

**Ocean Charter School is a non-profit 501(c)3  
A California Public Benefit Corporation**

## **Charter Renewal Petition 2013 - 2017**

**Submitted to:  
LOS ANGELES UNIFIED SCHOOL DISTRICT  
Charter Schools Division  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, CA 90017  
213-241-0399  
November 27, 2012**

## Table of Contents

<b>Affirmations and Assurances</b> .....	<b>4</b>
<b>Introduction</b> .....	<b>5</b>
<b>ELEMENT 1 The Description of the Educational Program</b> .....	<b>6</b>
Description of the School .....	6
The Students Ocean Charter School Proposes to Serve .....	9
Grade Level Comparison between OCS and LAUSD Home Schools.....	17
What it Means to be an Educated Person in the 21st Century .....	19
How Learning Best Occurs .....	20
Creating Self-motivated, Competent, and Life-long Learners.....	21
A Typical Day at Ocean Charter School .....	28
Instructional Program and Curriculum.....	30
Teaching Methodologies .....	35
How OCS' Methodologies and Instructional Program Address the Needs of Our Target Population .....	36
Textbooks and Instructional Resources .....	50
Meeting the Needs of Special Populations .....	56
Special Education .....	60
Special Education Program .....	61
Implementation Plan .....	62
<b>ELEMENT 2 Measurable Student Outcomes</b> .....	<b>64</b>
Academic Achievement Outcomes.....	64
Assessing Pupil Outcomes .....	65
Accountability.....	66
<b>ELEMENT 3 Means to Assess Pupil Progress</b> .....	<b>67</b>
Assessment Methods .....	67
“In house” Benchmark Assessments .....	68
How Assessment Data Will Be Used.....	69
<b>ELEMENT 4 Governance</b> .....	<b>71</b>
Ocean Charter School Organizational Chart.....	72
OCS Board of Trustees.....	72
<b>ELEMENT 5 Employee Qualifications</b> .....	<b>76</b>
Executive Director .....	77
Director .....	78
Faculty and Instructional Support .....	78
Special Education Service Providers .....	80
Administrative Staff .....	81
<b>ELEMENT 6 Health and Safety</b> .....	<b>84</b>
<b>ELEMENT 7 Racial and Ethnic Balance</b> .....	<b>88</b>
Commitment to Achieving a Reflective Racial and Ethnic Balance .....	90
Target Population .....	91
<b>ELEMENT 8 Admission Requirements</b> .....	<b>103</b>
<b>ELEMENT 9 Financial Audits</b> .....	<b>106</b>
<b>ELEMENT 10 Suspensions and Expulsions</b> .....	<b>110</b>
General Discipline Policies in Place at the School with Regards to Suspension and Expulsion ...	110

Permissible Grounds for a Discretionary Suspension or Expulsion .....	111
Presumptive Grounds for Expulsion .....	114
Procedures for Suspension and Rights of Students Ensuring Due Process .....	115
Procedures for Expulsion and Rights of Students Ensuring Due Process .....	116
<b>ELEMENT 11 Retirement Programs.....</b>	<b>122</b>
<b>ELEMENT 12 Attendance Alternatives.....</b>	<b>124</b>
<b>ELEMENT 13 Rights of District Employee.....</b>	<b>125</b>
<b>ELEMENT 14 Mandatory Dispute Resolution.....</b>	<b>126</b>
<b>ELEMENT 15 Exclusive Public School Employer.....</b>	<b>128</b>
<b>ELEMENT 16 Charter School Closure.....</b>	<b>129</b>
<b>Appendixes and Additional Documents.....</b>	<b>137</b>
<b>Appendixes</b>	<b>A</b>
	Self-Review Narrative
A.1	Playa Vista Elementary School Letter of Support
1.1	K - 8 Common Core Lessons
1.2	1st Grade Fairy Tales Main Lesson Book
1.3	2nd Grade Fables & Heroes Main Lesson Book
1.4	3rd Grade Measurement Main Lesson Book
1.5	4th Grade Local & Calif Geography Main Lesson Book
1.6	5th Grade Botany Main Lesson Book
1.7	6th Grade Physics Main Lesson Book
1.8	7th Grade Renaissance Main Lesson Book
1.9	8th Grade Life Science Main Lesson Book
1.10	OCS Instructional Resource Bibliography
1.11	OCS CCS Tech Plan
1.12	SELPA MOU Option 2
2.1	OCS Scope & Sequence
3.1	Main Lesson Book Rubric
3.2	Oral Presentation Evaluation
3.3	8 <sup>th</sup> Grade Project Rubric
3.4	OCS Math Assessments Grades 2-8
3.5	1st Grade Readiness Assessment
3.6	Parent Conference Form 2012-13
3.7	6th-8th Grade Progress Report 2012-13
4.1	OCS Articles of Incorporation 11-29-07
4.2	OCS Bylaws 3-3-11
4.3	OCS Board Training 1-5-12 (LAUSD 2012 Annual Review)
4.4	OCS Conflict of Interest Board of Trustees Policy
5.1	OCS Employee Handbook
6.1	OCS Culver Permit

- 7.1 2012 Outreach Tracker – Diversity
- 7.2E Outreach Brochure – English
- 7.2S Outreach Brochure – Spanish
- 7.4 Diversity Committee Board Motions
- 7.5 Diversity Committee Board Reports
- 7.6 OCS Outreach Talking Points 2012-13
  
- 8.1 Lottery App 2013-14 Bilingual
- 8.2 Open Enrollment Guide 2013-14 Bilingual
- 8.3 OCS Parent Handbook 2012-2013
  
- 9.1 OCS 2011-12 Fiscal Policies and Procedures Handbook
- 9.2 OCS 2012-13 Board Approved Detailed Budget 6-6-12
- 9.3 OCS 4-year Detailed Cash Flows
- 9.4 OCS 5 year Budget Projections
- 9.5 OCS Budget Procedure
- 9.6 OCS Annual Audits
- 9.7 OCS IRS Tax Exempt Certificate
  
- 11.1 Fully Executed TA to Settle 2012-2013 OCS OCTA Negotiations
- 11.1A ATTACHMENT A Article 6 - 10-26-12
- 11.1B ATTACHMENT B Article 11 – 10-26-12
- 11.2 OCTA Contract copy
  
- 12.1 OCS Parent Participation Contract

**Additional Documents**

- Board Resolution
- Charter Briefing Page
- OCS Original Articles of Incorporation

## Affirmations and Assurances

**Ocean Charter School (also referred to herein as, “OCS” and “Charter School”) shall:**

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

OCS accepts and understands its obligations to comply with specific sections of the Educations Code §47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.

