

# Element 1: The Educational Program

## General Information

1.

<b>GENERAL INFORMATION</b>	
<ul style="list-style-type: none"> <li>The contact person for Charter School is:</li> </ul>	<i>Stephanie Edwards and Kristy Mack-Fett</i>
<ul style="list-style-type: none"> <li>The contact address for Charter School is:</li> </ul>	<i>Current TK – 3<sup>rd</sup></i> <i>12606 Culver Blvd., LA 90066</i> <i>Current 4<sup>th</sup> -8<sup>th</sup></i> <i>7400 W. Manchester Blvd., LA 90045</i> <i>As of 2020-2021 for all grades-</i> <i>12870 Panama St., LA 90066</i>
<ul style="list-style-type: none"> <li>The contact phone number for Charter School is:</li> </ul>	<i>310-827-5511 TK – 3<sup>rd</sup></i> <i>310-348-9050 4<sup>th</sup> – 8<sup>th</sup></i>
<ul style="list-style-type: none"> <li>The proposed address or ZIP Code of the target community to be served by Charter School is:</li> </ul>	<i>90066, 90291, 90202, 90295,</i> <i>90094, 90096, 90045, 90293,</i> <i>90296, 90056, and 90008</i>
<ul style="list-style-type: none"> <li>This location is in LAUSD Board District:</li> </ul>	<i>4</i>
<ul style="list-style-type: none"> <li>This location is in LAUSD Local District:</li> </ul>	<i>West</i>
<ul style="list-style-type: none"> <li>The grade configuration of Charter School is:</li> </ul>	<i>TK – 8<sup>th</sup></i>
<ul style="list-style-type: none"> <li>The number of students in the first year will be:</li> </ul>	<i>520</i>
<ul style="list-style-type: none"> <li>The grade level(s) of the students in the first year will be:</li> </ul>	<i>TK – 8<sup>th</sup></i>
<ul style="list-style-type: none"> <li>Charter School’s scheduled first day of instruction in 2018-2019 is:</li> </ul>	<i>Aug. 20, 2018</i>
<ul style="list-style-type: none"> <li>The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</li> </ul>	<i>Maximum enrollment 584</i>
<ul style="list-style-type: none"> <li>The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:</li> </ul>	<i>Traditional</i>
<ul style="list-style-type: none"> <li>The bell schedule for Charter School will be:</li> </ul>	<i>TK &amp; Kinder:</i> <i>8:30 – 2pm, M,Tu,Th, F</i> <i>8:30- 11:55am Wed.</i> <i>1<sup>st</sup> – 3<sup>rd</sup>:</i> <i>8am – 2:20pm M, Tu, Thr, F</i> <i>8am – 12:10pm Wed.</i> <i>4<sup>th</sup> – 8<sup>th</sup>:</i> <i>8:20 – 3:10 M, Tu, Th, F</i> <i>8:20- 12:40pm Wed.</i>
<ul style="list-style-type: none"> <li>The term of this Charter shall be from:</li> </ul>	<i>July 1, 2018 to June 30, 2023</i>

## **Community Need for Charter School**

2.

As one of the largest public charter school in the country founded on the principles of public Waldorf Education, and the only one in Los Angeles, OCS's arts-based, developmentally-attuned model offers families in Los Angeles an important alternative to traditional public schools. The unique education offered at OCS has demonstrated success in serving our community.

### LAUSD Annual Oversight Reports

According to LAUSD annual oversight reports, Ocean Charter School has consistently performed at the higher levels over the term of its current charter, and at the highest possible level for the year coming into this charter renewal. The graph below shows the scores achieved by OCS during each of the four previous years.

	2013-14	2014-15	2015-16	2016-17
Governance	3	3	3	4
Student Achievement and Educational Performance	3	3	3	4
Organizational Management and Operations	4	3	3	4
Fiscal Operations	4	4	4	4

### 2016-17 PERFORMANCE DATA

The new California Model 5 x 5 Placement Reports and Data and the School Dashboard provide evidence of OCS' students strong academic growth in the 2016-17 school year as compared to the 2015-16 school year.

SBAC SCHOOLWIDE ELA- All Students increased their scores by 7

-20 points.

SBAC SCHOOLWIDE MATH- All students significantly increased their scores by 15 points or more.

The success of OCS' educational program in meeting the specific needs of our student population is highlighted in the subgroup growth in both ELA and Math. Numerically significant subgroups include Students with Disabilities, Economically Disadvantaged Students, Hispanic or Latino Students, and Students with Two or More Races.

SBAC SUBGROUPS in ELA –

- No subgroups declined significantly, declined or maintained.
- Hispanic or Latino and Two or More Races subgroups **increased** their scores by 7 – 20 points.
- Economically Disadvantaged, Students with Disability, and White **increased significantly** by 20 points or more

SBAC SUBGROUPS in MATH –

- No subgroup declined significantly, declined, maintained or increased by 5 -15 points.
- All subgroups **increased significantly** by 15 points or more. Hispanic or Latino, Two or More Races, White, Economically Disadvantaged, and Students with Disability all increased significantly by 15 points or more.

SBAC RESULTS COMPARISON TO SCHOOLS STUDENTS  
WOULD OTHERWISE ATTEND –

The schools OCS students would otherwise attend are: Beethoven Elementary, Braddock Elementary, Loyola Village Elementary, Marina Del Rey Middle, Mark Twain Middle, and Wright Middle. A comparison of 2016-17 CDE Dashboard Student Group Reports indicates that **OCS students perform far better** both for all students as well as for all comparable subgroups than the students at the schools our students would otherwise attend.

The following chart uses the state’s performance level colors to indicate performance for all students as well as all comparable subgroups.

0 Blue (Highest) 0 Green 0 Yellow 0 Orange 0 Red (lowest)

SBAC ELA 2016-17	All students	Econ. Disadv.	With Disability	Hisp.or Latino	2 or more races	White
OCS	0	0	0	0	0	0
Beethoven	0	0	na	0	na	0
Braddock	0	0	na	0	na	0
Loyola Village	0	0	0	0	na	na
Marina MS	0	0	0	0	na	na
Mark Twain MS	0	0	0	0	na	na
Wright MS	0	0	0	0	na	0

SBAC MATH 2016-17	All students	Econ. Disadv.	With Disability	Hisp.or Latino	2 or more races	White
OCS	○	○	○	○	○	○
Beethoven	○	○	na	○	na	○
Braddock	○	○	na	○	na	○
Loyola Village	○	○	○	○	na	na
Marina MS	○	○	○	○	na	na
Mark Twain MS	○	○	○	○	na	na
Wright MS	○	○	○	○	na	○

Additional evidence of strong academic performance is further demonstrated in the analysis of OCS' reclassification rates as compared to the district in 2016-17.

ENGLISH LEARNER RECLASSIFICATION- The school reclassifies English Learners at a rate higher than the District average. OCS' 2016-17 reclassification rate was 42% which was 24.8% above the District's average of 17.2%. The comparative data for LAUSD Similar Schools and Resident Schools is not yet available.

AREAS OF CHALLENGE

As all of our subgroups made substantial growth from 2015-16 to 2016-17, OCS is committed to maintaining this level of growth for all our students, including all of our subgroups. OCS would like to see a greater percentage of our students with disabilities in the green, according to the CDE dashboard report. Also, Ocean Charter School is committed to increasing the overall number of students in our subgroups. For details on this commitment and plan, see Element 7.

## 2015-2016 PERFORMANCE DATA

Evidence of strong academic performance is found in the analysis of OCS' SBAC results as compared to the district overall, to LAUSD Similar Schools and to LAUSD Resident Schools.

SBAC SCHOOLWIDE ELA- The schoolwide percentage of students who Met or Exceeded Standards on the SBAC in ELA was at a rate higher than the District average. Data from the CDE shows that the schoolwide percentage of students who Met or Exceeded Standards in ELA at Ocean Charter was 67% which was 28% higher than the District's average of 39%. As compared to LAUSD similar schools, OCS was 1% higher, and as compared to LAUSD resident schools, OCS was 20% higher.

SBAC SCHOOLWIDE MATH- The schoolwide percentage of students who Met or Exceeded Standards on the SBAC in Math was at a rate higher than the District average. Data from the CDE shows that the schoolwide percentage of students who Met or Exceeded Standards in Math at Ocean Charter was 58% which was 29% higher than the District's average of 29%. As compared to LAUSD similar schools, OCS was 1% higher, and as compared to LAUSD resident schools, OCS was 26% higher.

SBAC SUBGROUPS (Students with Special Needs, English Learners, and Socio-Economically Disadvantaged Students) The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup>–8<sup>th</sup> in Math is at a rate similar to the District average for the majority of subgroups. The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup>–8<sup>th</sup> in ELA is at a rate similar to the District average for the majority of subgroups.

Note: Students with disabilities comprise between 12-15% of OCS' student body annually. This percentage is significantly higher than most charters in the district and is higher than the LAUSD Similar School average of 10% and LAUSD Resident School average of 11%.

Additional evidence of strong academic performance is further demonstrated in the analysis of OCS' reclassification rates as compared to the district in 2015-16.

ENGLISH LEARNER RECLASSIFICATION- The school reclassifies English Learners at a rate higher than the District average. OCS' 2015-16 reclassification rate was 38% which was 26% above the District's average of 12.1%. As compared to LAUSD similar schools, OCS was 22% higher, and as compared to LAUSD resident schools, OCS was 21% higher.

### SUCCESS OF THE INNOVATIVE FEATURES

The combination of innovative features that is implemented at OCS and that comes from Waldorf Education contributes directly to the strong academic performance results documented earlier. In addition to the evidence of **academic success for all subgroups**, these innovative features play a large role in our **low suspension rates**. OCS once again received a Certificate of Achievement from the LAUSD Charter Schools Division "in recognition of the school supporting students, resulting in a 2.4% student suspension rate in 2016-17." The strong school culture of diversity and appreciation created through these innovative features also **supports students with special needs** in higher numbers than seen at most other general education public schools, both traditional and charter. Perhaps surprisingly, these same innovative features also **support gifted and talented** students as divergent thinkers who need to be challenged with content, acknowledged with choices, and supported with organization. Our growing number of students who are identified as gifted and talented is evidence of this support.

The success of OCS' program is based on our innovative features that address the Common Core Standards through our rigorous, arts-integrated program based on the principles of Waldorf Education. OCS's interdisciplinary and thematic approach emphasizes experiential, hands-on learning. Through daily integration of the arts, movement, and storytelling into "main lesson blocks" students learn through lessons that inspire their intellect and engage their imagination. The OCS curriculum is based on best practices from over 900 Waldorf schools worldwide. These include:

- **Looping** - whereby teachers stay with a class for multiple years.
- **Main Lesson Blocks** - *interdisciplinary* blocks of study that match the curriculum to the phases of *child development*; that integrate the arts into all core curricular areas; that address multiple modalities through *active learning*, including movement; that let students experience the content through *hands-on learning*; that incorporate *storytelling* in all content areas.

- **Main Lesson Books** - student-made textbooks, which allow students to express both mastery of educational content and their own individual creativity.
- **Annual Class Plays Grades 1<sup>st</sup>-8<sup>th</sup>** - Every child participates in an annual class play that dramatically brings to life a particular block of study.
- **Limits on Media** consumption that allow children to develop the skills necessary to function well in both digital and analog worlds.
- **Council** - an LAUSD best practice for fostering classroom cultures where children connect meaningfully with peers and adults, practiced regularly in every class at OCS.
- **Specialty Classes** that may include: Japanese, Movement/Games, Handwork, Strings, Percussion, Chorus, and Dance.
- **Seasonal Festivals** - Winter and Spring Faires unite the community, celebrate our diversity, and showcase student performances.

The above innovative practices support OCS students’ success by promoting the stability of the learning environment, deepening the connections with educational material, and by preserving and inspiring the children’s natural sense of curiosity and imagination.

