

Directors' Report
August 19, 2021

“A healthy social life is found only when, in the mirror of each soul, the whole **community** finds its reflection, and when, in the whole **community**, the virtue of each one is living.”
~ Rudolf Steiner

ADMINISTRATION

Fall Reopening with Covid Protocols:

OCS officially reopened school fully in person starting August 17, 2021. We are following the mandated health protocols from the LA County Health Department (see attached Reopening Protocols for K-12 Schools: Appendix T1 of 7/28/21 and Covid-19 Exposure Management Plan of 8/10/21) and LAUSD, including daily health screenings, mask wearing, and weekly Polymerase Chain Reaction (PCR) nasal swab Covid testing.

On the second day of school, two classes were quarantined due to identified positive cases. We are working with the LA County Public Health Department to monitor potential exposure and positive cases.

Parent Volunteers on Campus:

Parent volunteers are permitted on campus at this time only for outdoor activities and after passing the Fever Free health screening.

Facility:

Administration is currently working with Piner and Red Hook to address issues in the following areas:

- Electrical and gas in the kitchen
- Lights in the MPR and classrooms
- HVAC temperature adjustments
- Sump pump drainage onto Panama

Enrollment by grade as of 8/18/21

K=51
TK=26
1st=79
2nd=56
3rd=56
4th=83
5th=56
6th=53
7th=52



8th=56

Total=568

Summer Camp:

OCS successfully hosted our first summer camp this past summer. Camp was offered for 5 weeks from 9am – 3pm with optional early and late care. Each week had a specific theme with activities that involved crafts, games, and festivals. A highlight for most of the campers was water play when they cooled down between other activities. Campers went home tired and happy at the end of the day. The program served between 70 – 90 students each week.

After Care:

OCS after care is currently serving between 60 – 90 students in grades TK – 8th. We are hiring additional aftercare supervisors and a lead program coordinator.

ACADEMIC PROGRAMS:

Special Education update on transition with LAUSD:

Many of the providers began working on campus this week and have been preparing their schedules and some have started services with students. The following Special Education providers have been assigned to OCS for the 2021-2022 school year:

- APEIS - Renee Williams (in process – start date TBD)
- School Psychologist - Andrea Doran
- LAS - Christopher Upton
- OT - Celeste Summer
- Itinerant resource teachers: Christine Kazandjian (TK-3), Lisa Horton (4-5), and Holly Montague (6-8)

Summer Academic Program:

OCS hosted our first Summer Academic Program this past summer. We had an upper grades group and a lower grades group. The academic focus was on reading and writing foundational skills. The program ran for 5 weeks and served between 44 – 48 students each week.

WASC Self-Study Visiting Committee Report and Accreditation:

Ocean Charter School received a six-year WASC accreditation, including a review in three years. An updated Schoolwide Action Plan aligned with the LCAP (Local Control Accountability Plan) was submitted to WASC in June. Faculty and staff will continue to update the Action Plan throughout the school year.

Professional Development 2021-22:

In preparation for the start of school, OCS faculty and several staff members participated in a full day of Circle Ways training in council, promoting healing, community building, trauma-informed practices, and restorative justice. Circle Ways training will continue throughout the school year, allowing the faculty to refine and practice a variety of councils.

Starting next week, the entire faculty will begin viewing the lectures and participate in the discussions of Waldorf Foundational Understandings through Gradalis with Bonnie River. A total of 22 faculty and staff members without Waldorf certification are registered to complete the Foundational year and will participate in additional coursework and Mentorship.

Anti-Bias and Anti-Racist Work in the Classrooms:

The faculty will continue to deepen our anti-racism and anti-bias work in the classrooms. Teachers will build on lessons, projects, stories and other curricular pieces from the faculty work towards being culturally responsive and having an inclusive pedagogy as demonstrated below. We emphasize that Waldorf Education is not a set curriculum; it is an approach based on a picture of the developing human being that informs decisions made by the teacher for the specific class in front of her/him. As such, the samples below should be viewed as examples, not as “a new curriculum”.

Kindergarten

- Presenting Fairytales from around the world for a multicultural storytelling experience.
- Adding crafts that are in line with stories from around the world.
- Singing songs in multiple languages
- Celebrating various multicultural holidays
- Greetings in different languages
- Puppets are dressed in costumes from many cultures and skin color is multicultural. Songs and games from other lands
- Stories of Our Names project: How were you named?