## Introduction

### 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 California State Standards and 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.

A thoughtful and detailed self-review narrative of the extent to which Ocean Charter School has achieved its mission is provided in Appendix A.

**ELEMENT 1****The Description of the Educational Program**

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

**Description of the School**

The address of Ocean Charter School Mar Vista campus is 12606 Culver Blvd. Los Angeles, CA 90066.

Grade levels at OCS Mar Vista campus are K, 1<sup>st</sup>, 2<sup>nd</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>.

The phone number of OCS Mar Vista campus is 310-827-5511.

The contact person for OCS Mar Vista campus is Stephanie Edwards, Executive Director.

The address of Ocean Charter School Playa Vista campus is 13150 West Bluff Creek Dr., Playa Vista, CA 90094.

Grade levels at OCS Playa Vista campus are 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>.

The phone number of OCS Playa Vista is 310-862-9751.

The contact person for OCS Playa Vista is Kristy Mack-Fett, Director.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is Kindergarten through 8<sup>th</sup> grade.

The 2013-2014 opening date of Ocean Charter School will be August 6 2013.

The admission requirements include: California state residency is the only requirement for enrollment and OCS will admit all pupils who wish to attend subject only to capacity.

The enrollment capacity is 532. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

**OCEAN CHARTER SCHOOL Calendar 2013 - 2014**

<b><u>OPENING DAY OF SCHOOL</u></b>	<b>Mon., Aug. 26, 2013</b>
LABOR DAY HOLIDAY	Mon., Sept. 2, 2013
FALL RECESS DAY	Thu., Sep. 5, 2013
FALL RECESS DAY	Mon., Oct. 14, 2013
Professional Development Day (STUDENT FREE)	Fri., Nov. 1, 2013
FALL RECESS DAY	Mon., Nov. 11, 2013
THANKSGIVING HOLIDAY	Wed.-Fri Nov. 27-29, 2013
WINTER BREAK	Mon.-Fri., Dec. 23, 2013- Jan 3, 2014
DR. MARTIN LUTHER KING JR. HOLIDAY	Fri.-Mon., Jan 17-20, 2014
Professional Development Day (STUDENT FREE)	Fri., Jan. 31, 2014
PRESIDENT’S DAY HOLIDAY	Fri.-Mon., Feb 14-17, 2014
SPRING BREAK	Fri-Fri, Apr. 18-25, 2014
MEMORIAL DAY HOLIDAY	Mon., May 26, 2014
<b><u>LAST DAY OF SCHOOL FOR STUDENTS</u></b>	<b>Fri., June 13, 2014</b>

~Dates subject to change

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 2013-14 instructional minute count.

**Ocean Charter School Annual Instructional Minutes 2013 - 2014**

(180 Days)

# of Calendar Days	180
# of W Days	38
# of MTThF Days	142

# of weeks	39
# of Wed OFF	4

Kindergarten		
Kindergarten - Req		34,971
MTThF	Time	Daily Minutes
Supervised Drop-off	8:00-8:10	10
Start	8:10	
Dismissal	13:50	340
Supervised Pick-up	1:50-2:00	10
Lunch/Snack/Recess		120
<b>Sub Total</b>		<b>220</b>
<b>W</b>		
Supervised Drop-off	8:00-8:10	10
Start	8:10	
Dismissal	12:05	235
Supervised Pick-up	12:05-12:15	10
Lunch/Snack/Recess		50
<b>Sub Total</b>		<b>165</b>
Minutes		
# of W Days	38	7030
# of MTThF Days	142	31240
<b>TOTAL MINUTES</b>		<b>38,270</b>

Grades 1-2 (Mar Vista)		
Grades 1-3 Req		48,960
MTThF	Time	Daily Minutes
Main Lesson	8:00 - 9:45	105
Nutrition	9:45 - 9:55	10
Recess 1	9:55 - 10:15	20
Period 1	10:15 - 10:55	40
Passing	10:55 - 11:00	5
Period 2	11:00 - 11:45	45
Lunch	11:45 - 12:00	15
Recess 2	12:00 - 12:30	30
Period 3	12:30 - 1:10	40
Passing	1:10 - 1:15	5
Period 4	1:15 - 2:00	45
Closing (Chores, HW, Closing Verse)	2:00 - 2:05	5
Supervised Pick-up	2:05 - 2:10	5
<b>Sub Total</b>		<b>300</b>
<b>W</b>		
Main Lesson	8:00 - 9:45	105
Nutrition	9:45 - 9:55	10
Recess	9:55 - 10:15	20
Period 1	10:15 - 10:55	40
Passing	10:55 - 11:00	5
Period 2	11:00 - 11:45	45
Recess 2	11:45 - 12:00	15
Closing	12:00 - 12:10	10
Supervised Pick-up	12:10 - 12:15	5
<b>Sub Total</b>		<b>215</b>
Minutes		
# of W Days	38	8170
# of MTThF Days	142	42600
<b>TOTAL MINUTES</b>		<b>50,770</b>

Grades 3-5 (Plava Vista)		
Grades 4-8 Req		52,457
MTThF	Time	Daily Minutes
Main Lesson	8:25 - 10:25	120
Nutrition	10:25 - 10:35	10
Recess 1	10:35 - 10:50	15
Period 1	10:50 - 11:30	40
Passing	11:30 - 11:35	5
Period 2	11:35 - 12:20	45
Lunch	12:20 - 12:35	15
Recess 2	12:35 - 1:05	30
Period 3	1:05 - 1:45	40
Passing	1:45 - 1:50	5
Period 4	1:50 - 2:35	45
Closing (Chores, HW, Closing Verse)	2:35 - 2:45	10
Supervised Pick-up	2:45 - 2:50	5
<b>Sub Total</b>		<b>320</b>
<b>W</b>		
Main Lesson	8:25 - 10:25	120
Nutrition	10:25 - 10:35	10
Recess	10:35 - 10:50	15
Period 1	10:50 - 11:30	40
Passing	11:30 - 11:35	5
Period 2	11:35 - 12:20	45
Closing	12:20 - 12:25	10
Supervised Pick-up	12:25 - 12:30	5
<b>Sub Total</b>		<b>230</b>
Minutes		
# of W Days	38	8740
# of MTThF Days	142	45440
<b>TOTAL MINUTES</b>		<b>54,180</b>

