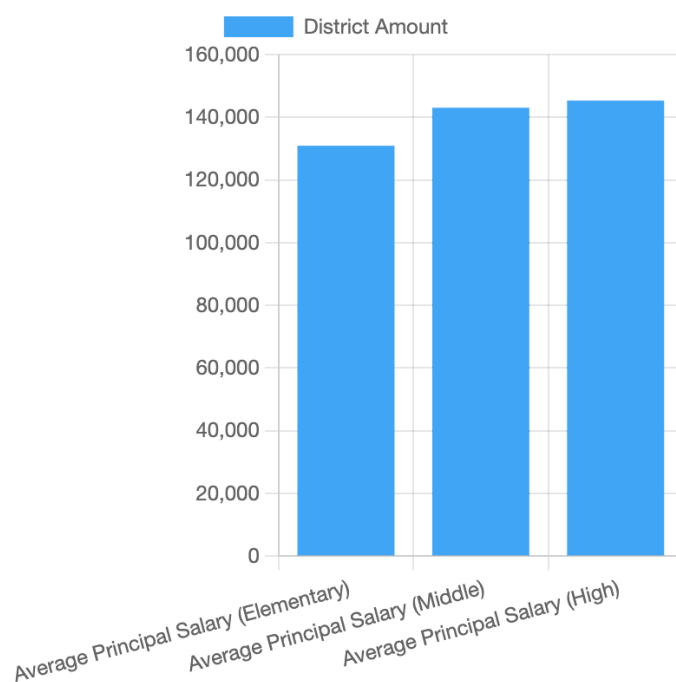
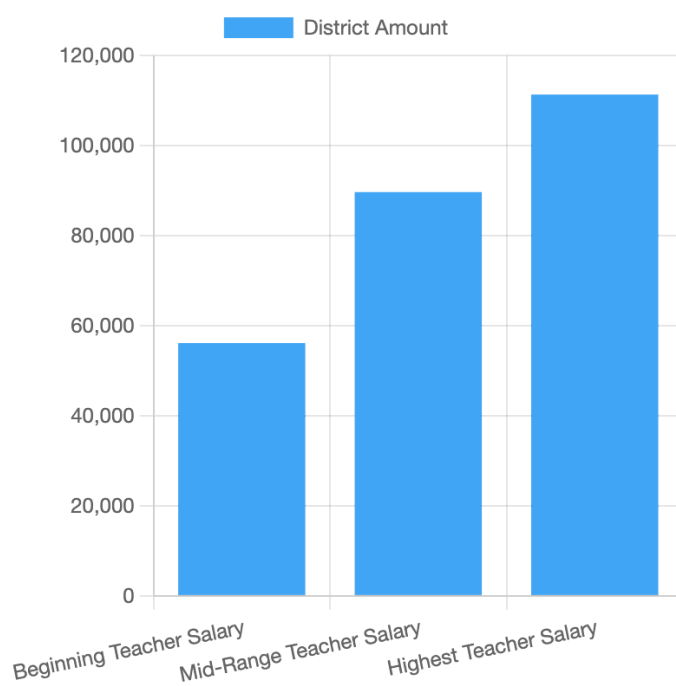
Types of Services Funded (Fiscal Year 2024–25)

OCS offers the National School Meal Program (breakfast and lunch daily), before school supervision, aftercare, sports, counseling, clubs, affinity clubs, enrichment classes, social skills groups and intervention.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56130.00	\$60862.67
Mid-Range Teacher Salary	\$89655.00	\$93575.04
Highest Teacher Salary	\$111314.00	\$125548.29
Average Principal Salary (Elementary)	\$130917.00	\$157644.72
Average Principal Salary (Middle)	\$143032.00	\$165340.66
Average Principal Salary (High)	\$145310.00	\$182579.89
Superintendent Salary	\$440000.00	\$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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



Professional Development

Every Wednesday except the last Wednesday of the month, teachers participate in ongoing Professional Development. In addition, there are three student-free Professional Development days during the school year, and teachers participate in annual summer training for the coming year. Mentoring on a variety of topics from public Waldorf Education to working with English Language Learners to scope and sequence in Math and ELA is provided throughout the year.

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3