1st

- Acknowledging differences in our own class
- Drawing people with different colors of skin
- Crafts that represent different cultures
- Learning, speaking, hearing different languages
- Council meetings on one’s own character and social skills
- Books about characters of various races and abilities
- Celebrating holidays
- Biographies/ Autobiographies
 - Ruby Bridges, Mae Jemison, Jackie Robinson, Martin Luther King Jr., Rosa Parks future ones to come as well

- Weekly councils
 - Respect, Race, Gender, Privilege, Stereotypes, Friendship, Power of Words, Bullying, Inclusivity, etc....
- Fairytales from around the world
- Weekly Challenge
 - Acts of Kindness, Pay it Forward, Acts of Service, Water Conservation, Trash Pick Up, etc....
- Celebrating and learning about various holidays
- Verses, song, poems from around the world
- Teaching letters, songs, numbers in Sign Language, Spanish, French, German, Japanese, Portuguese, and other native tongues within the class
- Singing Happy Birthday in different languages
- Altering stories to have equal representation of different races, genders, families, ages, locations (example: changing the main character of a fairytale to be a female instead of male ensuring the females are not always depicted as needing saving but also can do the saving)
- Allowing students to draw and depict characters in stories as they imaged them - not giving descriptors as to their body, hair, eye, skin color/ type.
- Read Alouds about culture, respecting differences, words, growth mindset
 - I Am Enough
 - Mixed
 - The Dot
 - The World Needs More Purple People
 - etc...

2nd

- Culturally responsive children's books, such as: The Book Itch by Vaunda Micheaux Nelson, Last Stop On Market Street by Matt de la Peña, and Wishtree by Katherine Applegate
- Maya Angelou's Poem "Life Doesn't Frighten Me"
 - Students heard poem and recreated their own version as a class to express their strength
- Dragon Tales
 - Students learned about and heard of dragons from around the world
 - Wrote their own dragon tale
- Weekly councils on subjects including: privilege, respect, power, prejudices, stereotypes
 - Students hear a children's book on the topic, go into breakout rooms to play a game on the topic, and discuss at the end as a whole group
- 64 Days to Nonviolence
 - Daily activities to practice and spread peace and nonviolence
- Dream Books
 - Students painted and wrote dreams they have for the future based on MLK's speech

- Heroes' blocks including a majority of people of color from various fields
 - Ex: Madam CJ Walker, Mulan, Pu Zhelong, Lapu-Lapu, Dr John Francis
 - Students complete crafts, learn about the hero's area of expertise, or travel on a virtual field trip to learn about a different part of the world
- Fables from various parts of the world
 - Anansi- heard stories, created crafts from Ashanti people
 - Jataka Tales- learned about Buddha and heard various stories
 - Monkey King Stories
- Hygiene Kit Project for LA individuals experiencing homelessness
 - Students learned about why hygiene kits are necessary, heard a speaker from the community, and created kits to go to a local non-profit

3rd

- Creation Stories from around the world
- Traditional and modern shelters, art, and cultures from around the world
- Songs, dance, and art from around the world to compliment area(s) of study
- Indigenous People of U.S. block
- Council on culture, identity, difference, and power dynamics
- Cooking food from around the world
- Celebrating our selves and what makes us different, celebrating the differences of other people

4th

- Mythology Block (traditionally Norse in Waldorf schools, here are some ways it could change)
 - Use myths from our local geography (Native American)
 - Use myths from the cultures of the students in the class
 - African Myths
- Black History Month - Biography project on Black mathematicians or scientists
- Local geography comes from a place that is specifically related to each student: Where do you live? What are you close to? What does it look like? How has it changed?
 - Writing "I am" poems
- Fractions have been related to real life situations. What are fractions that we are in our lives? In fruit? Fractions in different contexts.
- CA history block can be a time to share experiences from minority groups and individuals, not just the dominating figures of power
 - Adding Land Acknowledgment to our routine after the morning verse. Continued after the block was done.
- Books Read:
 - *Pasquala*
 - *Island of the Blue Dolphin*
 - *Esperanza Rising*

5th

- Viewed MLK “I Have a Dream” speech, read and studied the Langston Hughes poem that inspired MLK “I Dream a World,” students wrote their own poems about the change they wish to see in the world.
- Read Reynold’s “Say Something,” discussed ways one voice can change the world, wrote poems about our own pledges to speak up for social justice.
- Viewed Amanda Palmer’s poetry reading at the Inauguration, made connections to the student/poet experience and the works the poet references in her call for unity and equity in America.
- State Reports included a whole section on the Indigenous dwellers of each state: Their original names and locations, their relationship to the land, who displaced them, what happened, where are their descendants now, how is their culture honored, etc.