Grades 6-8 (Mar Vista)		
Grades 4-8 Req		52,457
MTThF	Time	Daily Minutes
Main Lesson	8:00 - 10:05	125
Nutrition	10:05 - 10:15	10
Recess 1	10:15 - 10:30	15
Period 1	10:30 - 11:20	50
Passing	11:20 - 11:25	5
Period 2	11:25 - 12:20	55
Lunch	12:20 - 12:35	15
Recess 2	12:35 - 1:05	30
Period 3	1:05 - 1:55	50
Passing	1:55 - 2:00	5
Period 4	2:00 - 2:55	55
Closing (Chores, HW, Closing Verse)	2:55 - 3:05	5
<b>Sub Total</b>		<b>360</b>
<b>W</b>		
Main Lesson	8:00 - 10:05	125
Nutrition	10:05 - 10:15	10
Recess	10:15 - 10:30	15
Period 1	10:30 - 11:20	50
Passing	11:20 - 11:25	5
Period 2	11:25 - 12:10	45
Closing	12:10 - 12:15	5
<b>Sub Total</b>		<b>240</b>
Minutes		
# of W Days	38	9120
# of MTThF Days	142	51120
<b>TOTAL MINUTES</b>		<b>60,240</b>

**Eighth Grade Weekly Schedule Ms. Mendoza 2012-2013**

Time	Monday	Tuesday	Wed. Schedule	Wednesday	Thursday	Friday
8:00-10:05	Main Lesson	Main Lesson	8:00-10:05	Main Lesson	Main Lesson	Main Lesson
10:05-10:15	Nutrition	Nutrition	10:05-10:15	Nutrition	Nutrition	Nutrition
10:15-10:30	Recess	Recess	10:15-10:30	Recess	Recess	Recess
10:30-11:25	Games	Painting	10:30-11:20	Games	Japanese	Language Arts
11:25-12:20	Math	Math	11:20-12:10	Math	Math	Math
12:20-12:35	Lunch	Lunch	12:10-12:15	Early Dismissal	Lunch	Lunch
12:35-1:05	Recess	Recess			Recess	Recess
1:05-2:00	Language Arts	Language Arts			Language Arts	Library/Council
2:00-2:55	Japanese	Electives			Electives	Extra Period
2:55-3:05	Closing/Dismissal	Closing/Dismissal			Closing/Dismissal	Closing/Dismissal



## OCS Community Bell Schedule 2013-2014

### Mar Vista Campus

<b>Kinder (Mon, Tue, Thu &amp; Fri)</b>	
8:00-8:10	Arrival/Sign in
8:10	Class Begins
1:50-2:00	Closing Activities
2:00	Supervised Dismissal

<b>Kinder (Wed)</b>	
8:00-8:10	Arrival/Sign in
8:10	Class Begins
12:05-12:15	Closing Activities
12:15	Supervised Dismissal

<b>Kindergarten Daily Schedule</b> Mon, Tues, Thu, Fri, 8:00am to 2:00pm Wed, 8:10am to 12:15pm
---

<b>1st &amp; 2nd Grade (Mon, Tue, Thu &amp; Fri)</b>	
8:00-9:45	Main Lesson
9:45-9:55	Nutrition
9:55-10:15	Recess 1
10:15-11:00	Period 1
11:00-11:45	Period 2
11:45-12:00	Lunch
12:00-12:30	Recess 2
12:30-1:15	Period 3
1:15-2:00	Period 4
2:00-2:10	Closing Activities
2:10	Supervised Dismissal

<b>1st &amp; 2nd Grade (Wed)</b>	
8:00-9:45	Main Lesson
9:45-9:55	Nutrition
9:55-10:15	Recess 1
10:15-11:00	Period 1
11:00-11:45	Period 2
11:45-12:05	Recess 2
12:05-12:15	Closing Activities
12:15	Supervised Dismissal

<b>1st &amp; 2nd Grade Daily Schedule</b> Mon, Tues, Thu, Fri, 8:00am to 2:10 pm Wed, 8:00am to 12:15pm
---

<b>6th, 7th &amp; 8th Grade (Mon, Tue, Thu &amp; Fri)</b>	
8:00-10:05	Main Lesson
10:05-10:15	Nutrition
10:15-10:30	Recess 1
10:30-11:25	Period 1
11:25-12:20	Period 2
12:20-12:35	Lunch
12:35-1:05	Recess 2
1:05-2:00	Period 3
2:00-2:55	Period 4
2:55-3:05	Closing Activities
3:05	Supervised Dismissal

<b>6th, 7th &amp; 8th Grade (Wed)</b>	
8:00-10:05	Main Lesson
10:05-10:15	Nutrition
10:15-10:30	Recess 1
10:30-11:20	Period 1
11:20-12:10	Period 2
12:05-12:15	Closing Activities
12:15	Supervised Dismissal

<b>6th, 7th &amp; 8th Grade Daily Schedule</b> Mon, Tues, Thu, Fri, 8:00am to 3:05 pm Wed, 8:00am to 12:15pm
--

### Playa Vista Campus

<b>3rd, 4th &amp; 5th Grade (Mon, Tue, Thu &amp; Fri)</b>	
8:25-10:25	Main Lesson
10:25-10:40	Nutrition
10:40-10:55	Recess 1
10:55-11:40	Period 1
11:40-12:25	Period 2
12:25-12:40	Lunch
12:40-1:10	Recess 2
1:10-1:55	Period 3
1:55-2:40	Period 4
2:40-2:50	Closing Activities
2:50	Supervised Dismissal

<b>3rd, 4th &amp; 5th Grade (Wed)</b>	
8:25-10:25	Main Lesson
10:25-10:40	Nutrition
10:40-10:55	Recess 1
10:55-11:40	Period 1
11:40-12:20	Period 2
12:20-12:30	Closing Activities
12:30	Supervised Dismissal

<b>3rd, 4th &amp; 5th Grade Daily Schedule</b> Mon, Tues, Thu, Fri, 8:25am to 2:50 pm Wed, 8:25am to 12:30pm
--

Bell Schedule subject to change.

If space is available, traveling students will have the option to attend.

## The Students Ocean Charter School Proposes to Serve

Ocean Charter School (herein referred to as OCS or Charter School) is a public school serving students who seek an alternative educational environment that addresses their needs through an innovative, arts-integrated, standards-based curriculum. We are a site-based span school currently serving 439 students from the Los Angeles area in grades K-8. At full capacity, we will serve up to 532 students in grades K-8. The majority of OCS students come from the surrounding communities such as Mar Vista 90066, Venice 90291, Marina Del Rey 90202, 90295, Playa Vista 90094, 90096, Westchester 90045, Playa del Rey 90293, 90296 and Baldwin Hills 90056, 90008. Ocean Charter School is committed to equaling or surpassing the racial and ethnic balance of 60:40 by increasing PHBAO students from 45% to 60-65%, and decreasing OW students by 55% to 35-40%. Please refer to the Demographic Information for Census data for percentages and the total numbers of ethnicities for the target population to understand the OCS outreach goal (3% per year, per racial and ethnic balance of 60:40). As a public charter school, OCS will be open to all students who reside in the state of California.