### **Student Population to be Served**

3. OCS will serve grades TK -8.

Ocean Charter is a public school serving students who seek an alternative, educational environment that addresses their needs through an innovative, arts-integrated, standards-based curriculum. While some OCS students come with a particular interest in the arts, and/or with special needs, and/or with gifted talents, and/or as English language learners, OCS welcomes all students and sees evidence that our curriculum and approach can successfully meet the needs of a wide array of students.

We are a site-based school currently serving 520 students from the Los Angeles area in grades TK-8. The majority of OCS students come from the surrounding communities such as Mar Vista, Venice, Del Rey Adjacent, Marina Del Rey, Playa Vista, Westchester, and Baldwin Hills. However, as a public charter school, we welcome students from anywhere in California.

<b>Enrollment Roll-Out Plan</b>					
<b>Grade</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
K (incl. TK)	81	81	81	81	81
1	81	56	56	56	56
2	56	81	56	56	56
3	56	56	82	56	56
4	51	56	56	82	56



5	56	51	56	56	82
6	51	50	49	50	50
7	49	49	50	49	50
8	48	49	49	50	49
<b>Total</b>	<b>529</b>	<b>529</b>	<b>535</b>	<b>536</b>	<b>536</b>

## Goals and Philosophy

5.

### Ocean Charter School Vision

Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multi-cultural, urban environment. We are committed to achieving academic excellence through experiential learning and to 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 Mission

Ocean Charter School addresses the Common Core Standards through the mindful implementation of 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 she or he matters as an individual and shapes not

only her or his own life, but ultimately, our shared future.

6.

### **What it Means to be an Educated Person in the 21st Century-**

An educated person in the 21st Century understands that they are an inextricable part of the world around them. The educated person possesses the knowledge, skills and attitudes necessary to be a successful and interdependent member of society while being empowered to follow his or her own unique path within the diverse global community.

The P21 Skills chart below identifies many of the focus areas for 21<sup>st</sup> century success.

<b>Learning and Innovation “The 4 C’s”</b>	<b>Digital Literacy</b>	<b>Career and Life</b>
Critical Thinking and problem solving	Information Literacy	Flexibility and adaptability
Creativity and innovation	Media Literacy	Initiative and self-direction
Communication	ICT Literacy	Social and cross-cultural interaction
Collaboration		Productivity and accountability
		Leadership and responsibility

In addition to these skills, OCS recognizes that being an educated person in the 21<sup>st</sup> century means having a strong sense of empathy. As our world becomes increasingly complex and challenged with both natural and human-made disasters, the ability to live empathically is critical. The experiences that OCS students have in the wide variety of classes and with a diverse group of students as they are guided through the TK -8<sup>th</sup> grade school experience by dedicated and nurturing educators helps students develop this critical capacity of empathy.

Research and experience have also shown that being an educated person in the 21<sup>st</sup> century is more than mastering computer skills on the devices of today. Today’s top technology executives are often not sending their children to tech heavy schools. (A Silicon Valley School That Doesn’t Compute By [MATT RICHELTO](#). 22, 2011) They are choosing to send their children to Waldorf schools where their children’s imagination, creativity, focus and attention, character and empathy, powers of observation and analysis, and divergent thinking are cultivated. Children nowadays learn how to use smart phones, ie. Computers, from birth on; what they need are the

skills, capacities and imagination to think beyond what current technology offers so they can not only survive in the world but actually help shape it. Of course, our students need to be computer literate and to develop digital literacy and citizenship skills. They do exactly that in our Cyber Civics program and through class projects involving research and application. These skills are critical to future success in high school, college and beyond. But the creativity and innovation that come naturally when children are not inundated by screens for most of their waking hours cannot be regained.

Additional capacities that must be cultivated in an educated person of the 21<sup>st</sup> century include:

- A. Individual Intelligence,
- B. Social Intelligence and
- C. Environmental Intelligence

#### **A. Individual Intelligence**

- Self- motivated, self-directed and self-governing
- A life-long learner
- Literate
- Ability to communicate clearly, both orally and in writing
- Ability to think creatively, analytically and logically and use these skills to solve problems
- Ability to gather and organize information and critically assess data
- Has a strong grasp of the fundamental concepts in science, mathematics, and the humanities and can apply the concepts in everyday life
- Has mastery of the English language and some fluency in at least one other world language
- Understands that actions have consequences
- Experiences the richness and beauty of art and music

#### **B. Social Intelligence**

- Ability to concentrate, focus and persevere
- Works cooperatively and understands and respects individual and cultural differences
- Values relationships, respect for the other and for authority
- Through a sense of wonder and curiosity, has enthusiasm and passion for learning
- Has a sense of social justice and feels a sense of responsibility to the local and global community
- Has the skills to enter and be successful in the economic mainstream
- Sees others as individuals, not as members of a group
- Has a clearly developed emotional intelligence
- Gives of themselves

- Works to make ethical decisions

### **C. Environmental Intelligence**

- Understands living systems and the language of nature
- Understands the link between ecology and community
- Appreciates that he or she is part of the ecological web
- Has a sense of wonder about the beauty of the natural world as well as an understanding of the scientific processes that occur therein
- Sees all of life as an evolving living system
- Understands the concept of global interdependence and the need to be a global citizen

## **7. How Learning Best Occurs-**

Ocean Charter School believes that learning occurs when 16 key elements are present. These 16 elements are research-based and come directly from the 100 year tradition of Waldorf Education.

### **1. Community Learning & Teaching**

Long before the state and district mandated transitional kindergarten, OCS offered a *two-year kindergarten program*. In most cases, the Kindergarten is the child's introduction to Ocean Charter School and initiates the child's and the family's long-term involvement with the school. In the Kindergarten we welcome children into a nurturing environment and slowly acclimate them to the larger school community. This gradual transition from pre-school or home to elementary school paves the way for a rich and satisfying journey through the grades.

In Grades 1–8, the class teacher has the opportunity to take the same children through the grades for multiple years, teaching all the main lesson subjects. We call this *looping*. Looping provides the child with a sense of camaraderie and commitment, and affords the teacher the opportunity to work more deeply with the children and their families. This model offers stability and continuing guidance to each child and supports the continuing transition from early childhood to the elementary curriculum. The class teacher is not the only teacher the students see each day. To the degree possible, specialty teachers teach world languages, music, games, eurhythmy, movement, and handwork so students gain an appreciation for different teaching styles, an in-depth experience with specific subject areas, and an understanding of their wider school community.

Ocean Charter School works outside the classroom to build our larger student/parent/teacher community through the use of *regular seasonal festivals*. These festivals provide an opportunity for the larger community to come together focused around a central seasonal theme. The centerpiece of these events is the presentation of student performances in music, drama or dance.

## 2. Focused Concentration

Grades 1–8 commence each school morning with the “Main Lesson,” a two-hour period of intensive and focused learning in which the core curriculum is presented when the students are most receptive and alert.

The main lesson subjects (such as Greek history, Botany or American Geography) are taught in three- to four-week blocks. The teaching units are integrated and cross-curricular, and include activities to awaken and focus attention. This approach allows for freshness and enthusiasm, a concentrated in-depth experience, and gives the children time to integrate learning. The knowledge acquisition of academic subjects—such as language arts, math, science and history—is enhanced by being taught in the morning Main Lesson. Daily math practice periods also occur in the morning when the students are most alert. The afternoons are often used for arts and crafts, outdoor activities, sport and practical work. Skill-building subjects that benefit from regular practice, such as music, movement, and world languages, are evenly scheduled throughout the middle of the day to the extent possible.

## 3. Specialty Subject Programs

Imagine a colorful tapestry whose horizontal threads are the core academic subjects and whose vertical threads are specialty classes, such as world languages or handwork or games/movement. Woven together they create a cohesive whole, a learning experience that truly addresses the whole child.

Every child at Ocean Charter School participates in classes of specialty subjects designed to compliment and deepen the learning of the main lesson, as well as the support of flexible brain development.<sup>1</sup> The children acquire a new set of practical skills and develop competence and a capacity for self-expression. “Today, students often lack rhythm in their lives and have few meaningful tasks to occupy them. The task of learning to “work” and act with purpose and skill has been passed to the schools. Today’s students need to be taught to apply their thinking and see results. They need to develop practical skills to build their self-confidence, self-reliance and independence.”<sup>2</sup> The benefits of working with their own creativity are that children relax and can be more open to academic learning.<sup>3</sup>

The specialty subjects we currently offer include: Japanese, chorus, percussion, strings, folk dance, handwork, movement & games, and gardening. “Musical, visual, and kinetic arts enhance the important and distinct neurological systems that drive attention, emotion, perception, motivation, motor coordination, learning and memory” (Jensen, 2000).<sup>4</sup>

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<sup>1</sup> Sylwester, Robert. *A Celebration of Neurons*. ASCD. 1995.

Sylwester, Robert. *A Biological Brain in a Cultural Classroom*. Corwin Press. Thousand Oaks. 2000.

<sup>2</sup> Mitchell, D. and Livingston, P. *Will-Developed Intelligence*. 1999, AWSNA.

<sup>3</sup> Eric Jensen (2003) states, “The industrial arts provide precisely the circumstances that can enrich the brain. They include exposure to challenging, meaningful, complex, and novel circumstances with feedback built in over time. A project in which the student builds a cabinet, a theater set, or an instrument is good for long-term brain development, as well as self-confidence. The skilled use of the hands and body require countless decisions in the spatial and kinesthetic world. These decisions build the same kinds of connections in the brain that we know enrich neural structures. The projects must be challenging, be novel, take some time, be meaningful, and have feedback built in.” Jensen, Eric. *Arts with the Brain in Mind*. ASCD, Virginia. 2003.

<sup>4</sup> Jensen, Eric. *Learning with the Body in Mind*. The Brain Store, Inc.. San Diego. 2000.

#### **4. Thematic Learning**

Ocean Charter School's block scheduling is organized to allow the time for in-depth thematic learning during the morning main lesson for grades 1 to 8. Teachers present Main Lesson subjects in these 'blocks' of time, each block lasting several weeks. The Main Lesson format is used to address a progressive range of competencies in mathematics, language arts, science, and humanities with meaningful connections linking subject areas with previous and future main-lessons in a spiral-like manner. Within the requirements of the curriculum, class teachers choose the material, presentation, and activities to suit the needs of the specific class. They aim to make each lesson an interesting and artistic whole that has rhythm, structure and purpose. This academic curriculum integrates the arts, music, drama, painting, drawing and sculpting. Main lesson activities and content are structured to meet students' cognitive, affective, and practical modes of learning.

#### **5. A Stimulating Learning Environment**

As students pass through a typical day at Ocean Charter School, their activities transition according to an inherent rhythm. Teachers balance concentration and relaxation, mental and practical work, movement, listening and participating, observing and doing. In a rhythmically structured day, first is the focused main lesson, which integrates drawing, painting or singing. Second is a break for movement and a snack. Next might consist of knitting, an ideal practical activity for brain development.<sup>4</sup> After that, a world language, requiring both listening and participation might come. A regular change of activities stimulates students' interests and matches their natural rhythms. Each lesson balances cognitive, emotional/ social and active learning creating a lively learning environment.<sup>5</sup>

#### **6. Electronic Media**

Electronic media can be supportive of or detrimental to the development of the child. We encourage parents to limit media exposure for their children so as to allow them to fully develop their own imagination before grappling with the images thrust at them through popular culture.

As children mature we expose them, in an age-appropriate manner, to electronic media. This form of technology, presented as a tool, much like knitting needles or a potter's wheel, helps show the connection between what is used and the outcome.

Media literacy, an expanded conceptualization of literacy, is the ability to effectively analyze a wide variety of media. At OCS it is consciously interwoven as the study of the development of civilization unfolds: from the historical role of the printing press to present day advertising aimed at teens as consumers. Media literacy is a basic skill for students entering high school.<sup>6</sup>

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<sup>5</sup> Rich Allen (2002) refers to press and release: "sPressing" refers to the focused concentration necessary for learners to take in, process, and recall information. "Releasing" refers to the reaction that follows these moments. Both are necessary for learners to experience if they are to maintain a natural sense of balance and a healthy mental state that is conducive to learning."

Allen, Rich. *Impact Teaching*. Allyn and Bacon, Boston. 2002.