- Ancient Egypt Main Lesson Block:
 - Ancient civilization-black civilization that created, maintained, and ruled
 - Achievements of African civilization: language, music, math, science, religion
 - Innovations of African civilization
 - Use and wealth of resources, gifts of the Nile, African resources
 - Attention brought to skin tones and awareness of color according to primary sources, making sure that students showed the richness in skin tones in drawings of such African civilization
 - Consciously bringing videos with people of color
- Reading Clubs:
 - Included a list of diverse authors, characters, backgrounds, etc.
- Ancient Persia Block:
 - Introduction of Islam, diverse experience of Muslims
 - Exposure to different cultures and value systems, traditions, and languages
- Geometric Drawings and other art forms:
 - Reflect the diversity of cultures, skin tones
- Ancient India Main Lesson Block:
 - Language, food, clothing, beliefs, religion, spirituality, principals, morals, values
 - Kamala Harris, Indian origin
 - Class novel by Indian author, including topics regarding homelessness, diversity of family makeup
 - Attention brought to skin tones and awareness of color in art
- Botany Main Lesson Block:
 - Attention brought to colors used in drawings of human form
 - Consciously bringing videos with people of color
- Decimals and Fraction Main Lesson Block:
 - World mindedness approach to math

- Scenes from schools around the world
- Food/resources (reliable food sources, food secure, food insecure, etc.) around the world
- Religions around the world
- Languages around the world and in our classroom
- Nationalities around the world and in our classroom

6th

- Band: Research the origins of the Blues and the influence on modern music.
- Christopher Columbus Day ---> Indigenous People's Day
 - Mock trial held to discuss who was responsible for the massacre of the Tainos in Hispaniola
- Knightly Virtues
 - Explored other "knights" besides European Medieval knights such as Japanese samurai warriors and Dahomey's women warriors (from Benin)
- Ancient Rome
 - Discussing and analyzing income inequality between plebeians and patricians, and discussing how we see this dynamic in society today
 - Studying religious persecution of early Christians in ancient Rome
 - Analyzing the roots of antisemitism within Rome and in contextomy of lines in the New Testament
- Festivals of Light Around the World (week before Winter Break)
 - Kwanzaa
 - Hanukkah
 - Diwali
 - Lantern Festival
 - St. Lucia's Day
- Black History Month
 - Studied the history of the creation of the month itself, as well as African Americans who've contributed to American history, ranging from poets and scientists to tennis players, musicians, and politicians; students wrote an "appreciation" for a person of choice, such as a poem, song, letter
 - Students researched a person identifying as African American/black who is currently alive and will probably "go down in the history textbooks" one day
 - Students learned about famous black inventors in the US and created an invention themselves based on their inspiration from the inventors
 - Study of Amanda Gorman's poem, and students writing their own poems as inspired by her
- African Civilizations in the Middle Ages
 - New block to replace The Middle Ages (Eurocentric curriculum)
 - Focus on civilizations like Ethiopia, Ghana, and Mali

- Introduction of Christianity and Islam into Africa
- Focus on what Islam truly is and confronting biases about the religion
- Literature
 - Students have selected books from a list purposely designed to include diverse authors and protagonists:
 - *My Life as an Ice Cream Sandwich* (includes a black female protagonist who is fascinated by space)
 - *Stargazing* (includes an Asian-American protagonist)
 - *Celestial Trilogy* (introduces Hindu gods/goddesses)
 - *The Care and Feeding of a Pet Black Hole* (explores depression)
 - *The Bronze Bow* (study of oppression of Romans over its Jewish population)
 - *Trouble in Timbuktu* (about teenagers in Mali)
- Council
 - Discussed identity and its various components. Examples below:
 - Gender identity
 - Ethnicity
 - Nationality
 - Race