OCS recognizes diversity as central to excellence in education and we support diversity in all its forms. Our curriculum, based on Waldorf Education and the CA State Standards and Common Core Standards, fosters a safe atmosphere where every member of the community is respected and multiple viewpoints can be peacefully expressed. Furthermore, OCS is committed to the belief that household income should not be a barrier to receiving quality education; the economically disadvantaged in our community need equal access to innovative educational choices. OCS agrees with the sentiments expressed by LAUSD Board Member Steve Zimmer when he explained that arts-integrated education should be available to all students, not just those who can afford it:

*“We must help people understand that the arts are not an elective. The arts are an essential component of our core curriculum. The arts open windows to literacy that would otherwise be closed. The arts connect children to school who would otherwise be lost. The arts are not a ‘nice addition’ to the curriculum, they are the curriculum.”*

—Arts for LA, “LAUSD Board Member Steve Zimmer on Arts Education” - Sept. 7, 2010

OCS is proud of the progress we have made towards serving the full diversity of students in our surrounding communities. OCS’s ethnic diversity has steadily increased from 21% Predominantly Hispanic, Black, Asian, and Other Non-Anglo (herein referred to as PHBAO) to 45% PHBAO (data from CBEDS/CALPADS) over the last 5 years and our percentage of students qualifying for free or reduced lunch has increased from 1% to 18% (CDE API Demographic Report). Moreover, OCS has continually served special needs students in high percentages, serving 11% in 2008 and 16% in 2012, according to the CDE API Demographic Report.

	2008	2012
% PHBAO	21%	45%
% Eligible for Free or Reduced Lunch	1%	18%
% Special Needs	11%	16%

Despite this progress, OCS recognizes that much more must be accomplished. Increasing our student diversity in the areas of ethnicity, socio-economic status, and English Language Learners continues to be a top priority. Another diversity goal relates to our faculty diversity; OCS is proud that our faculty diversity has increased from 7% non-white in 2007-08 to 11% non-white in 2011-12. Continued growth in both these areas, with a clear emphasis on student diversity, is part of the OCS diversity outreach plan. See Element 7 for details of our plan.

The Demographic Information for Ocean Charter School documents the academic performance, socio-economic status, percentage of special needs students, percentage of English Learners, and dominant ethnicities of the LAUSD Resident and Comparison Schools surrounding Ocean Charter.

**Demographic Information for Ocean Charter School**

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met Subgroup Growth Target?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Majority Ethnicity #1	% Majority Ethnicity #2	% Majority Ethnicity #3
<b>Beethoven</b>	349	Single	No	Yes	Yes	901	9	9	56%	10%	24%	Hispanic 57%	White 33%	Af. Am. 5%
<b>Braddock</b>	404	Single	No	Yes	No	839	7	9	72%	9%	30%	Hispanic 78%	Af. Am. 9%	White 8%
<b>Broadway</b>	329	Single	No	Yes	Yes	885	8	10	100%	16%	22%	Hispanic 54%	Asian 21%	Af. Am. 12%
<b>Charnock</b>	362	Single	No	Yes	Yes	796	4	5	74%	12%	43%	Hispanic 64%	Af. Am. 12%	Asian 12%
<b>Grand View</b>	535	Single	Yes	Yes	No	777	3	5	75%	13%	52%	Hispanic 80%	Af. Am. 9%	White 8%
<b>Marina Del Rey Middle</b>	870	Single	Yes	No	No	725	4	8	86%	13%	14%	Hispanic 58%	Af. Am. 33%	White 7%
<b>Mark Twain Middle</b>	700	Single	Yes	Yes	Yes	715	2	6	100%	14%	17%	Hispanic 77%	Af. Am. 13%	White 7%
<b>Pacific Palisades</b>	496	Single	No	Yes	Yes	947	10	5	5%	10%	2%	White 83%	Hispanic 7%	Asian 7%
<b>Short Ave.</b>	379	Single	Yes	0	0	0			52%	8%	17%	Hispanic 58%	White 24%	Af. Am. 11%
<b>Stoner</b>	354	Single	Yes	Yes	Yes	787	3	7	100%	14%	59%	Hispanic 93%	Af. Am. 4%	White/Asian 1% each
<b>Walgrove</b>	342	Single	Yes	Yes	No	813	5	3	44%	20%	13%	White 43%	Hispanic 37%	Af. Am. 11%
<b>Westport Heights</b>	413	Single	Yes	Yes	Yes	843	4	3	58%	8%	8%	Af. Am. 49%	Hispanic 29%	White 10%
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met Subgroup Growth Target?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Majority Ethnicity #1	% Majority Ethnicity #2	% Majority Ethnicity #3
<b>Goethe</b>	159	Single	No	Yes	Yes	892	10	10		9%	13%	White 47%	Hispanic 19%	Asian 12%
<b>Magnolia Science Academy #4</b>	105	Single	No	Yes	No	766	6	10	59%	9%	22%	Hispanic 63%	Af. Am. 16%	White 15%
<b>New West Charter</b>	340	Single	No	Yes	Yes	942	10	10	11%	10%	3%	White 49%	Hispanic 21%	Af. Am. 11%
<b>Ocean Charter</b>	431	Single	No	Yes	Yes	872	8	3	22%	12%	2%	White 59%	Hispanic 23%	Af. Am. 8%

<b>WISH</b>	138	Single	No	Yes	Yes	838	7			12%	4%	White 39%	Af. Am. 28%	Hispanic 25%
-------------	-----	--------	----	-----	-----	-----	---	--	--	-----	----	--------------	----------------	-----------------

Academic Comparisons:

Of the 12 district resident and comparison schools, 7 are in Program Improvement, 1 did not meet School wide Growth Target, 4 did not meet Subgroup Growth Target, 3 have an API State Ranking lower than 4, and 2 have a Similar Schools Ranking lower than 4. Of the 4 charter comparison schools, none are in Program Improvement, all of them met their School wide Growth Target, 1 did not meet its Subgroup Growth Target, none of them are below 4 on API State Ranking, and none have a Similar Schools ranking below 4. In comparison, OCS is not in Program Improvement, met both its Schoolwide Growth Target and its Subgroup Growth Target, is ranked 8 on the API State Ranking, and 3 on the Similar Schools Rank. It is important to note here that of the “100 Similar Schools” used by the CDE to calculate OCS’ Similar Schools rank, only 12, including OCS, have the span configuration of K-8; in other words, the other 88 are K-5 elementary schools only. Furthermore, of the 12 schools that offer K-8 programs, including OCS, OCS is the only program that offers Waldorf Education in a public school setting; it therefore offers a unique, truly innovative instructional program for families in the Los Angeles area.