<sup>6</sup> "In addition to the notion that the mere presence of computers will improve learning, several other misconceptions about learning often hinder modern education. Stronger ideas need to replace them before any teaching aid, be it a computer or pencil and paper. One

With the new Common Core Standards that integrate technology throughout the curriculum and require computer literacy starting in 3<sup>rd</sup> grade, OCS teachers and administration are currently developing a technology plan that fully integrates this important element throughout our curriculum. The OCS Common Core Standards Technology Plan is attached at Appendix 1.1. OCS looks forward to being a leader among public schools using Waldorf Education in successfully integrating technology in a manner that continues to honor the natural development of children's imagination.

### **7. Deep Learning**

A rhythmic approach to teaching enhances learning and memory. Information that is not immediately 'regurgitated' can be absorbed and later 're-remembered' within a wider context that includes the student's own experiences. Teachers introduce new experiences allowing time for students to assimilate previously taught material. Subjects that need regular practice (world languages, music, spelling etc.) are distinguished from the subjects focusing on new content. Topics follow a period of concentration of 2-4 weeks. This allows for information to settle, and time for data and information to become knowledge, eventually leading to understanding.

### **8. The Whole Class Dynamic**

Teachers focus on the class as a dynamic whole. Teachers constantly work to shift and reintegrate smaller groups—such as peer groups for math and reading—back into the whole class. A class of mixed-ability children is a model of community. Students learn from each other. The whole-class dynamic celebrates differences. The beauty of the variety of subjects in our curriculum is that children experience themselves and each other in different roles leading others in an area of strength or learning from others in an area of challenge. The opportunity to be seen and understood in multiple ways, places where one can shine and places where one needs help, develops students' positive self-image and engagement, thus empowering them as learners.

Teachers avoid giving rewards for being first or best. Teachers are aware that rewards and prizes make students compete for prizes rather than working from inherent motivation. Teachers endeavor for a creative balance between cooperation and competition among students, aiming for them to be enlightened and inspired by each other as well as by the teacher.

### **9. Teaching Through Narrative**

The use of narrative gives students a conceptual framework within which they can orient themselves and understand their experiences. Students listen to stories told by a teacher in his/her own words, fables and folktales with the younger students and biographies or history with the older students. In classroom observation, Goetz and Sadowski (1996) found that storytelling engages students of all ages profoundly in the learning process. Students are inwardly active when listening and processing stories.<sup>7</sup> Ocean Charter

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misconception might be called the fluidic theory of education: students are empty vessels that must be given knowledge drop by drop from the full teacher-vessel. A related idea is that education is a bitter pill that can be made palatable only by sugarcoating - a view that misses the deep joy brought by learning itself." – Alan C. Kay, "Father of the PC", "Computers, Networks, and Education", *Scientific American*, September 1991.

<sup>7</sup> Goetz, Ernest and Sadowski, Mark. *Empirical Approaches to Literature and Aesthetics*. Norwood, NJ: Ablex Publishing Corp. 1996.

School teachers inspire students to identify with characters in stories and develop linguistic and listening skills. They use story as a classroom management tool, incorporating inspirational or thought-provoking stories that take the place of moralizing or lecturing students.

History is taught in the early grades through narrative and stories from a wide range of sources: fairy and folk tale, legend, fable, parable, mythology, and literature before moving on to recorded history and historical fact. Teachers share content in oral form, especially in the earlier grades. Biography is used to strengthen student identification with people who made a difference. Communicating, exchanging viewpoints, dialogue and debate are part of lessons. The groundwork for such abilities is laid down in the younger classes. Teachers cultivate the quality of listening and speaking in class. Children who engaged in storytelling and story reading in class and at home had increased scores in creativity, literacy tests and problem solving when compared to children who did not engage in such activities (Peters, 1993).<sup>8</sup>

### **10. The Use of Imagery**

The use of imagery or “mental pictures” is an essential element when implementing Waldorf Education. When presenting factual information teachers will strive to present information with both a pictorial and emotional element. Teachers focus not on abstract concepts throughout the primary years (ages 6-12) but rather on an emphasis of the pictorial element, which grows with students’ changing understanding of the world. Teachers use imagery that evokes strong sensory impressions and stimulates the imagination wherever appropriate. This ability to imagine or visualize patterns requires an inner sense of space in which processes unfold in time. Through such repeated movements, the child establishes time within space. This synchronized ability to visualize and pattern forms the building blocks to skills such as reading comprehension, expository writing and completing mathematical processes (Mitchell & Livingston, 1999).<sup>2</sup><sup>above</sup>

Teachers make the transition to more abstract intellectual processes in grades 4 to 8 when the ability to think in abstract and causal terms begins to emerge. From grades 4 to 7, teachers adopt metaphor, simile, and comparison to create mental images. In grades 6 to 8, teachers construct imagery from history and current events. When we visualize or paint images within our minds, we use the same cognitive areas of the brain as in visual perception (Gleissner, et al. 1998; Farah 1995).<sup>9</sup>

### **11. “Living” Resources Classroom**

Although teachers use a wide variety of materials and resources including prepared worksheets, texts, vocabulary lists, maps, diagrams, and multimedia, it is the student-created main lesson books that are at the heart of the classroom materials. Teachers develop the main lesson from a variety of sources. Students write and illustrate what they have

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<sup>8</sup> Peters, Sandra. 1993. “Where have the children gone? Story Reading in Kindergarten and Pre-kindergarten Classes.” *Early Child Development & Care*. July 1-15.

<sup>9</sup> Gleissner, U.; C. Helmstaedter; C.E. Elger. “Right hippocampal contribution to memory: A presurgical and postsurgical study in patients with temporal lobe epilepsy.” *Journal of Neurology, Neurosurgery, and Psychology*. Nov; 65(s): 665-9. 1998.

Farah, Martha. “The neural basis of mental imagery.” *The Cognitive Neurosciences* (pp. 963-75); Cambridge, MA: MIT Press. 1995.



learned and observed into their main lesson books. The main lesson books are alive with the students' hand-made art, writing and illustrations. As an important record of learning and a way in which art is integrated into every subject, each main lesson book is unique to the student and the student “owns” and “lives” the material within. A collection of Main Lesson Books Grades 1-8 are attached as Appendices 1.2 - 1.9. The classroom is also used to exhibit student watercolor paintings (and other forms of visual artwork in the upper grades) that represent and reflect the theme of the topic being studied, beeswax models that are made as part of the students’ studies, and living plants or flowers that bring nature and life into each classroom. The OCS classroom is alive inside the student and in their surroundings.

As a matter of course, books such as dictionaries, atlases and other reference material are also an integral part of the classroom. Assignments and projects arising out of the lesson theme give students opportunities to develop competence in a range of information-retrieval skills by the time they reach age 12.

### **12. Learning to Lead**

The personal behavior of adults and teachers at Ocean Charter School is an example to the students. In addition, students learn about how to be a leader in different ways at different stages of their development:

- Kindergarten teachers endeavor to be a model of kindness, strength, and daily rhythm to the students, knowing that children at this age imitate adult behavior on their path towards becoming their own individual.
- Class teacher of grades one to five endeavor to set clear guidance and boundaries for the class as a whole, knowing that children at this age rely on guidance and boundaries to continue developing their individuality.
- Class teachers of grades six to eight endeavor to be experts in their subjects, knowing that at this age students want to be led by teachers they respect as experts to develop themselves into enthusiastic lifelong learners.

### **13. Respect, tolerance, and understanding**

Each class, moving through the years together, is a learning community for respect and understanding of different individual academic and social gifts and challenges as well as for varied social and cultural backgrounds. The class—that includes the parents as an inextricable part of the whole—develops principles that enable the class to encounter and manage the kinds of crises that occur as part of normal development. Kindness, sharing and the ability to listen to others are actively encouraged. Students are inspired to take pride in their work and to achieve the highest standards of which they are personally capable. Teachers work to balance an atmosphere of positive competition and collaboration. Students appraise their fellow students’ achievements in an objective, though positive and constructive way. Teamwork and problem solving is practiced. The school community as a whole works to reflect these principles.

### **14. The Continuous Learning Community**

Ocean Charter School is designed to function as a living system that balances initiative and accountability. All teachers, staff, and participants are asked to make a commitment to develop him or herself along with the students, as described by Parker Palmers' adage: "We teach who we are."<sup>10</sup> Our fundamental assumption is that there is always room for improvement. We make planning, review, and ongoing educational research a creative, fruitful and effective process. Observation, reflection and analysis drive decision-making at all levels so that each individual as well as the school as an organization continue to improve.

### **15. Living Systems Learning**

At Ocean Charter School it is our intention to educate the whole child to see himself or herself as living within the context of a whole environment. Developing the capacity to think ecologically is more than a matter of teaching about the importance of recycling or reducing our reliance on fossil fuels. We teach students to become aware of the inherent "ecology of life" as something that is connected to everything we do, from a baby's exhale to the ozone, from a lit match to an exploding volcano. In the same way that each child must be taught as a whole human being, so the multi-dimensional, complex issue that is our world ecology must first be experienced as a single unit with many interconnected parts. From there, specific aspects of ecology are woven into our curriculum, our building site and our worldview so that the child will fully understand the individual and collective relationship that the child and every other person has with the planet.

Science, for example, is taught in the lower grades through observation and experience of our natural environment. Through practical nature studies, gardening and environmentally conscious practices the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. They see and feel their connection to and responsibility for their community. In the upper grades the teacher sets up experiments, calls upon the children to observe carefully, ponder, discuss and write up as scientific observation. The students then draw their own conclusions, either a law or formula. Through this process, rigorous, independent thinking and sound judgment are cultivated.

### **16. Community Service**

At Ocean Charter School we educate children who will become adults who can envision and create a peaceful world. Doing things for others contributes to a sense of self-sufficiency, self-esteem, and accomplishment, as well as strengthens qualities of self-discipline, perseverance, patience, and imagination. Community service is an intrinsic part of that goal. Bringing children into contact with those less fortunate than themselves and caring for the environment helps broaden their understanding of the realities of our society. It helps them develop compassion and empathy for others as well as a desire and will to help. A service project for a class also helps build a spirit of community within the class. Working together towards a common goal helps develop skills in cooperation and working together. This is one reason why service projects are important even in the early

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<sup>10</sup> Parker Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. 1998, Jossey-Bass, Inc. San Francisco

grades. The children learn to work together and to trust one another. A sense of community service is fostered in the younger grades first locally, that is, within the class community. As the children mature, their ability to be empathetic and use that empathy towards action in service of others is focused on an ever-widening circle of influence beyond the classroom and the school into the greater community.

8. LCFF State Priorities

Note: “\*” indicates subgroup that is not numerically significant at this time.