7th

- Late Middle Ages- Comparing The Golden Age of Islam with the non-progressing European Middle Ages, look at countries and cultures of the East that were continuously progressing.
- Harlem Renaissance within the Renaissance block
 - Discuss The Great Migration and what brought about the Great Migration, basically the end of reconstruction era and the time of Jim Crow. (this aides in teaching Black History in 8th grade)
 - Look at Black Artists and the themes that are seen in the art
 - Analyze poetry from Langston Hughes
 - Digital Escape room discovering many different aspects of the Renaissance from speakeasies to various artists
- Wish, Wonder and Surprise- Poems used by diverse authors
 - Have students create poems around their life experiences, celebrate all experiences and acknowledge privilege/ oppression
 - Reading poems and other short stories that are by BIPOC authors (Eleven, Thank You Ma'am, The Scholarship Jacket)
- Age of Exploration- more than just explorers
 - Look into the exploitation of the lands and people visited
 - Discuss how privilege and superiority is what allowed for colonization
 - Geography of Africa and South America
 - Indigenous people's culture pre- European explorers (rich thriving cultures)
- More Than Sex Ed
 - Rites of passages from around the world

- Gender, Sexuality, Attraction - LGBTQIA+ rights discussed
- Black History Month (February)
 - Why do we have BHM? How did it start? Why is it important?
 - Students picked a Black American to teach the class about
 - One student presented every day to celebrate Black excellence in writers, musical artists, athletes, producers, social activists,
 - Students will pick a song that represents Black History and analyze.
 - Continuing the study of Black Excellence throughout the rest of the year. Student led presentations on Black figures continued.
- Women's History Month (March)
 - Acknowledgement and discussion on why we have Women's History Month.
- Weekly councils on subjects including: BLM, race in America, prejudices, stereotypes, gender spectrum (pronouns), identity
- Starting every morning with a land acknowledgement
- World Culture Project- Deep dive into another country/ culture.
- Age of Exploration and Colonization
 - African Kingdoms
 - Aztecs, Mayans, Incas
 - Native Americans
- Reading, analyzing, and discussing books from BIPOC authors
 - *Look Both Ways* by Jason Reynolds
 - *The Watsons Go to Birmingham*
 - *Roll of Thunder Hear My Cry*
 - *Ghost*
 - *The Night Diaries*

8th

- US History Curriculum
 - US History I: Race in America
 - 2020 Election: debates, fact-checking, news source bias
 - US History II: Elections and Rights
 - Poetry and Council
 - Compare and contrast: I Hear America Singing by Walt Whitman with I, Too by Langston Hughes and A Supermarket in California by Alan Ginsberg. Compare and contrast: "Hope" is the thing with feathers by Emily Dickenson with Caged Bird by Maya Angelou
 - [Brave Space Poem](#)
 - "I Am" poems on Padlet
 - Self-Care and Self-Love on Padlet
 - [Identity Iceberg](#)
 - US History III: Revolutions
 - [Related Assignments](#)
 - [Class Readers](#)

- [Debates](#)
- [Equality, Equity, Liberation, Inclusion](#)
- Current Block: Earth Science and US Geography
 - [Environmental Justice Movement](#)
 - [Land Acknowledgements](#) (student work and spoken acknowledgments at end of document)
- US History IV: Human Behaviors and Identities
 - [Related Assignments](#)
 - [Still I Rise - Maya Angelou](#)

- U.S. History through the lens of Black History, Women's History and Disability Rights Movement. (See my resources)
- Immigrant Project- Students acknowledge that we are all immigrants (unless they are Indigenous) Students will do a project around one family member that immigrated to the United States. If the student is Indigenous, they will research their family history and present their families history and the impact that immigrants (including colonizers) have had on their family history.

Handwork 4-8th

- 4th - Embroidery stories and techniques from men in India, Mexico & Japan
- 5th - Knitting stories and patterns from cultures other than Ireland
- 6th - Animal stories and forms from around the world
- 7th - Ethnic dolls and clothes from around the world. Japanese indigo tie-dyeing.
- 8th - Textiles and clothing stories and styles from around the world. Currently Africa and Japan. Possible African American quilting stories and examples.