



Directors' Report
June 3, 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:

The OCS administration is planning to reopen school fully in person for five days a week next year, starting August 17, 2021. While OCS has not received absolute confirmation from LAUSD or the health agencies, the expectation is that we will be allowed to return fully in person. We will continue to keep the community informed about reopening, including mandated health protocols (e.g., health screenings, Covid testing, mask wearing, etc.).

Parent Volunteers on Campus Next year:

The health guidelines regarding community gatherings continue to change so we do not yet have information about volunteers on campus during the school day or during school events, festivals, and celebrations. We will share updates as we receive information about changes in the guidelines.

Annual LAUSD Performance Based Oversight Report

The Administration is pleased to share Ocean Charter School received the following ratings following the remote oversight visit in each of the four areas reviewed by the LAUSD Charter Schools Division. The full report is attached.

- 1. Governance = **4 (Accomplished)**
- 2. Student Achievement and Educational Performance = **3 (Proficient)**
- 3. Organizational Management, Programs, and Operations = **4 (Accomplished)**
- 4. Fiscal Operations = **4 (Accomplished)**.

Enrollment by grade as of 6/1/21

K=79

TK=26



1st=55
2nd=55
3rd=81
4th=55
5th=55
6th=55
7th=55
8th=54

Total=570

ACADEMIC PROGRAMS:

Hybrid Program:

OCS will wrap up hybrid teaching/learning, a combination of in-person, on-campus instruction combined with distance learning on June 16th. This year, students returning in person were split into two groups, A and B. Students whose families chose to stay in distance learning were in Group C. We prioritized having siblings in-person on the same days. All students and staff have been required to wear masks except when eating and drinking. Physical distancing and frequent hand washing have been required of all students and staff on campus.

OCS implemented the following recommended **mitigation measures** to keep our campus safe for students and employees: limited campus access, maximum air ventilation, daily cleaning, nightly sanitizing, stable student groups, providing PPE, access to vaccinations for employees, creation of the Covid-19 Compliance Officer and Team, and weekly monitoring of LA County Department of Public Health and CA Department of Public Health updates. Students and staff have been required to do a **daily health screening** to go on campus. In addition, students/staff have been **tested for Covid-19** each week on campus.

Tier 1 Program:

To support students with needs such as English Language Learners, students with special needs, students in intervention, and students for whom distance learning has been most challenging, OCS implemented our Tier 1 program. Tier 1 offers an on-campus experience for students for four days/week, two days of in-person instruction with their teacher and classmates and two days of supervised distance learning with their peers.

WASC Self-Study Visiting Committee Report and Accreditation:

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Ocean Charter School received a report from the WASC Self-Study Visiting Committee and later this month we will receive an accreditation update with specific requirements. An updated Schoolwide Action Plan aligned with the LCAP (Local Control Accountability Plan) must be submitted to WASC by June 25th.

Please see the following the following ratings from the WASC report:

- Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: **Effective**

Narrative Rationale:

The Visiting Committee through observations, interviews and virtual meetings are making progress on their student learner outcomes and the major student learner needs, and other academic standards. Academically, OCS is outperforming schools in their region and their LCAP goals support all students learning at high levels.

- The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: **Effective**

Narrative Rationale:

The VC members found OCS to be effective in the use of their previous critical areas for follow-up. The school nearly completed all these critical areas and they had positive progress on their previous academic standards.

- The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating: **Somewhat Effective**

Narrative Rationale:

The school needs to continue to get all stakeholders involved in all aspects of the writing and documenting within the schools FOL (Focus on Learning). The school had stakeholder information documented in the FOL, but the classified staff and teachers were not part of each Chapter 3 Focus group meetings.

- Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes and academic standards.

Visiting Committee Rating: **Somewhat Effective**

Narrative Rationale:



The VC found that the schoolwide learner outcomes are not clearly defined and their academic standards, as applied to specific learner outcomes are also not clearly aligned. OCS is not a traditional setting as they use the Waldorf program and further alignment is needed with the Waldorf curriculum and ACS WASC guidelines.

- Governance that supports high achievement for all students.
Visiting Committee Rating: **Effective**
Narrative Rationale:
The VC found that the governing board meets legally in accordance with the Brown Act and stakeholder groups work with the School Board supports student achievement for all students. There is unfortunately limited teacher involvement in governance decisions, this is also due in part to the negotiating arm of the union. The schoolboard needs to ensure that the parent/student handbook is translated for all stakeholders. The VC believes the school is effective in this area.
- Leadership: Data-Informed Decision-Making and Ongoing Improvement that supports high achievement for all students.
Visiting Committee Rating: **Effective**
Narrative Rationale:
The VC found the school to be effective in this area. The VC believes there could be better proof of data documentation within the FOL to show ongoing improvement in key areas. This is the only reason A3 is not Highly Effective.
- Staff: Qualified and Professional Development that supports high achievement for all students.
Visiting Committee Rating: **Highly Effective**
Narrative Rationale:
The VC found the school to be highly effective in the area of PD. The staff has many opportunities for PD and OCS also has a summer training institute.
- Resources that supports high achievement for all students.
Visiting Committee Rating: **Highly Effective**
Narrative Rationale:
The VC found that the administration and school board ensure that all staff and students have the resources they need to promote student achievement. All resources purchased are of a high quality and assists the students meeting CCSS.
- Resources that supports high achievement for all students. [CHARTER SCHOOLS ONLY]



Visiting Committee Rating: **Highly Effective**

Narrative Rationale:

The VC found that the school is highly effective in this area. The LCAP is written to ensure the resources are in the classroom. Ocean Charter also just moved into a new modern school facility that also meet these resource needs.

- Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: **Effective**

Narrative Rationale:

The VC found Strong instructional practices and high expectations for each student are evident. A unique breadth of learning opportunities that extend beyond the core academic content is also present, however we found inconsistent learning framework (scope and sequence) at each grade level, their schoolwide learner outcomes are unclear and consistent articulation of intended learning outcomes and success criteria is needed.

- Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: **Effective**

Narrative Rationale:

The VC found OCS to be effective in this area. They need to do further work on a schoolwide college and career readiness plan/curriculum and further work is needed in high school/college articulation to eighth grade students and parents to assist with the transition to surrounding high schools.

- Student Involvement in Challenging and Relevant Learning that supports high achievement for all students.

Visiting Committee Rating: **Effective**

Narrative Rationale:

The VC Found OCS to be effective in this area. The learning at OCS at first appears not to be rigorous, however it is just in a different way that are not used in the mainstream classroom. They have aligned the Waldorf program with the CCSS. There needs to be some further work in this area. There is a difference between task vs. understanding. If there were clear objectives and standards explained for lessons, this would be Highly Effective.

- Student Engagement through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective**

Narrative Rationale:



The VC Found a highly engaged and enthusiastic student body! The students at OCS are positive about their learning and their parents report students are well prepared to succeed in high school and beyond. The students are outperforming their peers at the community schools in the area.

- Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating: **Somewhat Effective**

Narrative Rationale:

The VC found OCS to be Somewhat Effective in this area due to a lack of systematic and consistent practice for assessment and data collection across and within grade levels and content areas. This lack of agreed upon basis for students' grades, growth, and performance levels across and within grade levels and content areas. The teachers at OCS know students exceptionally well and monitor each student's growth and progress on an individualized basis; don't consistently have data to support.

- Using Assessment to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating: **Effective**

Narrative Rationale:

The VC found OCS to be effective in this area. Teacher-created assessments are the primary means of ongoing assessment and results of teacher-created assessments inform instructional approaches and teacher's curricular decisions. However, these assessments are specific to the teacher and the lack of documents and data to show what assessments are used with fidelity. There needs to be further work in this area as a lack of uniform, universal data to inform bigger picture and identify patterns and trends are needed to get to Highly Effective.

- Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective**

Narrative Rationale:

The VC found OCS to be highly effective in this area. OCS has high levels of parent/guardian engagement and involvement and a wide variety of opportunities for parent/guardian involvement. In addition the VC found OCS has a community and relationship-building is a foundational component of the school's Waldorf philosophy and program.

- School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective**



Narrative Rationale:

The VC found OCS to be highly Effective in this area. OCS has a well-developed academic, social-emotional, and multi-tiered intervention and support, varied strategies - extends to family support and various co-curricular activities. Community and relationship-building is a foundational component of the school's Waldorf philosophy and program and is prevalent on campus.

- Personal and Academic Support that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective**

Narrative Rationale:

The VC found OCS to be Highly Effective in this area. The administration, staff, and school board highly support student achievement for all students. There is a lot of buy-in from the staff and community to ensure this is occurring on an annual basis.

- The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: **Somewhat Effective**

Narrative Rationale:

The VC found that there needs to be further alignment with the Waldorf Philosophy, CCSS, LCAP, and their WASC Action Plan. The administration needs to complete a "crosswalk" that will allow those who are not familiar with Waldorf Philosophies and practices to get a better understanding of the school's curriculum, instructional strategies & techniques, and their formative and summative assessments. This crosswalk needs to be addressed in their LCAP and WASC Action Plan.

- The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating: **Effective**

Narrative Rationale:

The VC found that OCS to be effective in this area. The administration, staff, and educational community have the capacity to implement the school-wide action plan, they just needed further guidance in doing so. This WASC VC report outlines the schools difficulties in this section, but they only need minor changes to get to highly effective status.

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

The faculty has worked over the course of the year to examine our own biases and to bring anti-racism and anti-bias practices into our classrooms. Samples of lessons, projects, stories and other curricular pieces from the faculty work towards being culturally responsive and having an inclusive pedagogy are below. We emphasize that

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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.

Professional Development 2021-22:

To support and prepare our faculty and staff to meet the needs of our students during the coming year of transition as all students return to full in person learning after over a year of distance and hybrid learning, OCS is planning the following professional development for 21-22.

- Waldorf Foundational Understandings and Mentorship through Gradalis with Bonnie River
- Circle Ways training in council, healing, community building, trauma-informed practices, and restorative justice
- Deeping our anti-racism and anti-bias work: training organization tbd