<b>LCFF STATE PRIORITIES</b>						
<b>GOAL #1</b>						
<p><i>All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.</i></p> <p><i>State Priority #1: Basic (Conditions of Learning)</i></p>				<p><i>Related State Priorities:</i></p> <p>x 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2    <input type="checkbox"/> 5    <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3    <input type="checkbox"/> 6</p> <p><i>Local Priorities:</i></p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>		
<b>Specific Annual Actions to Achieve Goal</b>						
<ul style="list-style-type: none"> <li>- <i>Ensure all students are instructed in core subjects by teachers who are fully credentialed</i></li> <li>- <i>Ensure verification of proper credentials prior to start of employment</i></li> <li>- <i>Increase teacher salaries to attract and recruit qualified and experienced teachers</i></li> </ul>						
<b>Expected Annual Measurable Outcomes</b>						
<p><b>Outcome #1:</b> <i>All teachers will be appropriately credentialed for their position</i></p> <p><b>Metric/Method for Measuring:</b> <i>Documentation of required credentials (as per CCTC) maintained and current for each teacher.</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%
<i>English Learners</i>						
<i>Socioecon. Disadv./Low Income Students</i>						
<i>Foster Youth</i>						
<i>Students with Disabilities</i>						

**Expected Annual Measurable Outcomes**

**Outcome #1:** All teachers will be appropriately credentialed for their position  
**Metric/Method for Measuring:** Documentation of required credentials (as per CCTC) maintained and current for each teacher.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**LCFF STATE PRIORITIES**

**GOAL #2**

School facilities are clean and maintained in good repair (working in cooperation at our Prop 39 site with LAUSD)

Facilities, staff, and students are adequately prepared in the event of an emergency

State Priority #1: Basic (Conditions of Learning), #5 Pupil Engagement, and #6 School Climate

*Related State Priorities:*  
 x 1       4       7  
 2      x 5       8  
 3      x 6

*Local Priorities:*  
:  
:

**Specific Annual Actions to Achieve Goal**

- School facilities are cleaned daily
- Weekly spot checks measure cleanliness
- Deficiencies are identified, documented, and corrected
- Ensure sufficient number of personnel on cleaning/maintenance team

- Recycling programs are implemented and partially led by students

**Expected Annual Measurable Outcomes**

**Outcome #1:** at least 90% cleanliness as observed in weekly spot checks

**Metric/Method for Measuring:** weekly spot checks

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	>90%	>90%	>90%	>90%	>90%	>90%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #2:** recycling programs with student leaders are actively running for all grades

**Metric/Method for Measuring:** bimonthly recycling collections and monthly student-led presentations on various aspects of recycling

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	50%	60%	70%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						



**Expected Annual Measurable Outcomes**

**Outcome #1: 100% of students will have appropriate instructional materials**

**Metric/Method for Measuring: SARC**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

**LCFF STATE PRIORITIES**

**GOAL #4**

*Students will have effective and inspiring instruction on CCSS in Math and ELA*

*State Priority #2 State Standards and #4 Pupil Achievement*

*Related State Priorities:*

- 1      x 4       7  
 2       5       8  
 3       6

*Local Priorities:*

- :  
:

**Specific Annual Actions to Achieve Goal**

*Provide professional development and teacher planning time for creating lessons that are aligned to CCSS in Math and ELA*

**Expected Annual Measurable Outcomes**

**Outcome #1: Teachers will participate in professional development on effectively and creatively implementing CCSS in ELA and Math at least 3x/year**

**Metric/Method for Measuring: Professional development attendance records**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						

**Expected Annual Measurable Outcomes**

**Outcome #1:** Teachers will participate in professional development on effectively and creatively implementing CCSS in ELA and Math at least 3x/year

**Metric/Method for Measuring:** Professional development attendance records

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #2:** Teachers will meet weekly during loop meetings with their colleagues to discuss and plan inspiring CCSS lessons

**Metric/Method for Measuring:** examination of teacher lesson plans and classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						



**Outcome #3: Teacher lesson plans and assessments will demonstrate creative instruction and assessment of CCSS in Math and ELA**

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	85%	90%	90%	90%	90%	90%
<i>English Learners</i>						
<i>Socioecon. Disadv./Low Income Students</i>						
<i>Foster Youth</i>						
<i>Students with Disabilities</i>						
<i>African American Students</i>						
<i>American Indian/Alaska Native Students</i>						
<i>Asian Students</i>						
<i>Filipino Students</i>						
<i>Latino Students</i>						
<i>Native Hawaiian/Pacific Islander Students</i>						
<i>Students of Two or More Races</i>						
<i>White Students</i>						



White Students						
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**Outcome #2: Maintenance or expansion of Diversity and Equity Committee membership and deepening of committee actions**  
**Metric/Method for Measuring: Number of active DEC members is at least 5**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #3: Greater diversity felt and seen in classroom practices and curriculum**  
**Metric/Method for Measuring: Evidence in classroom observations (room environment, lesson content and delivery, student engagement) and student or family surveys**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	65%	75%	85%	95%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
White Students						

## LCFF STATE PRIORITIES

### GOAL #6

*All students, including all student subgroups (African American, Asian, Hispanic/Latino, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will experience growth in their mastery of English Language Arts and Mathematics standards*

*Related State Priorities:*

1      x 4       7  
x 2       5       8  
 3       6

*Local Priorities:*

:  
:

*State Priority #4 Pupil Achievement and #2 State Standards*

### Specific Annual Actions to Achieve Goal

- *Provide teachers with professional development specifically related to differentiating instruction for struggling students, GATE/gifted students, ELLs, students with special needs, and in Culturally Responsive Teaching*
- *Provide well qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Occupational Therapist) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.*
- *Provide support and resources for instructional staff to continuously monitor student achievement particularly of struggling students through paper and online benchmark assessments, ELD Folders, SST meetings, and other assessments and protocols.*
- *Provide additional support and intervention services for students, including counseling/psycho-social support and after-school tutoring*

### Expected Annual Measurable Outcomes

**Outcome #1:** *All students, including all student subgroups (African American, Asian, Hispanic/Latino, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth as set by the State on the CAASPP Statewide assessment in the area of English Language Arts*

**Metric/Method for Measuring:** *Internal benchmark assessments, classroom assessments, and SBAC results*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #2:** All students, including all student subgroups (African American, Asian, Hispanic/Latino, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth as set by the State on the CAASPP Statewide assessment in the area of Mathematics

**Metric/Method for Measuring:** Internal benchmark assessments, classroom assessments, and SBAC results

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						

White Students

## LCFF STATE PRIORITIES

### GOAL #7

*EL students will advance at least one level on the CELDT or ELPAC (or other available external and internal assessments) each year.*

*State Priority #4 Pupil Achievement*

*Related State Priorities:*

- |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | x 4                        | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 |                            |

*Local Priorities:*

- :

### Specific Annual Actions to Achieve Goal

- *Implement the LAUSD EL Master Plan*
- *Provide well qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.*
- *Provide new teacher assistance and support, specifically relating to ELs.*
- *Continue professional development activities focused on CCSS implementation with ELs.*
- *EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and ELD instruction.*
- *Re-designated ELs will continue to be supported via a multi-tiered system based on student progress.*
- *Provide appropriate intervention and support for EL students via differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and assessments*

### Expected Annual Measurable Outcomes

**Outcome #1:** *ELLs will advance at least one level on the CELDT or ELPAC*

**Metric/Method for Measuring:** *CELDT and ELPAC results*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>						
<i>English Learners</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>						
<i>Foster Youth</i>						
<i>Students with Disabilities</i>						
<i>African American Students</i>						
<i>American Indian/Alaska Native Students</i>						

**Expected Annual Measurable Outcomes**

**Outcome #1: ELLs will advance at least one level on the CELDT or ELPAC**

**Metric/Method for Measuring: CELDT and ELPAC results**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>Asian Students</i>						
<i>Filipino Students</i>						
<i>Latino Students</i>						
<i>Native Hawaiian/Pacific Islander Students</i>						
<i>Students of Two or More Races</i>						
<i>White Students</i>						

**Outcome #2: Achieve similar or higher rate of reclassification as compared to the district**

**Metric/Method for Measuring: Reclassification rates for LAUSD and OCS**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>						
<i>English Learners</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>						
<i>Foster Youth</i>						
<i>Students with Disabilities</i>						
<i>African American Students</i>						
<i>American Indian/Alaska Native Students</i>						
<i>Asian Students</i>						
<i>Filipino Students</i>						
<i>Latino Students</i>						
<i>Native Hawaiian/Pacific Islander Students</i>						
<i>Students of Two or More Races</i>						
<i>White Students</i>						

**LCFF STATE PRIORITIES**

**GOAL #8**

<p><i>Continue to increase positive school culture and climate</i></p> <p><b>State Priority #6 School Climate, #5 Pupil Engagement, and #4 Student Achievement</b></p>	<p><i>Related State Priorities:</i></p> <p><input type="checkbox"/> 1      x 4      <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2      x 5      <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3      x 6</p>		
	<p><i>Local Priorities:</i></p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>		

**Specific Annual Actions to Achieve Goal**

- *More consistently bring social-emotional learning into the curriculum and during recess times (non-violent communication and conflict resolution practices, emotionally intelligent language and vocabulary, council, human development and sex-ed curriculum, leadership skills, anti-bullying, Cyber Civics curriculum*
- *Professional development for teachers and support staff including instructional aides and recess supervisors specifically in positive behavior supports, including non-violent communication and conflict resolution strategies*

**Expected Annual Measurable Outcomes**

**Outcome #1:** *Consistent use of positive behavior supports and conflict resolution strategies by faculty and staff that results in fewer behavioral incidents requiring disciplinary action*

**Metric/Method for Measuring:** *behavior logs, discipline referrals, and suspension rate*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	<i>2.4% suspension rate</i>	<i>= or &lt; 2.4% suspension rate</i>	<i>= or &lt; 2.4% suspension rate</i>	<i>= or &lt; 2.4% suspension rate</i>	<i>= or &lt; 2.4% suspension rate</i>	<i>= or &lt; 2.4% suspension rate</i>
<i>English Learners</i>						
<i>Socioecon. Disadv./Low Income Students</i>						
<i>Foster Youth</i>						
<i>Students with Disabilities</i>						
<i>African American Students</i>						
<i>American Indian/Alaska Native Students</i>						
<i>Asian Students</i>						
<i>Filipino Students</i>						
<i>Latino Students</i>						
<i>Native Hawaiian/Pacific Islander Students</i>						
<i>Students of Two or More Races</i>						
<i>White Students</i>						



**Outcome #2:** greater student self control in the classroom over the course of the year  
**Metric/Method for Measuring:** teacher observation, student self-reflection when developmentally appropriate, behavior charts/logs/referrals

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)						
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

### LCFF STATE PRIORITIES

#### GOAL #9

*Provide access to all required courses as well as to our specialized curricular elements as outlined in our charter for all students, including all student subgroups (African American, Asian, Hispanic/Latino, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth)*

*State Priority #7 Course Access and #8 Other Pupil Outcomes*

*Related State Priorities:*

- 1       4      x 7
- 2       5      x 8
- 3       6

*Local Priorities:*

- :
- :

#### Specific Annual Actions to Achieve Goal

- Provide well-qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students
- Provide students with an array of learning experiences that engage the whole child: head, heart, and hands, as described in the school's charter. Specific courses starting in 1<sup>st</sup> grade and continuing through 8<sup>th</sup> grade include Handwork, Woodwork, World Language, Movement, and



<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*
<i>Students of Two or More Races</i>	100%	100%	100%	100%	100%	100%
<i>White Students</i>	100%	100%	100%	100%	100%	100%
<b>Outcome #3: Student participation in overnight field trips in grades 3 – 8.</b>						
<b>Metric/Method for Measuring: Trip attendance records</b>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	95%	95%	95%	95%	95%	95%
<i>English Learners</i>						
<i>Socioecon. Disadv./Low Income Students</i>						
<i>Foster Youth</i>						
<i>Students with Disabilities</i>						
<i>African American Students</i>						
<i>American Indian/Alaska Native Students</i>						
<i>Asian Students</i>						
<i>Filipino Students</i>						
<i>Latino Students</i>						
<i>Native Hawaiian/Pacific Islander Students</i>						
<i>Students of Two or More Races</i>						
<i>White Students</i>						

## 9. Creating and Sustaining Self-Motivated, Competent, and Lifelong Learners

Our goals at Ocean Charter School are broad in scope and ambitious in nature. To achieve these goals, our approach at OCS is teacher-led yet child-centered. The curriculum’s approach strives to increase capacities for learning as opposed to one that focuses on an information-based model. Educational models are used in which both the process and outcome are valued. Academic components are framed within an artistic, creative and imaginative context. This framework sets the foundation for our students to become and remain self-motivated, competent, life-long learners. Our curriculum is based on 16 learning strategies that describe what is taught, when it is taught, and how it is taught to the cognitive, psychosocial, and kinesthetic phases of child development. For a full description of these 16 innovative features, please refer to the section, “Success of the Innovative Features”.

### Instructional Design

10.

OCS' instructional design comes directly from the guiding principles of Waldorf Education. These principles are generally described as the 16 innovative learning/teaching strategies (described earlier) composed of:

- Community Learning and Teaching
- Focused Concentration
- Specialty Programs
- Thematic Learning
- A Stimulating Learning Environment
- Media and Technology
- Deep Learning
- The Whole Class Dynamic
- Teaching Through Narrative
- The Use of Imagery
- A “Living” Resources Classroom
- Learning to Lead
- Respect, Tolerance and Understanding
- The Continuous Learning Community
- Living Systems Learning
- Community Service

The design of our program is based on these principles of Waldorf Education and is further grounded in and supported by current key educational theories and research.