Demographic Comparisons:

The Resident Schools’ median for % Students Eligible for Free/Reduced Lunch is 58% and the Comparison Schools’ median is 73% compared to OCS’ 22%. The Resident Schools’ median for % of EL students is 17% and the Comparison Schools’ median is 21% compared to OCS’ 2%. The Resident Schools’ median for % Hispanic is 57% and the Comparison Schools’ median is 61% compared to OCS’ 22%. The Resident Schools’ median for % African American is 12% and the Comparison Schools’ median is 10% compared to OCS’ 3%. The Resident Schools’ median for % Asian is 4% and the Comparison Schools’ median is 3% compared to OCS’ 4%. The Resident Schools’ median for % White is 10% and the Comparison Schools’ median is 8% compared to OCS’ 55%. Notably, the % Two or More Races is not given for the Resident Schools or the Comparison schools. However, OCS tracks this information and is currently at 16% Two or More Races.

In our efforts to recruit a more diverse student body, OCS has examined the 2010 U.S. Census data as well as the 2006-2012 American Community Survey for the census tracks of our two schools sites in Mar Vista and Playa Vista. Our examination revealed the following information.

Mar Vista Campus:

The community surrounding the Mar Vista campus (census tract 2753.11) is comprised of 57% Whites, 3% African Americans, 21% Asians, 6% with two or more races, and 13% of other race. Among all residents of this census tract (all races), 28% identify as Hispanic ethnicity. Among residents of this census tract, 15% are under the age of 18 and 9% of households earn less than \$25,000 annually. The annual median household income is \$62,734

Playa Vista Campus:

For the community surrounding the Playa Vista campus (census tract 2756.02), the corresponding figures are: 56% Whites, 11% African Americans, 23% Asians, 7% with two or more races, and 3% of other race. Among residents of any race, 11% identify as Hispanic.

Among residents of this census tract, 12% are under the age of 18 and 18% of households earn less than \$25,000 annually. The annual median household income is \$75,221.

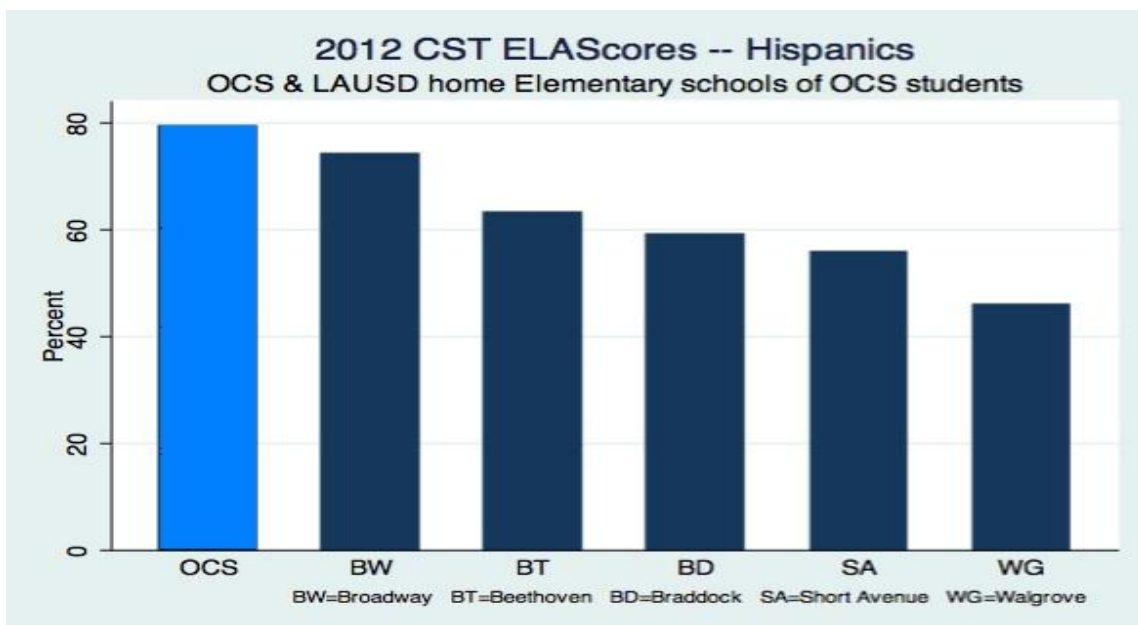
Better understanding the demographics of our surrounding communities, and how different they are than the district’s demographic make-up, has informed our outreach efforts. As it has become apparent that OCS’ percentage of white students clearly reflects the demographics in our surrounding neighborhoods, our efforts to shift this balance within our school to better reflect the district as a whole have been intensified.

Academic Opportunity Accessible to All:

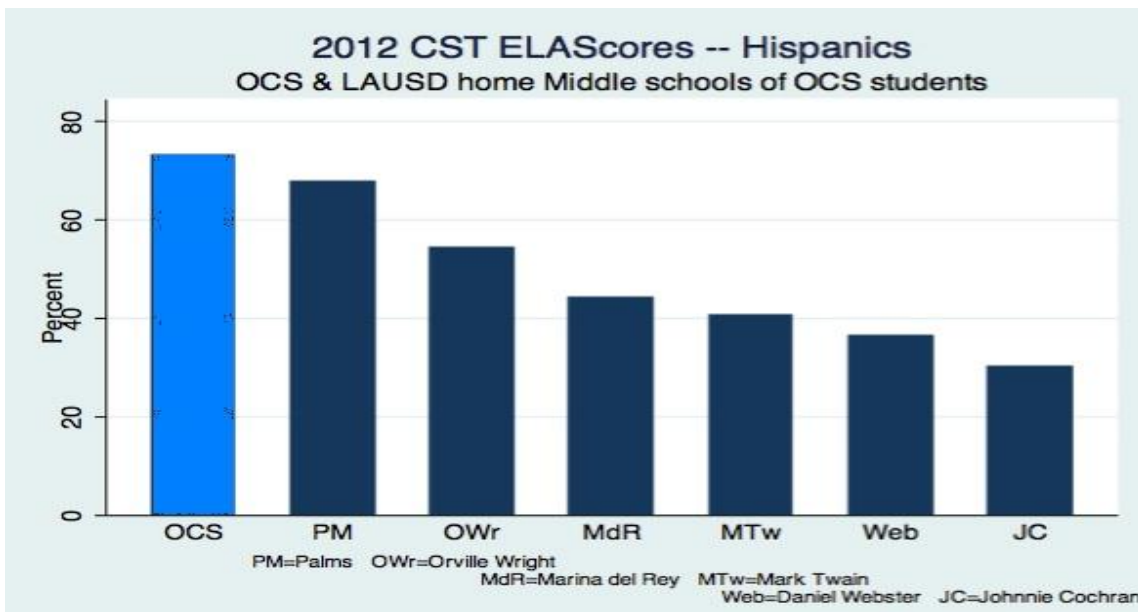
OCS provides access to an innovative, arts-integrated educational curriculum that would otherwise be unavailable to many children who live in the District. Our curriculum includes a host of specialty programs, extensive arts education and a developmental model providing a differentiated teaching approach that is the antithesis to a “one size fits all” approach. A detailed analysis by subgroup as well as by grade level reveals how OCS is performing compared to the LAUSD home schools our students would otherwise attend. The following comparisons use the information provided to OCS called the “district data set” on October 31, 2012.

