

Our Community Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

2025-26 School Contact Information

School Name	Our Community Charter School
Street	10045 Jumilla Avenue
City, State, Zip	Chatsworth CA 91311
Phone Number	818-350-5000
Principal	Carey Bartlow
Email Address	carey.b@ourcommunityschool.org
School Website	www.ourcommunityschool.org
Grade Span	K-8
County-District-School (CDS) Code	19 64733 0109934

2025-26 District Contact Information

District Name	Our Community Charter School
Phone Number	818-350-5000
Superintendent	Carey Bartlow
Email Address	carey.b@ourcommunityschool.org
District Website	www.ourcommunityschool.org

2025-26 School Description and Mission Statement

Our Community School is an Independent Charter School in the San Fernando Valley that was founded by a dedicated group of parents and educators in 2005. OCS has achieved impressive growth and stability, building on our recognition in 2009, just our fourth year in operation, as the California Charter School of the Year by the California Charter School Association. This honor was awarded for OCS's excellence in narrowing the achievement gap by showing student improvement across demographic sub-groups and through our ability to realize a vision of creating a school community in which all stakeholders (students, teachers, staff, parents, and community members) are valued and contributing members. It was in 2010 during our charter renewal the LAUSD school board approved a material revision that added grades 7-8 to its campus. Our Community School serves 430 students in grades TK-8th grade. We are considered a span school and through our nineteen years, we

2025-26 School Description and Mission Statement

have become a valued asset in the local community. We have been accredited by the Western Association of Schools and Colleges (WASC) in 2024 and hold a six year accreditation.

Mission Statement:

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

Vision Statement:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	44
Grade 2	39
Grade 3	49
Grade 4	51
Grade 5	52
Grade 6	51
Grade 7	44
Grade 8	46
Total Enrollment	434

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53
Non-Binary	0.9
American Indian or Alaska Native	0.2
Asian	3.5
Black or African American	5.3
Filipino	3
Hispanic or Latino	35.5
Two or More Races	8.1
White	44
English Learners	4.6
Foster Youth	0.9
Socioeconomically Disadvantaged	29.5
Students with Disabilities	21.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	92.86	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	1	4.76	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1474.9	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1009.6	3.68	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.38	1009.3	3.68	15831.9	5.67
Total Teaching Positions	21	100	27426.8	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.1	93.91	22355.1	82.56	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1101.4	4.07	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.33	1596	5.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	3.72	1053.6	3.89	11746.9	4.23
Unknown/Incomplete/NA	0	0	971.5	3.59	14303.8	5.15
Total Teaching Positions	21.5	100	27077.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	88.59	22261.7	82.36	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1309.3	4.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	8.1	1899.5	7.03	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.78	946.9	3.5	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.44	613.6	2.27	13705.8	4.91
Total Teaching Positions	20.5	100	27031.1	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.5	1.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.5	1.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.8	0.1
Total Out-of-Field Teachers	0.00	0.8	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	11.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.7	2.2	2.1

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our Community School has an Academic Task Force that participated in curriculum reviews for our staff and students. Our most recent curriculum review was for our English Language Arts Curriculum and alignment with the Science of Reading. Currently, the Academic Task Force is reviewing math materials approved by the State Board of Education that aligns to the revisions of the math framework. We are hoping to adopt a new curriculum for math at the end of the 2025-2026 school year.

At the end of the school year our teachers complete an inventory of the curriculum as well as the notate the condition of the textbook materials. At the beginning of each school year, we ensure that the instructional materials align with the total number of students enrolled in the classroom.

Year and month in which the data were collected

August 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	Scholastic On My Way (TK)- 2024 Amplify CKLA (K-5th grades)- 2022, My Perspectives (6th-8th grades)- 2019	0%
Mathematics	Bridges Math (TK)- 2024 Go Math (Kinder-5th grades)- 2016, Reveal Math (6th-8th grades)-2021,	0%
Science	Mystery Science (all grades) 2018, HMH Science Dimensions (5th-8th grades)- 2019	0%
History-Social Science	TCI America's Past (5th grade) 2020 TCI History Alive (6th-8th grades) 2012, Scholastic Magazine- 2014	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

January 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

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)	63	59	43	46	47	48
Mathematics (grades 3-8 and 11)	47	48	32	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	280	97.56	2.44	59.29
Female	139	136	97.84	2.16	64.71
Male	144	140	97.22	2.78	52.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	35.29
Filipino	--	--	--	--	--
Hispanic or Latino	101	96	95.05	4.95	54.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	47.62
White	133	131	98.50	1.50	68.70
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.00	0.00	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	62	95.38	4.62	29.03

2024-25 CAASPP Test Results in Math by Student Group

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

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	279	97.21	2.79	47.67
Female	139	135	97.12	2.88	45.19
Male	144	140	97.22	2.78	49.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	29.41
Filipino	--	--	--	--	--
Hispanic or Latino	101	95	94.06	5.94	36.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	47.62
White	133	131	98.50	1.50	58.02
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	89	98.89	1.11	35.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	62	95.38	4.62	22.58

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

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)	42.05	54.84	21.89	25.47	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	93	96.88	3.12	54.84
Female	51	48	94.12	5.88	56.25
Male	43	43	100.00	0.00	51.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	35	94.59	5.41	51.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	65.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	42.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	23.53