- 1) **Arts-integration** in every core content area on a daily basis. Arts-integration includes music, singing, movement/dance, poetry, visual arts, and theatre arts. Students in all classes perform plays annually, sing and make music daily, do creative movement daily, and recite poetry daily. Students in grades 1<sup>st</sup> -8<sup>th</sup> engage the visual arts daily in their Main Lesson book work. This type of arts-integration has been proven to have positive effects on student achievement, engagement, and 21st Century Capacities.<sup>11</sup> By engaging Gardner's multiple intelligences [including gross motor (movement), visual (drawing, painting), auditory (music, storytelling), inter and intra social-emotional (cooperative groups, council), and fine motor (sculpting, handwork)], OCS' instructional design engages all students in their learning, from students with special needs to EL learners to gifted students. Arts-integration aligns perfectly with SDAIE strategies and allows language learners to engage the curriculum, lower their affective filters, and express themselves on a daily basis. The integration of the arts also specifically meets the needs of students with special needs, including Autism and Attention deficit disorders (ADHD and ADD) by engaging multiple

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<sup>11</sup> Ingram, D. & Meath, M. (2007). Arts for academic achievement: A compilation of evaluation findings from 2004-2006. Center for Applied Research and Educational Improvement.

modalities, bringing a wide array of activities each day, and providing various means of showing student mastery.

*As the What the Arts Change About the Learning Experience* study concludes, “Involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement.”<sup>12</sup> As the study describes, integrating the arts in education changes the learning experience in multiple ways:

- The arts reach students who are not otherwise being reached.
- The arts reach students in ways that they are not otherwise being reached
- The arts connect students to themselves and each other.
- The arts transform the environment for learning.
- The arts provide learning opportunities for the adults in the lives of young people.
- The arts provide new challenges for those students already considered successful.
- The arts connect learning experiences to the world of real work.

The arts are integrated on a daily basis through the interdisciplinary, thematic instruction in the daily Main Lesson. In addition to the benefits noted above, “arts integration holds relevance in today’s educational climate for both students and teachers, leading to increased academic achievement and student retention while nourishing teachers personally and professionally, helping them to move toward “highly qualified” criteria, and be effective and innovative in the teaching profession.”<sup>13</sup>

Points 2-5 need citations

**2) Project-based learning that includes, but is not limited to:**

- experiential, hands-on lessons
- writer’s workshop
- reader’s workshop
- reciprocal teaching

**3) Storytelling- builds imaginative forces within the mind because it allows children to create their own mental images, a key component of innovation and creativity**

**4) Matching the curriculum to the stages of child development/developmentally attuned curriculum**

**5) Reduced media and screen time and increased time in nature- class and field trips relevant to the curriculum that get longer and further away each**

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<sup>12</sup> "Champions for Change." ARTSEGE: The Kennedy Center's Arts Education Network.

<sup>13</sup> Voices from the field: Teachers’ views on the relevance of arts integration. Bellisario, K. & Donovan, L. (2012). Voices from the field: Teachers’ views on the relevance of arts integration. Cambridge, MA: Lesley University.

**year. Builds independence, cooperation, self-regulation, physical health, emotional health through community, and connection with nature .**

#### **6) Data-driven decision making**

- Formative and summative assessment results are used to inform instructional practices on a regular basis, including decisions about:
  - Cooperative learning groups
  - Curricular and instructional materials
  - Targeted intervention
  - Enrichment
- Assessment results guide ongoing professional development

#### **7) Professional Learning Communities**

- Collaborative lesson planning within grade levels
- Scope and sequence planning across grade levels, within “loops”
- Sharing of effective lessons and strategies within and across grade levels
- Collaborative teaching- teachers modeling for other teachers areas of particular expertise  
*Curriculum and Instruction*

#### **11. Key Features and Components of the OCS Curriculum**

OCS' curriculum is based on the California Common Core Standards and the developmentally-based curriculum in Waldorf Education. The following grade-level descriptions highlight the features of our curriculum that come from the Waldorf curriculum, as the components that are based on the Common Core Standards are articulated clearly in those standards. All components, including what might be considered as “innovative curricular components” are identified as “core” because Ocean Charter School understands that all these components are necessary for the healthy development of children.

#### **KINDERGARTEN**

The Ocean Charter School Kindergarten, literally “child’s garden” when translated from the German, is the foundation for subsequent formal education. It is a curriculum based on research about developmentally appropriate practices for the young child. The core subjects of **Language Arts, Math, Science, and History (core)** are brought to the children through daily imaginative storytelling, rhythmic work, observation, and experiential learning opportunities. Our two-year, developmentally attuned program cultivates creativity, imagination and initiative through the serious and vital activity of play. Through baking, storytelling, dramatic play, household arts, painting and time outdoors in nature, children develop skills in listening, following directions, getting along with others and taking care of their classroom and each other. Their literacy skills are indirectly developed through the language-rich environment of elevated vocabulary and rich, complex storytelling. Their mathematical skills are indirectly developed through experiencing patterns and rhythms. Environmental awareness is cultivated by celebrating seasonal festivals that make the pupils aware of the yearly rhythms of nature and the interconnectedness of nature and people, even in an urban environment. Time spent

working with natural materials (such as wood, wool, water, and sand) gives pupils sensory experiences that evolve into a keen sense of the world around them. Allowing children's imagination to more fully develop in Kindergarten prepares them for the increased academic rigor in the grades, especially a sense of wonder and the search for answers, which are the foundations of the scientific method of inquiry.

## **FIRST GRADE**

**Math (core)** Qualities of numbers up to 100; introduction to the four operations of arithmetic- addition, subtraction, multiplication, and division; counting, Roman numerals.

**English Language Arts (core)** Formal introduction to letters, writing and reading through story, images and phonics; fairy tales from around the world; poetry recitation. speech, spelling, simple sentences.

**History and Social Studies (core)** Multicultural stories, myths and legends.

**Science** Nature stories; nature walks; observations; gardening; seasonal changes.

**Environmental Stewardship (core)** Stories of nature teach students about their unique place in the ecosystem and their personal ability to affect change.

**Music (core)** Singing; pentatonic flute (develops finger coordination, concentration, and breath control.)

**Art (core)** Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); beeswax modeling; crayon illustrations.

**Performing Arts (core)** Class play that originates from the curriculum.

**World Language(s) (core)** Japanese is taught through plays, songs, rhythms, and games.

**Handwork (core)** Knitting (promotes eye-hand coordination, fine motor skills, visual tracking skills, and sequencing.)

**Games/Movement/Health (core)** Gross motor movement such as skipping, hopping, galloping, starting and stopping are practiced; and matching these movements to pace and rhythm.

## **SECOND GRADE**

**Math (core)** Continue with four operations of arithmetic; story problems; counting by 2,3, 5, and10; beginning multiplication tables; graphs and tables; place value to 1,000; mental math, regrouping, estimation.

**English Language Arts (core)** Elements of grammar (adjectives); spelling, reading (using context, word recognition, reading out loud); animal fables and legends from around the world; writing teacher generated paragraphs and writing student generated paragraphs.

**History & Social Studies (core)** Multicultural stories, myths and legends focused on heroes/heroines

**Science (core)** Garden and nature studies; observation and inquiry

**Environmental Stewardship (core)** Stories with themes of transformation teach the concept of evolution in an imaginative way laying a metaphorical foundation for the forces of nature that will be studied scientifically later. Stories of heroic individuals, such as the Rev. Martin Luther King, Jr., Henry David Thoreau, or Jane Goodall teach students about their unique place in the ecosystem and their personal ability to affect change.

**Music (core)** Singing up to an octave; pentatonic flute, singing in rounds by end of year

**Art (core)** Continue form drawing; painting (complementary colors); beeswax modeling.

**Performing Arts (core)** Class play that originates from the curriculum.

**World Language (core)** Japanese continues. (Songs, plays, poetry, stories counting, games, and simple conversations.)

**Handwork (core)** Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development) resulting in specific projects such as rabbits, balls and hats.

**Games/Movement/Health (core)** Gross motor movement such as skipping, hopping, galloping, jumping and sliding; and matching these movements to pace and rhythm; chasing, dodging, jumping rope, and striking a ball.

### **THIRD GRADE**

**Math (core)** Higher multiplication tables through 12; weight; measure; length; volume; money; time; place value to 10,000; estimation, long division.

**English Language Arts (core)** Elements of grammar (nouns, verbs, adjectives); beginning cursive; punctuation; compositions; spelling; recitation; reading for different purposes; creation myths from around the world.

**History & Social Studies (core)** Study of practical life (farming, house building, clothing, and cooking).

**Science (core)** Environmental Studies; farming/gardening (each third grade creates, plants, tends and harvests an organic garden); ecosystems.

**Environmental Stewardship (core)** Creation myths from different cultures about the origins of the earth and human beings prime the mind of the children to think of the whole world as a single holistic environment. Gardening and farming curriculum reinforces lessons about nature and the seasons

Music Singing in rounds and parts; recorder; beginning to read music.

**Art (core)** Continue form drawing; painting; beeswax modeling.

**Performing Arts (core)** Class play that originates from the curriculum.

**World Language (core)** Japanese continued. (Songs, plays, conversations).

**Handwork (core)** Crocheting (pattern and placement recognition, finger dexterity).

**Games/Movement/Health (core)** Continuity and change in movement. Order and sequence of movement through a variety of gross motor control skills such as dance, running, dribbling a ball, skipping, jumping to match rhythm, speed and motion.

### **FOURTH GRADE**

**Math (core)** Higher multiplication tables; four digit multiplication; long division; fractions; factoring; four processes with fractions; prime numbers; mental math; measurement, conversion, freehand drawing and identification of lines and angles, classification of shapes by properties of their lines and angles.

**English Language Arts (core)** Elements of grammar; continuing cursive; punctuation; book reports and creative writing; Norse mythology; speech/presentations; play reading; fluency with class readers; spelling, using a dictionary.

**History & Social Studies (core)** California and local history.



**Geography (core)** California; local geography and map making.

**Science (core)** Zoology; habitats; the web of life/food chain.

**Environmental Stewardship (core)** Students learn and describe the many unique aspects of their local environment with a special focus on the human interaction with the animal kingdom.

**Music (core)** Singing; recorder; violin/cello (budget allowing); continuing to read music.

**Art (core)** Modeling; form drawing; representational painting.

**Performing Arts (core)** Class play that originates from the curriculum.

**World Language (core)** Japanese immersion continues with writing, reading and poetry.

**Handwork (core)** Cross-stitch, Embroidery, simple sewing.

**Woodwork (core)** Improve visual motor skills and two hands coordination by making projects such as eggs, hedgehogs, and stepping stools. Will also learn the general ability to follow directions and work safety.

**Games/Movement/Health (core)** Manipulating objects in and through space. Throw, kick, catch, strike, dribble, pass, transfer weight from feet to hands, jump and land for height and distance, practice balance with various objects. Development of endurance and cardiovascular capacity.

## **FIFTH GRADE**

**Math (core)** Decimals; fractions; metric system.

**English Language Arts (core)** Elements of grammar; continuing cursive; punctuation; compositions; Greek myths; report writing; recitation.

**History & Social Studies (core)** Ancient civilizations (India, China, Egypt, Mesopotamia, Persia, Greece).

**Geography (core)** American geography as related to states study; vegetation; agriculture; culture and economics; mapping.

**Science (core)** Botany; plant reproductive systems; continuation of garden and nature studies; lab work; fieldwork.

**Environmental Stewardship (core)** American regional and physical geography related to vegetation, animals and agriculture are studied to develop a greater consciousness of the interrelatedness of life and environment – particularly through the study of botany and zoology.