**Subgroup Comparison between OCS and LAUSD Home Schools**

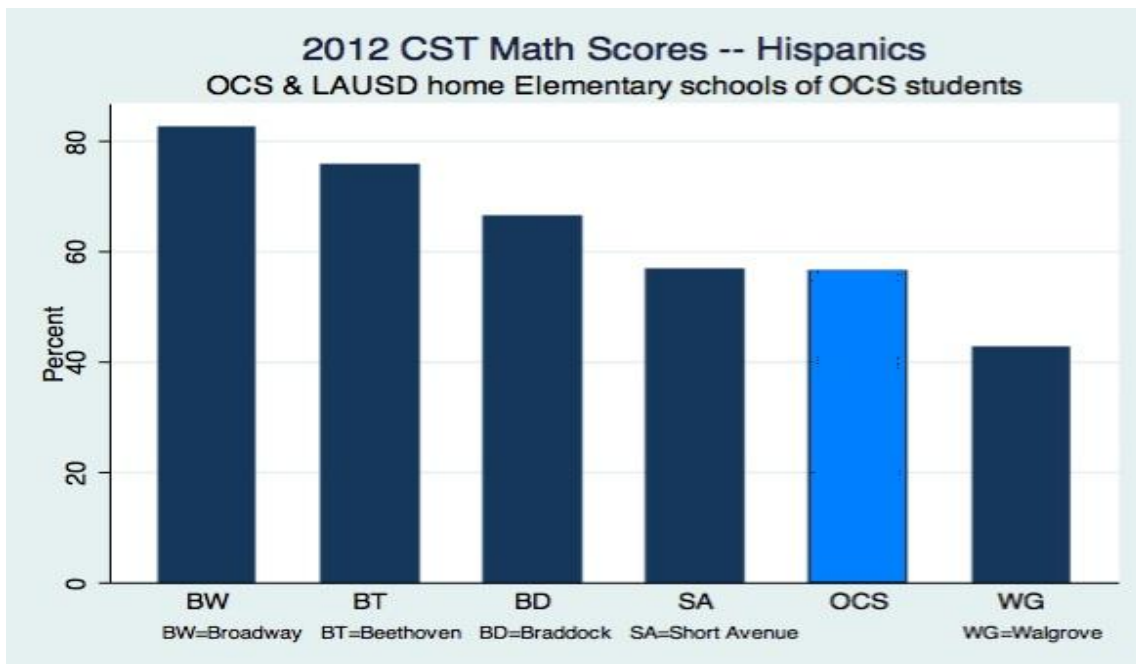
*Hispanic or Latino Subgroup* comparison broken down according to elementary and middle school comparisons to compare “like” data.



Compared to the 5 most likely attended elementary home schools of our students, OCS had the greatest percent of Hispanic students scoring proficient or above on the 2011-12 ELA CST.

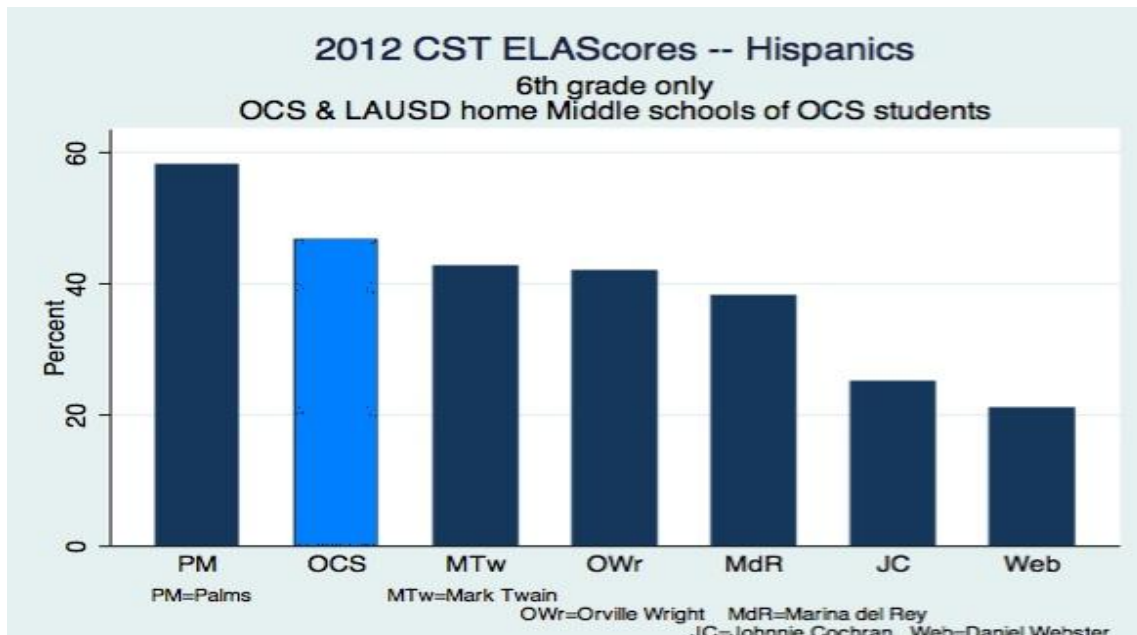


Compared to the 6 most likely attended home middle schools of our students, OCS had the greatest percent of Hispanic students scoring proficient or above on the 2011-12 ELA CST.