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	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
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement
<p>Our Community School is supported by a Board of Directors which also has a select number of parents serving on the Board. We also have a strong Parent volunteer organization that actively supports Outreach, Community and Service (OCS) to the school community. Our parent organization known as Panda Partners helps members of our community by providing Outreach through a food pantry, food drive and community closet and community contributions. They build community by hosting a series of events that bring families together such as Panda Playdates, Pizza Fridays, Pancake Breakfast, Parent/Guardian Night Out, Dine Out Days, Panda Cafe events, Watermelon Social and Parent Welcome Breakfast. Finally, they support service through supporting our library program, promoting healthy eating habits with farm to home organic fruit and vegetable program, school spirit wear, and collective school community art projects.</p>
<p>Our Community hosts a variety of events throughout the school year to support Parental Involvement. We have a Meet and Greet before school starts to familiarize all students and families with their new teacher. We hold student led assemblies that are led by our students and parents are invited to come and see students demonstrate public speaking skills and leadership as they create and lead this monthly experience. In the fall, the families plan and coordinate a friendship feast and bring food to celebrate community. Families participate in family conferences in the fall and return in the spring during student led conferences. We host several large scale events throughout the year which include Open House, Spring Faire and Big Night Out. These events promote our school to the larger community and provide spring celebration for our families and alumni and then also provide an opportunities for adults to continue to connect during our annual fundraiser known as Big Night Out.</p>
<p>We also have several committees/councils for our parents to participate and provide feedback: School Site Council, English Language Advisory Council, Wellness Committee, Finance Committee, and Equity Task Force, WASC Focus group and Charter Renewal Focus Group.</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	436	78	17.9
Female	208	202	34	16.8
Male	232	230	44	19.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	2	13.3
Black or African American	23	23	3	13.0
Filipino	13	13	2	15.4
Hispanic or Latino	155	154	29	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	35	2	5.7
White	198	192	38	19.8
English Learners	20	20	3	15.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	143	139	38	27.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	98	22	22.4

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
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
0.49	0.22	1.13	0.55	0.6	0.51	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.13	0.00
Female	0.00	0.00
Male	2.16	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	4.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.52	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	2.02	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.

2025-26 School Safety Plan

OCS's Comprehensive School Safety Plan is updated annually and approved by the Board of Directors. It was approved by the Board of Directors on November 20th, 2024. Staff received CPR and first aid training this year during our August Professional Development. All staff, students, and regular volunteers are trained in OCS safety plans. The safety plan includes the procedures for our various emergency drills and the schedule for when we practice all of the various drills throughout the school year. The Comprehensive Safety Plan also includes child abuse reporting procedures, disaster response procedures, discipline - suspension and expulsion procedures, discrimination and harassment policy, injury and illness prevention program, heat illness prevention program, and the IIPP addendum for COVID-19. There is an outdoor bin with emergency first aid and nutrition supplies needed for staff/students for several days. All classrooms have emergency backpacks which contain necessary items in the event of an emergency. Additionally, Our Community School has received additional funding through a STOP (Students, Teachers, and Officers Preventing) School Violence grant that funds additional safety training in a partnership with the National Center for School Safety.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	0	0
1	21	0	2	0
2	23	0	2	0
3	25	0	2	0
4	21	0	2	0
5	21	0	2	0
6	52	0	0	2
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	0	0
1	20	1	1	0
2	25	0	2	0
3	25	0	2	0
4	26	0	2	0
5	25	0	2	0
6	23	0	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	22		2	
2	20	2		
3	25		2	
4	26		2	
5	26		2	
6	24	1	14	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,186.05	\$6,607.58	\$9,578.47	\$71,264.98
District	N/A	N/A	\$12,748.41	\$90,557
Percent Difference - School Site and District	N/A	N/A	-28.4	-23.8
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-15.1	-33.9

Fiscal Year 2024-25 Types of Services Funded

Our Community School is an Independent Charter School that is authorized by Los Angeles Unified School District. We have a Memorandum of Understanding in place with Los Angeles Unified School District that they will provide Special Education services beginning in the 2024-2025 school year.

Our Community School supports services for English Language Learners by providing Integrated and Designated English Language Instruction and services to students that meet criteria as determined through English Language Proficiency Assessments in California (ELPAC). Families are provided with a Home Language Survey to complete during their enrollment at Our Community School. Then, our English Language Development Provider will work with families and students to support their transition into the school and provide instruction to develop English Language proficiency. We use research based methods such as Lexia and Amplify Language Studio to promote language development in the areas of listening, speaking, reading and writing.

Fiscal Year 2024-25 Types of Services Funded

Families that meet eligibility criteria for free or reduced lunch program are provided the opportunity to attend the Extended Learning Opportunities Program that occur both during the school year as well as our camps that occur during Winter, Spring and Summer break.

Our Community School also offers multi-tiered systems of supports for all students. We utilize research based programs such as Lexia, UFLI, M-class Dibels Assessment in Kindergarten-2nd grade, to support academic and Second Step and Responsive Classroom to support social emotional instruction for tier 1, tier 2 and tier 3 instruction.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,130	\$60,863
Mid-Range Teacher Salary	\$89,655	\$93,575
Highest Teacher Salary	\$111,314	\$125,548
Average Principal Salary (Elementary)	\$130,917	\$157,645
Average Principal Salary (Middle)	\$143,032	\$165,341
Average Principal Salary (High)	\$145,310	\$182,580
Superintendent Salary	\$440,000	\$357,064
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

Our Community strives to remain knowledgeable in all areas of education. We dedicate tens days outside of the school year for professional development and then we provide additional opportunities throughout the year devoted to curriculum, instruction, behavior, health and safety and social emotional learning as areas for professional development. We also have staff members participate in professional learning opportunities offered by Charter School Development Center (CSDC), and California Charter School Association (CCSA) and other opportunities upon request. In 2025-2026 some of the professional development opportunities included Responsive Classroom, Amplify Language Arts and M-Class Dibels, i-Ready, and Second Step.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20