**Music (core)** Singing; recorder; violin/cello (budget allowing); reading music.

**Art (core)** Calligraphy; painting; clay modeling; woodworking.

**Performing Arts (core)** Class play that originates from the curriculum.

**World Language (core)** Japanese immersion continues; verb tenses, simple reading and conversation.

**Handwork (core)** Knitting in the rounds; making socks, mittens or hats.

**Woodwork (core)** Learn sequencing in a project; refine/improve existing skills by making toolbox and a 2D animal.

**Games/Movement/Health (core)** Manipulating objects with accuracy and speed. Usage of fundamental strategies, practice and conditioning. Balancing food intake with activity. Responsible personal behavior, distinguishing between unsafe/safe and following/ignoring rules. Olympic sports—running, jumping, discus, javelin, wrestling—culminating in an inter-school Pentathlon; preparation and practice for Fitness Test.

## **SIXTH GRADE**

**Math (core)** Ratios; percent; proportions; geometric drawing with instruments; business math; algebra; graphing (bar, circle, line); mean, median, and mode; geometric formulas with plane and solid shapes; positive and negative numbers.

**English Language Arts (core)** Biographies; oral reports; business letters; spelling; essay writing; elements of grammar continued.

**History & Social Studies (core)** Roman and medieval history.

**Geography (core)** European geography.

**Science (core)** Mineralogy; physics (acoustics, electricity, magnetism, optics and heat); beginning astronomy; continuation of garden and nature studies.

**Environmental Stewardship (core)** Global geography provides studies in different peoples and cultures in reference to their natural environments. Continued gardening, recycling and composting.

**Music (core)** Folk songs; wind instruments; percussion/strings/chorus/dance electives.

**Art (core)** Examples include veil painting; clay modeling; woodworking, charcoal.

**Performing Arts (core)** Class play that originates from the curriculum.

**World Language (core)** Japanese continues with speaking, reading and writing.

**Handwork (core)** Embroidery; hand-sewing stuffed animals.

**Woodwork (core)** Promoting creativity and ability to self-correct work by making serving spoons, forks/sporks and/or eating spoons.

**Games/Movement/Health (core)** Working cooperatively to achieve a common goal. Throwing, dribbling, dance; identify the five components of fitness, participation in vigorous activity for 20 minutes. Knowing warm-up and cool-down activities and how to measure heart rate. Being able to offer rule changes that improve a game. Team cooperation and effective practice. Team sports; keeping score; learning to outwit an opponent with activities like jousting, tug of war and “steeple chase”/obstacle course in preparation for an inter-school Medieval Games event.

**Technology** Cyber Civics

## **SEVENTH GRADE**

**Math (core)** Algebra/equations; geometry; Pythagorean theorem; area/perimeter/volume; exponents, linear graphing.

**English Language Arts (core)** Creative writing; grammar; spelling and punctuation; classical literature; lyric poetry; play writing; letter writing, essay writing, Shakespeare

**History & Social Studies (core)** The Renaissance; Age of Exploration; beginnings of modern science.

**Geography (core)** Africa, Central and South America.

**Science (core)** Physics; light/optics; acoustics; mechanics; human physiology and sexuality; astronomy continued; inorganic chemistry; nutrition.

**Environmental Stewardship (core)** Focus is on food choices and nutrition by investigating the effects of food production, diet, and nutrition on human health and the environment. Continuing with organic gardening, composting and recycling.

**Music (core)** Singing; duets; recorder; percussion/strings/chorus/dance electives.

**Art** Perspective drawing; spatial solids; Chiaroscuro technique; veil painting.

**Performing Arts (core)** Class play originates from the curriculum.

**World Language (core)** Japanese continues with speaking, reading, and writing.

**Handwork (core)** Hand and machine-sewing from a pattern to create personal clothing.

**Woodwork (core)** Encourage diligent work and self-motivation; acknowledge the beauty of their work by making a bowl, handheld mirror and/or box.

**Games/Movement/Health (core)** Meeting challenges and making decisions. Perform a variety of dances. Offer basic offensive / defensive strategies. Participation in vigorous activity for 20 minutes. Know warm-up and cool-down activities and how to measure heart rate. Offering rule changes to improve a game. Team cooperation. Track & Field events (running, sprinting, long jump); push-ups; team sports.

**Technology** Cyber Civics

## **EIGHTH GRADE**

**Math (core)** Algebra; quadratic equations; solid geometry.

**English Language Arts (core)** epic poetry; non-fiction; business and practical writing; writing process; 8th grade report.

**History & Social Studies (core)** Study of Revolutions (French, Russian, Industrial and American); American history; Current events.

**Geography (core)** World geography.

**Science (core)** Physics; organic chemistry; anatomy- skeletal system; meteorology.

**Environmental Stewardship (core)** Students explore the sources, production, uses, and environmental effects of energy in the study of the historical birth of the industrial age and the economic globalization in contemporary times. Field trips and field study are a large part of the learning. Continue with organic gardening, composting and recycling.

**Music (core)** Singing; recorder; percussion/chorus/strings/dance electives.

**Art (core)** Black & white drawing; clay modeling; veil painting.

**Performing Arts (core)** Class play that originates from the curriculum.

**World Language (core)** Reading, writing and speaking in Japanese.

**Handwork (core)** Machine sewing.

**Woodwork (core)** Improve team cooperation and time management; enjoy work by making a 3-legged stool and a group project of their choice.

**Games/Movement/Health (core)** Working as a team to solve problems. Perform a variety of dances. Offer basic offensive / defensive strategies. Participation in vigorous activity for 20 minutes. Know warm-up and cool-down activities and how to measure heart rate. Offering rule changes to improve a game. Team cooperation. Team sports and fitness.

**Technology** Cyber Civics, 8<sup>th</sup> grade project research and presentation

## **Intervention and Enrichment Programs**

Intervention programs are offered for students in all grade levels based on need. Students are assessed at the start of the year, in the middle of the year, and at the end of the year. The results of these assessments combined with standardized test scores (when available), classroom work samples and assessments, and teacher observation are used to identify students needing Intervention support. Students in Intervention are assessed regularly and are moved out of Intervention when their performance indicates they no longer need the support. If students do not show

adequate growth during their time in intervention, they may be referred for formal assessment.

OCS has two full-time Intervention teachers and two Intervention teacher assistants that support students in our Intervention program.

Enrichment programs are embedded throughout every child's day as described in the grade level curriculum description.

### **Curricular and Instructional Materials**

Ocean Charter School teachers use a variety of sources to deliver our standards-based curriculum implemented through Waldorf Education. They carefully craft their presentations to feature stories and imagery that engage the children's imagination. In all the grades, high quality materials give students the experience of success in their school activities, promoting self-esteem, a sense of value for quality work, and increased motivation for accomplishment. For example, using quality colored pencils, paints, and crayons on appropriate drawing and painting paper allows students to create rich colors, blend colors for subtle hues, and create detailed and beautiful writing, pictures, and designs.

OCS' textbooks and other instructional materials that address the CCSS are described fully in OCS Instructional Resources Appendix 1.10. (Note- include this appendix) In addition to these resources, teachers at OCS draw upon a broad range of instructional resources to successfully bring standards-based Waldorf Education to their students. What follows is an overview of these additional, Waldorf-based instructional materials.

Kindergarten teachers' instructional materials are chosen to enhance the children's imaginary play, to deliver stories and songs that are rich in language and imagery, and to support the purposeful activities the children participate in daily. In the Kindergartens and lower grades, age-appropriate play materials, and instructional support tools are selected or handmade from wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding business in classroom décor. These Waldorf instructional materials support OCS arts-integration within the framework of the CCSS.

In grades 1-8, much of the thematic Main Lesson is delivered orally, and then written with imagery hand-drawn on blackboards. The students replicate it into specially designed blank books, known as Main Lesson Books, creating their own thematic subject or "text" books for each unit block. As students' skills develop, they start to take their own notes, transposing them into text for their books.

Standard textbooks are used directly in the classroom for math. In the lower grades up to 5<sup>th</sup> grade, the Envision series is used. In the upper grades 6<sup>th</sup> -8<sup>th</sup>, a combination of CMP3 and Scott Foresman math textbooks are used. In all other subject areas, textbooks are

used as teacher resources for lesson preparation, as well as important research tools for students to augment their lessons.

Computer devices are also part of our instructional materials. In the younger grades, students use Chromebooks, while students in grades 4<sup>th</sup> -8<sup>th</sup> use a combination of iPads and laptops for research, the writing process, presentations, projects, and assessments.

### **13. Instructional Methods and Strategies**

OCS addresses the Common Core Standards and the California State Standards through its rigorous, arts-integrated program based on the principles of Waldorf Education. OCS's interdisciplinary and thematic approach emphasizes experiential, hands-on learning. Through daily integration of the arts, movement, and storytelling into "main lesson blocks" students learn through lessons that inspire their intellect and engage their imagination. The OCS curriculum is based on best practices from over 900 Waldorf schools worldwide. These include:

- **Looping** - whereby teachers stay with a class for multiple years.
- **Main Lesson Blocks** - *interdisciplinary* blocks of study that match the curriculum to the phases of *child development*; that integrate the arts into all core curricular areas; that address multiple modalities through *active learning*, including movement; that let students experience the content through *hands-on learning*; that incorporate *storytelling* in all content areas.
- **Main Lesson Books** - student-made textbooks, which allow students to express both mastery of educational content and their own individual creativity.
- **Annual Class Plays Grades 1<sup>st</sup>-8<sup>th</sup>** - Every child participates in an annual class play that dramatically brings to life a particular block of study.
- **Limits on Media** consumption that allow children to develop the skills necessary to function well in both digital and analog worlds.
- **Council** - an LAUSD best practice for fostering classroom cultures where children connect meaningfully with peers and adults, practiced regularly in every class at OCS.
- **Specialty Classes** that may include: Japanese, Movement/Games, Handwork, Strings, Percussion, Chorus, and Dance.
- **Seasonal Festivals** - Winter and Spring Faires unite the community, celebrate our diversity, and showcase student performances.

The above instructional methods and strategies promote stability of the learning environment, deepen connections with educational material, and both preserve and inspire the children's natural sense of curiosity and imagination.

### **14. Implementation and Mastery of state standards, including CCSS, NGSS, and ELD standards**

OCS' instructional methods, curriculum, and instructional materials support implementation and ensure mastery of California's content standards by integrating the arts throughout the day, by embedding social-emotional learning in every

activity, by designing the curriculum for specific developmental stages, and by providing the materials needed to support student growth in all areas. Specifically, the NGSS are integrated throughout both our Science and Environmental Stewardship curriculum so that students are truly prepared to explore the world through a scientific lens. English Language Development standards are addressed continuously, not only in targeted ELD instruction but also during daily language-rich lessons that include storytelling and incorporate the arts. SDAIE (specifically designed academic instruction in English) methods are naturally part of arts-integrated lessons. The success of addressing these standards is evidenced by OCS' high reclassification rates.

**15. Development of Technology Related Skills and Student Use of Technology**

In the younger grades, emphasis is giving students the time and space to develop the imaginative and creative powers they need to use technology mindfully as well as be able to think outside the boundaries of whatever is the latest and greatest technology fad. While students learn basic technology and technology related skills, the focus in the early years is on interactive, real-world experiences rather than digital learning. As the students progress through the grades, their skills are further developed and showcased in class projects and presentations. Digital Literacy and Citizenship are taught through the award-winning **Cyber Civics** curriculum. Cyber Civics has been honored as an "Innovation in Education" award finalist by Project Tomorrow and the O.C. Tech Alliance and covered widely in the press. Students learn not only how to use devices for research, presentations and more, but also how to be good digital citizens. Given the prevalence of social media and cyber bullying, helping our students both the opportunities as well as the dangers of technology is critical.

19. Transitional Kindergarten

Ocean Charter School has a two-year, mixed age Kindergarten program. All TK eligible students (students turning 5 years old between June 1<sup>st</sup> and December 2<sup>nd</sup> of the year they enter TK) will participate in both years of this two-year program before moving on to 1<sup>st</sup> grade. All of our Kindergarten and TK students participate in our play-based curriculum which is aligned with the Common Core standards and offers developmentally appropriate growth experiences for both TK and K students.