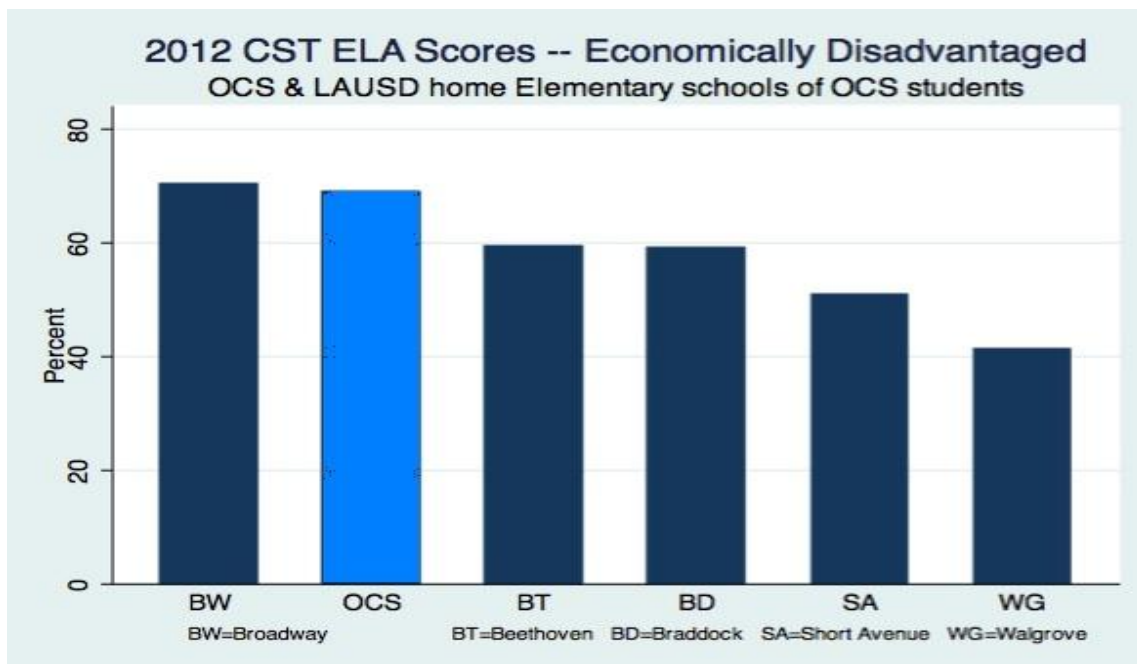
Compared to the 5 most likely attended elementary home schools of our students, OCS had the 5<sup>th</sup> greatest percent of Hispanic students scoring proficient or above on the 2011-12 Math CST.



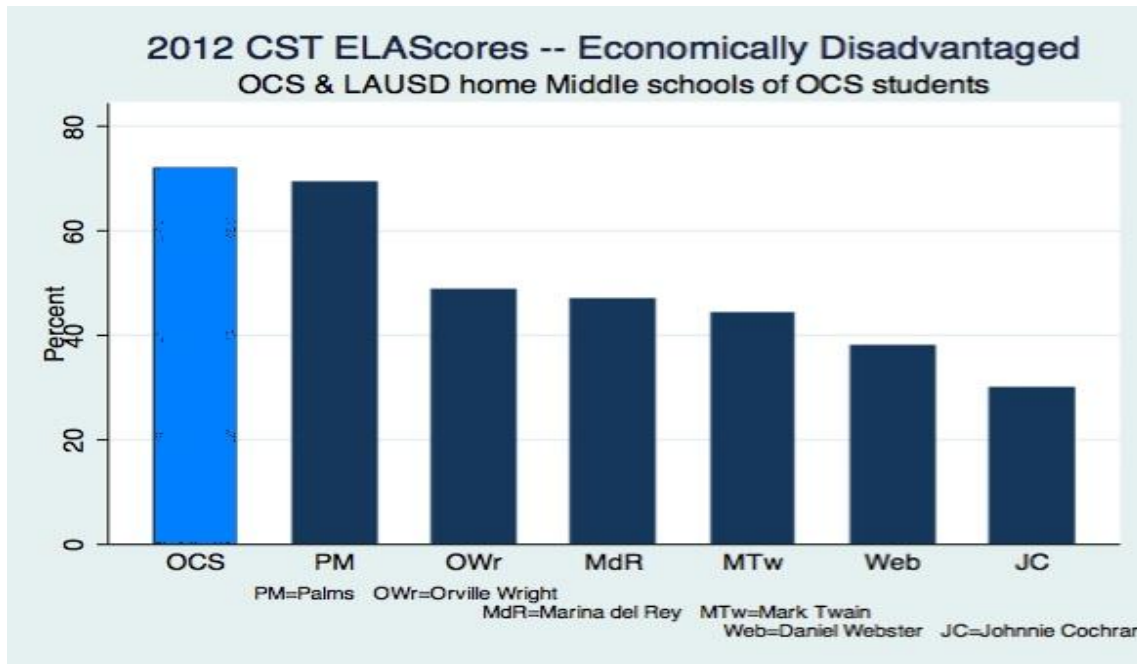


Compared to the 6 most likely attended home middle schools of our students, OCS had the second greatest percent of Hispanic students scoring proficient or above on the 2011-12 Math CST in 6<sup>th</sup> grade. (Comparison data for 7<sup>th</sup> and 8<sup>th</sup> grades was unavailable.)

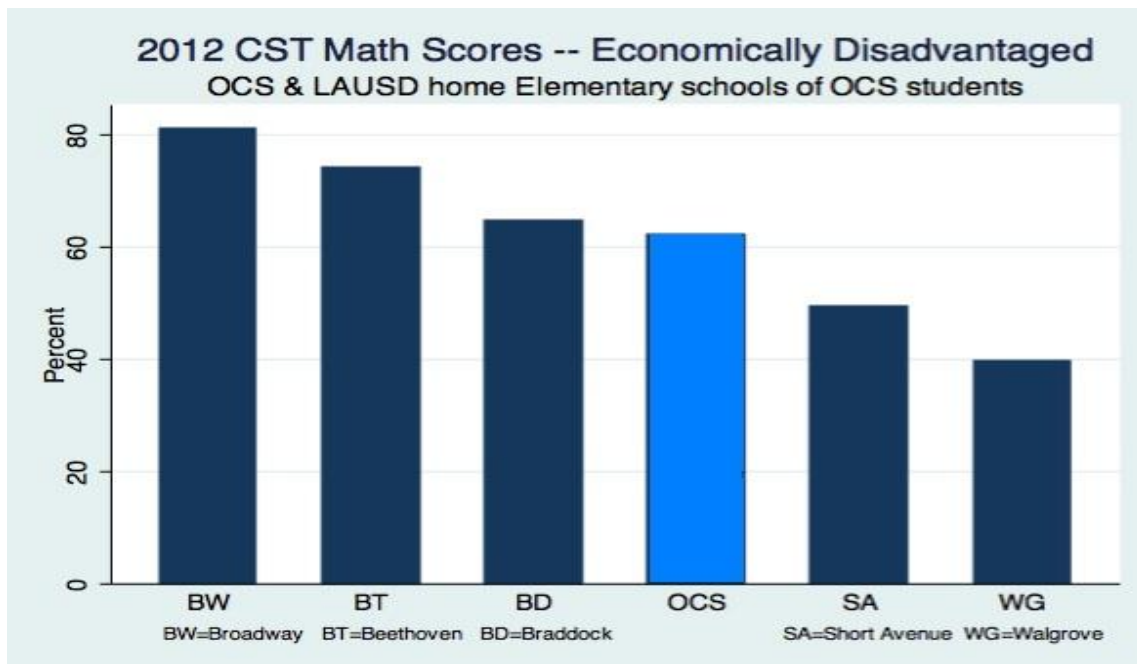
***Socioeconomically Disadvantaged Subgroup*** comparison broken down according to elementary and middle school comparisons to compare “like” data.