*Academic Calendar and Schedules*

20. Academic Calendar 2018-19 (include color yearly calendar chart here as well)

Opening Day of School	August 20, 2018
Labor Day	September 3, 2018
Fall Recess Days	September 10 and 11, 2018

Professional Development	November 1, 2018
Thanksgiving	November 19-23, 2018
Winter Break	December 24- January 4 2019
Martin Luther King Jr. Day	January 14, 2019
President's Day	February 18, 2019
Professional Development	March 8, 2019
Spring Break	March 29 – April 5, 2019
Memorial Day	May 27, 2019
Last Day	June 7, 2019

21. Daily schedules –need to include daily instructional minute calculation in our chart and fix the tables

*Grades 1 -8*

*Main Lesson:* The Main Lesson is the cornerstone of the day, a 1 hour and 45 minutes period for grades 1 and 2 and a two-hour period for grades 3-8 in the morning when children are most awake and eager for academic work. Using the Block Learning technique, the class teacher focuses on one interdisciplinary theme over several weeks so students have an opportunity to develop an in-depth relationship with every subject studied.

*Practice Periods and Specialty Classes:* After the morning Main Lesson, the students will attend a combination of practice periods and specialty classes for the rest of the day. Practice periods include daily math practice and multiple language arts practice periods over the course of the week, in addition to the math and language arts the students receive in Main Lesson. Specialty classes include world language, handwork/woodwork, games/movement, and music. Most specialty classes at Ocean Charter School begin in the First grade and continue through Eighth grade.

*A Balanced Rhythm:* The classes are scheduled to give the students a rhythmic experience of both the day and the week, balancing more inwardly focused times of concentration with more outwardly focused activities that require interpersonal skills and capacities. This balance of inward and outward experiences is referred to as “breathing”, and the incorporation of this breathing into the individual lessons of the teacher, as well as the daily schedule of every class, and the weekly schedule of the classes is quite intentional. OCS’ conscious effort to work with—not against—students’ natural rhythms in this manner is part of the reason why OCS students appear so engaged and relaxed, as noted in our annual site visits by LAUSD.

TK and Kindergarten

Time	Monday	Tuesday	Wed.Schedule	Thursday	Friday
8:30am	Outdoor play	Outdoor play	Outdoor play	Outdoor play	Outdoor play
9:00am	Circle/recitation /singing/	Circle/recitation /singing/	Circle/recitation/ singing/	Circle/recitation / singing/movem	Circle/recitation/ singing/movement/m ath/

	movement/math	movement/math	movement/math		ent, math/	
9:30am	Painting, Imaginative play, snack preparation, finger knitting	Bread-making/kneading, Imaginative play, table setting, finger knitting	Beeswax modeling, Imaginative play, snack preparation, finger knitting		Drawing, Soup-making, Imaginative play, finger knitting	Crafting/sewing, Imaginative play, finger knitting
10:30am	Cleanup, Snack	Cleanup, Snack	Cleanup, Snack		Cleanup, Snack	Cleanup, Snack
11:00am	Outdoor play	Outdoor Play	Outdoor Play		Outdoor Play	Outdoor Play
12:15pm	Lunch	Lunch	11:55 Dismissal		Lunch	Lunch
12:40pm	ELA-Storytelling, puppet show	ELA-Storytelling, puppet show			ELA-Storytelling, puppet show	ELA-Storytelling, puppet show
1:00	Nap, story, music	Nap, story, music			Nap, story, music	Nap, story, music
1:45	Cleanup, prepare for dismissal	Cleanup, prepare for dismissal			Cleanup, prepare for dismissal	Cleanup, prepare for dismissal

1st – 3rd

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wed.Schedule</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-10am	Main Lesson	Main Lesson	8:00-10:00	Main Lesson	Main Lesson	Main Lesson
10:00-10:10am	Snack	Snack	10:00-10:10	Snack	Snack	Snack
10:10-10:30am	Recess	Recess	10:10-10:30	Recess	Recess	Recess
10:30-11:15am	Math	Math	10:30-11:15	Math	Math	Math
11:15-12:00pm	ELA & ELD	ELA & ELD	11:15-12:00	ELA & ELD	ELA & ELD	Japanese
12:00-12:20pm	Lunch	Lunch	12:00-12:10	Lunch	Lunch	Lunch
12:20-12:50p	Recess	Recess	12:10	Dismissal	Recess	Recess



m						
12:50-1:35pm	Painting	Games	/	/	Handwork	Games
1:35-2:20pm	Council	Japanese	/	/	Handwork	Chores
2:20	Dismissal	Dismissal	Dismissal	/	Dismissal	Dismissal

4<sup>th</sup>- 8<sup>th</sup>

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wed.Schedule</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:20 - 10:20	Main Lesson	Main Lesson	8:20-10:20	Main Lesson	Main Lesson	Main Lesson
10:20-10:30	Snack	Snack	10:20-10:30	Snack	Snack	Snack
10:30-10:50	Recess	Recess	10:30-10:50	Recess	Recess	Recess
10:50-11:40	Games	ELA & ELD	10:50-11:40	ELA & ELD	ELA & ELD	Chores
11:40-12:30	Math	Math	11:40-12:30	Math	Math	Math
12:30-12:50	Lunch	Lunch	12:30-12:40	/	Lunch	Lunch

12:50-1:20	Recess	Recess	/	/	Recess	Recess
1:20-2:10	Painting	Japanese	/	/	Games	Japanese
2:10-3:00	Handwork/Woodwork	Electives	/	/	Electives	Handwork/Woodwork
3:00-3:10	Closing	Closing	/	/	Closing	Closing

## 22. "Instructional Days and Minutes Calculator"

OCS has always offered and will continue to offer more than the minimum number of required instructional minutes set forth in Education Code 47612.5. See the Instructional Minutes chart below for details on the 2018-19 instructional minute count.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instructional Minutes Above/Below State Requirement
TK/K	Yes	134	330	46	205					180	36000	53650	17
1	Yes	134	310	46	230					180	50400	52120	17
2	Yes	134	310	46	230					180	50400	52120	17
3	Yes	134	310	46	230					180	50400	52120	17
4	Yes	134	340	46	240					180	54000	56600	26
5	Yes	134	340	46	240					180	54000	56600	26
6	Yes	134	340	46	240					180	54000	56600	26
7	Yes	134	340	46	240					180	54000	56600	26
8	Yes	134	340	46	240					180	54000	56600	26
9	No									0	64800	0	-64
10	No									0	64800	0	-64
11	No									0	64800	0	-64
12	No									0	64800	0	-64

## **Professional Development**

### **24. Teacher Recruitment**

The Administration searches for the best possible candidates for available teaching positions at Ocean Charter School. Specifically, administration recruits teachers who are above all, highly qualified according to NCLB and the State of California, as evidenced by our annual NCLB grids. Secondly, we recruit teachers who are Waldorf trained, experienced with the arts, and/or willing to receive training in the arts and arts-integration into the core content areas.

Recruitment begins with posts on the primary California education websites, on the primary California charter school websites, and on the primary Waldorf employment websites. Job list flyers are sent to Waldorf training centers throughout the country, as well as to local universities that offer teacher credentialing programs. The posts describe our ideal candidate as California State certified and having Waldorf training and experience.

The administration reviews the submissions looking for:

- California teaching credential
- Quality educational background
- Classroom teaching experience
- Training or familiarity with Waldorf methods
- A deep desire to teach in an arts-integrated charter school
- Background in or a passion for the arts
- Excellent professional references
- Articulate and polished cover letters
- An interest in Ocean Charter School

The qualified candidate is invited to spend the day to observe a Main Lesson class, a specialty class and/or a practice period before an interview with administration. Selected candidates perform 2 demonstration lessons in two different grade levels and are observed by administration and a current OCS teacher, whenever possible.

The administration makes hiring and placement decisions considering the following criteria:

- Meeting basic credential requirements
- The teacher's previous experience
- Their interviews and demonstration lessons
- Their fit with the students in the class
- How they would benefit/contribute to their loop colleagues
- The grade or age they expressed a preference for

- Reference reports

### **Ongoing Professional Development**

Teachers are the educational leaders of Ocean Charter School. Our standards-based curriculum that is implemented through core Principles of Public Waldorf Education calls for certificated teachers who have been especially trained to work with an arts-integrated, inter-disciplinary curriculum.

Our professional development focuses on two main threads of educational practices in our curriculum, and is continually refocused based on our analysis of student achievement data.

- 1) Expertise in developing student mastery of the Common Core, and
- 2) Expertise in Waldorf Education that focuses on arts-integration, child development, and instructional strategies

Each year, teachers engage in a number of professional development opportunities. These include:

1. Beginning of year in-service focused on sharing our analysis of the STAR data from the previous year, sharing strategies to address areas for improvement, celebrating areas of success, and recommitting to our mission and vision
2. Annual Fall professional development day focused on instruction in specific academic subjects as well as development of particular arts capacities/skills within the teachers
3. Annual Winter conference of the Alliance for Public Waldorf Education that focuses on meeting the specific needs of teachers implementing Waldorf Education in public schools
4. Weekly faculty meetings during which teachers, as an entire faculty and as loop teams, collaborate on: lesson planning for all subgroups as well as gifted students; supporting struggling students; child study; singing; study of child development; sharing effective lessons and best practices; planning school-wide events and performances; training in conflict resolution; and communicating with parents
5. Waldorf mentoring on an ongoing basis by experienced Waldorf teachers
6. Annual summer training focused on a particular grade level- This aspect of our professional development is particularly important as our teachers travel with their students over a number of years, a practice described as “looping”.
7. Peer training through classroom observations and conferences

## **25. Professional Development**

### **Professional Development Plan for 2018-19**

#### **August:**

Mandatory Reporting, Child Abuse

CAASPP analysis for data based instructional planning

Engaging Parents Meaningfully – First Parent Meetings

Using Internal Benchmark Data effectively

Special Education – Compliance and Meeting the Needs  
Singing and Movement

**September:**

Diversity and Equity – Culturally Responsive Teaching  
Meeting the Needs of ELLs - Math and ELA  
Council Practice  
Chalkboard Drawing

**October:**

Festival Life- Harvest Time, Halloween, Book Faire and Knight of the Bedtime Stories  
Child Development – First 7 Years  
Child Study Practice  
Engaging Parents Meaningfully – Preparing for Open Houses, Parent-Teacher  
Conferences, and first trimester grades for middle school  
Seasonal Singing  
Painting

**November:**

Meeting the Needs of Gifted Students- Math and ELA  
Festival Life – Festivals of Light, Winter Faire  
Seasonal Singing  
Meeting the Needs of Struggling Students- Math and ELA  
Effective Communication on Difficult Topics

**December:**

Festival Life: Winter Faire and Winter Spirals,  
Seasonal singing  
Culturally Responsive Teaching

**January:**

Review of Internal Assessment Data  
Storytelling  
Incorporating Movement  
Winter Concert

**February:**

Connecting with Families – Grandparents' Day  
CAASPP Test Preparation  
Singing  
Environmental Stewardship – Recycling, Beach Clean-A-Thon

**March:**

Preparing for and Participating in IEP meetings  
Council

Movement – Spring Faire dances  
Differentiated Instruction in Math and ELA  
CAASPP Test Preparation  
Singing

**April:**

CAASPP Test Preparation and training  
Movement – Spring Faire dances  
Singing  
Environmental Stewardship – Beach Clean-A-Thon

**May:**

End of Year Benchmark assessments  
End of Year Report writing  
Spring Concert  
Closing Ceremonies- Rose Ceremony, Rock Ceremony, Graduation

**Meeting the Needs of All Students**

26. ELs

**Barbara**

*Gifted and Talented Students and Students Achieving Above Grade Level*

27.

Identification-

Identification of GATE students relies on teacher, administration and parent recommendation. When multiple sources agree that a child is demonstrating possible giftedness, the student is referred to LAUSD for formal assessment.

Meeting the Needs of Gifted Students-

OCS ensures that each individual student's needs are met and that all students will be challenged to meet their potential. OCS offers a standards based, arts-integrated curriculum that is taught through the principles of Waldorf Education. Teachers have opportunities to enrich the subject matter to meet the learning needs of students identified and recognized as gifted, high ability and talented. The classroom environment is flexible in nature and teachers provide opportunities to support the potential of gifted students from diverse backgrounds.

Gifted students exist in all populations (reference: <http://sengifted.org/talking-circles-social-emotional-impacts-on-gt-from-culturally-diverse-backgrounds/>).

Students are identified as gifted using the LAUSD's gifted screening process.

Throughout the grades, teachers deepen, expand and differentiate course work for children recognized and identified as gifted and talented. This is done primarily through deepening and expanding the curriculum to include opportunities for: divergent thinking, analysis, and logical problem solving. Course work is also

enriched with activities such as posing open-ended questions that require higher-level thinking and modeling different problem solving strategies such as decision-making and evaluation. Examples of ways that learning is deepened and expanded include: accepting ideas and suggestions from students and expanding on them; facilitating original and independent problems and solutions; helping students identify rules, principles, and relationships and taking time to explain the nature of errors. Teachers also provide gifted and high achieving learners with opportunities for leadership and mentorship.

During the middle school years, acceleration is available in mathematics for students who show mastery of their current grade level. Students have the opportunity to access the curriculum at their developmental level through self-study and individualized programming.

The social-emotional development of the gifted population can appear as asynchronous (<http://www.nagc.org/resources-publications/resources/social-emotional-issues/asynchronous-development>) and gifted students can exhibit developmental over-sensitivities, specific to children identified or recognized as gifted (<http://www.hoagiesgifted.org/dabrowski.htm>). Teachers at OCS have awareness and training to support the social-emotional development of the gifted population. Social-emotional competency is integral for gifted learners to express and reach their potential. At OCS, supporting students' social-emotional development is embedded into the curriculum throughout the grades. When creating educational programming and when organizing the classroom environment, teachers give forethought in this process to support gifted learners. Specifically for gifted learners, teachers identify individual areas of asynchronous social-emotional development and individualize their expectations of students. Support is also provided in the Human Development curriculum and counseling services, if required.

Every effort continues to be made to offer extra-curricular activities to meet the needs of these students. OCS offers after-school Math Olympiads, a competitive math club for students interested in applying their math skills to complex, real-world problems. This club is open to everyone and meets the needs of our gifted students particularly well. Our after-school Guitar and Advanced Percussion classes also offer additional challenge for our talented students.

#### Progress Monitoring

Gifted and talented student progress is monitored by the classroom teacher, and is shared with parents during Fall and Spring parent/teacher conferences. OCS is developing a process to more consistently set goals and track progress towards meeting them for gifted and talented students.

#### General References:

National Association for Gifted Children <http://www.nagc.org>

California Association for the Gifted <https://cagifted.org>

Supporting the Emotional Needs of the Gifted <http://sengifted.org>  
Greater Los Angeles Gifted Children's Association <http://www.giftedchildrenla.org>  
Linda Silverman <http://www.positivedisintegration.com/Silverman1997.pdf>  
Los Angeles Unified School District Gifted and Talented Programs  
<https://achieve.lausd.net/gate>

### *Students Achieving Below Grade Level*

28.

#### Identification-

Students are identified as achieving below grade level by a variety of data points, including: CAASPP scores, internal benchmark assessments, teacher assessments, and class work.

#### Meeting the needs of students achieving below grade level-

At OCS, each student's needs are met at his or her own individual developmental levels. Students achieving below grade level are given instructional supports focused on teaching them the specific skills they need to achieve grade level standards and benchmarks.

Additionally, OCS practices a looping system where the main class teacher remains with the students over multiple year periods. Looping supports the needs of students achieving below grade level as the teacher builds one-on-one relationships with the student and his/her family over several years. As the teacher knows the students on day one of the new year, s/he is already familiar with particular challenges and areas of struggle for each student. Support can begin right away in this system, and can be provided in a safe, loving environment so that student's sense of self is nurtured while they are making progress on their academic goals.

Interventions and accommodations used at OCS to meet these students' needs include, but are not limited to the following: frequent assessments for progress and to identify areas of need, in-class interventions with instructional aides or the resource teacher, after-school tutoring, peer tutoring, small group instruction and use of the SST process.

#### Progress Monitoring-

Progress is monitored through benchmark, formative and summative assessments; student learning portfolios; and collected work samples from each student's Main Lesson Book. Assessment data, learning portfolios, and student work samples are used to determine what curricular content needs to be revisited and reviewed for each student and to determine mastery of content areas.

The above steps are implemented according to our three-tiered support plan.



Tier I: Classroom Interventions include explicit instruction, cooperative groups, learning centers, peer discussions, focused teaching through multiple learning modalities, and frequent progress monitoring.

Tier II: Intervention Outside Core Instruction: At this time, a Student Success Team (SST) will be formed to determine the course of action. The team will design a strategy to meet the student's needs, often through small group explicit intervention instruction offered during the school day.

Tier III: If the SST determines through ongoing assessment that the student should be screened for a possible learning disability, the SST would move to Tier III, and with parental consent, the student would be assessed for a possible learning disability. If eligible, the student would then have an IEP that will be implemented by OCS's Special Education Department.

### *Socio-Economically Disadvantaged/Low Income Students*

29.

#### Identification-

Parents/Guardians submit enrollment applications that are approved annually by LAUSD with critical information to properly identify students and provide the resources necessary.

#### Meeting the needs of Socio-economically disadvantaged students-

Ocean Charter School is committed to serving students who are socio-economically disadvantaged. As meeting basic needs is the first step, OCS offers a free and reduced lunch program. While OCS offers a full-day program starting in Kindergarten, we understand that childcare is also a basic concern for families. OCS offers multiple aftercare options for our families, including low cost options based on need and no cost options nearby. We also offer before school supervision to support working families that need an early drop-off time.

In addition to these basic needs, OCS supports all of our students by providing access to well-stocked libraries on campus. Weekly class visits to these libraries, as well as plentiful classroom libraries, make resources available to all students. Classroom support includes using differentiated teaching strategies while maintaining high expectations for all students. Teachers also differentiate homework assignments that enable socio-economically disadvantaged students to complete project-based assignments at school, when possible, where all necessary materials are readily available for them to use. As research attests, our arts-based curriculum naturally meets the needs of socio-economically disadvantaged students- "Moreover, one of the critical research findings is that the learning in and through the arts can help "level the playing field" for youngsters from disadvantaged circumstances." from *As the What the Arts Change About the Learning Experience*.

Supporting our students also means supporting their families and helping them be integral participants in their children's education. Valuable educational support is provided to families in a variety of effective and meaningful ways:

- Free after school homework support is available to low income students
- Class meetings are held three times yearly, with an emphasis on parent education
- Parent/Teacher conferences are scheduled with sensitivity to parent work schedules and geographic location.
- All new incoming families are assigned a “buddy family”, an established OCS family that provides a year of orientation, outreach, and connection to the incoming family
- In addition to class meetings, parent education morning and evening sessions are offered numerous times throughout the year through our All Community Group.
- Parents are invited to provide support and chaperone presence on field trips and other curricular events- another way to connect with and become educated about the OCS curriculum and pedagogy
- Educational intervention is offered multiple times over the week at no cost
- With our emphasis on practical arts and handmade materials, parents and students are able to participate in and contribute to school plays, festivals, and other events at no monetary expense
- In a constantly changing economic environment, students at OCS engage in learning activities that withstand the test of time and are not tied to expensive tools or resources: gardening, cooking, and handwork provide practical life skills that build self-confidence and independence, as well as have authentic economic value.

#### Progress Monitoring-

Low-income student progress is monitored by classroom teachers through class assessments, student class work and main lesson books, and internal assessments. Their progress is also monitored by teachers and administration through analysis of annual CAASPP results.

#### *Students with Disabilities*

Insert DRL- Andrea

#### *Students in Other Subgroups*

#### 30. Foster Youth

##### Identification-

Foster youth are identified using the enrollment application. Guardians submit enrollment applications that are approved annually by LAUSD with critical information to properly identify students and provide the resources necessary.

##### Meeting the needs of Foster Youth-

Every child has equal access to the same free, appropriate public education as provided to all children and youths. OCS applies the same instructional program components, services, and supports to foster and homeless youth, as was described above under EL, socioeconomically disadvantaged, and academically high or low achieving, as fits the

particular student's situation.

#### Progress Monitoring-

Foster youth progress is monitored by classroom teachers through class assessments, student class work and main lesson books, and internal assessments. Progress is also monitored by teachers and administration through analysis of annual CAASPP results.

### **"A Typical Day"**

31.

At Ocean Charter School we are successfully implementing our founders' original vision in the mood and flow of our school day. The typical day is one of focused learning in the morning followed with practical and lively arts in the afternoon.

We have mixed-age, multi-year, full day Kindergarten classes. The Kindergarten teacher keeps the atmosphere as home-like as possible, offering each Kindergarten child an opportunity to participate in domestic activities such as baking, cooking, washing, ironing, cleaning and gardening. Artistic activities are based on seasonal themes and festivals, drawing inspiration from Mother Nature. Watercolor painting and beeswax modeling are weekly activities. Rhythm is an important aspect of the Kindergarten Day providing expansive activity as well as focused activity. Creative play is fostered as well as a reverence for life through time to explore the outdoors. Circle Time is a time for songs, circle games, finger games, choreographed movement, puppetry and drama. Lastly, we have a quiet rest time after which we gather in a circle to say good-bye for the day.

A typical day in grades 1-8 at Ocean Charter School begins with the teacher greeting each student at the door with a personal handshake. The Class Teacher then commences with Main Lesson. We have found that our students are most receptive to academics in the early morning. Our Main Lesson consists of an integrated, cross-curricular, two-hour teaching unit integrating a variety of learning approaches to encourage student learning through multiple modalities (visual, auditory, kinesthetic) and multiple intelligences such as interpersonal, logical/mathematical or musical. Each core subject is taught in a unit or block, generally lasting three to four weeks, thus immersing the student in a particular subject. Teachers strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Students also experience daily math practice periods and language arts practice periods at least 3 times per week.

The Main Lesson begins with movement work, singing, recitation, and/or playing the flute or recorder. In the first grade, children are taught to play the recorder. Other instruments are gradually introduced, leading to choir and strings ensemble in the higher grades. After this active period of expansive involvement, the students become quiet and move inward as they listen to the teacher-delivered story. These stories are specific to the

child's age and are drawn from the curriculum. In the upper grades, this narrative is often a biography, bringing the subject—be it botany, ancient India, Elizabethan literature, or Electromagnetism—to life for the students. Teachers present thematic teaching units in blocks which last several weeks. Teachers at Ocean Charter School use this Main Lesson format to address a progressive range of competencies in mathematics, language arts, science and humanities. The arts, such as drawing, beeswax modeling, performing arts, and painting are integrated throughout the Main Lesson.

After Main Lesson there is a break for snack and recess. The rest of the day is divided into Specialty Classes and practice periods. Specialty subjects are taught twice a week and include Japanese, Handwork or Woodwork, Movement/Games, Strings, or Electives. Each class is taught within the week and is linked to the thematic units of the Main Lesson. The children learn songs, games, poems and world languages beginning in the first grade. Through the grades, the world language program expands to include reading, writing and grammar.

Lunch and recess are generally followed by practice periods where targeted skills are addressed such as specific math or language arts skills, additional science material, nature studies and Council (a group time to practice listening and speaking from the heart, as well as practice conflict resolution and/or express gratitude). After a closing poem is recited together, the day ends with another handshake at the door. Eye contact is made and the teacher-student relationship is again solidified.

The typical Ocean Charter School day is one of focused learning integrated with practical and lively arts. A visitor might see children playing on the monkey bars, listening intently to a curricular story, working in the garden, taking a math test, sewing costumes for a play, practicing handwriting, sanding knitting needles, writing Kanji, playing the violin, singing "America the Beautiful", running relay races, writing a report, baking bread and quietly observing butterflies hatching.