Compared to the 5 most likely attended elementary home schools of our students, OCS had the second greatest percent of socio-economically disadvantaged students scoring proficient or above on the 2011-12 ELA CST.

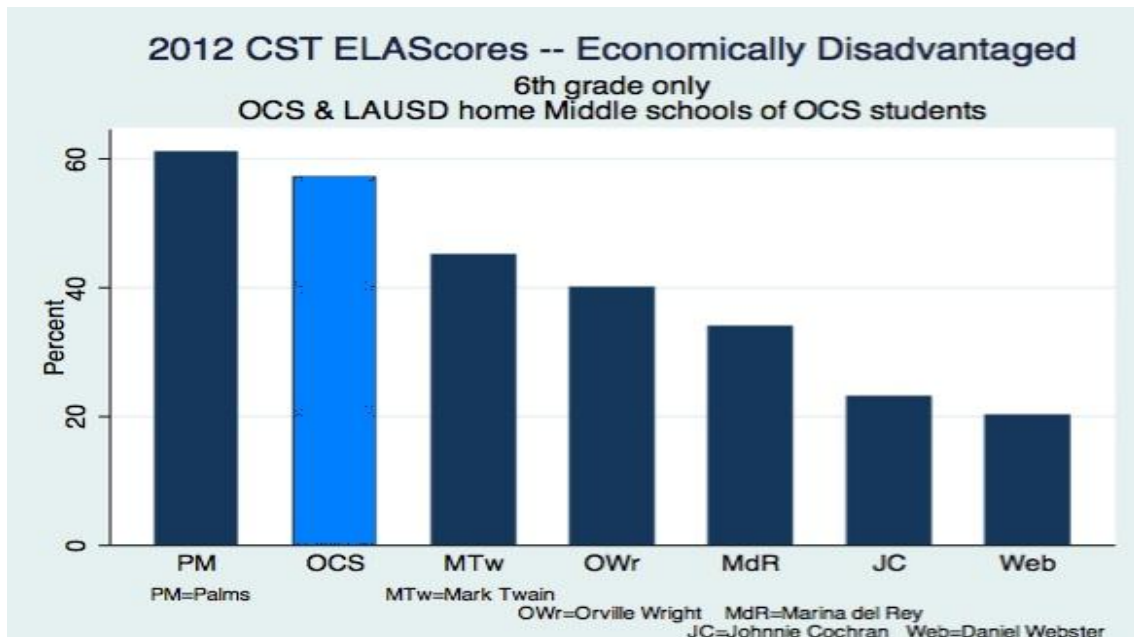


Compared to the 6 most likely attended home middle schools of our students, OCS had the greatest percent of socio-economically disadvantaged students scoring proficient or above on the 2011-12 ELA CST.



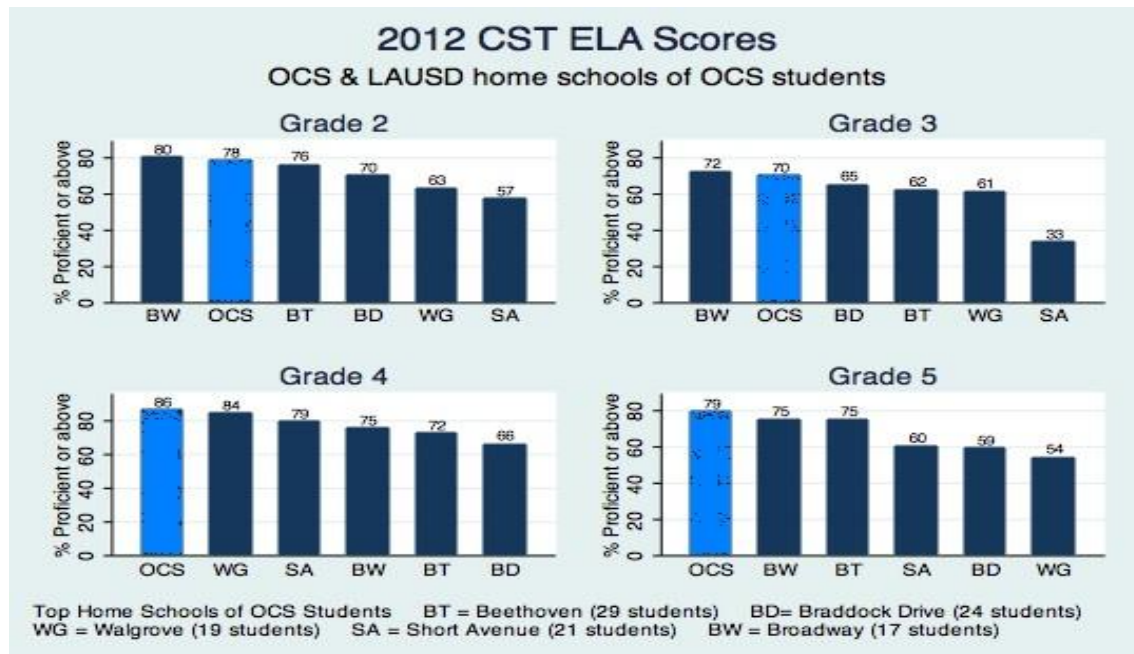
Compared to the 5 most likely attended elementary home schools of our students, OCS had the fourth greatest percent of socio-economically disadvantaged students scoring proficient or above on the 2011-12 Math CST.



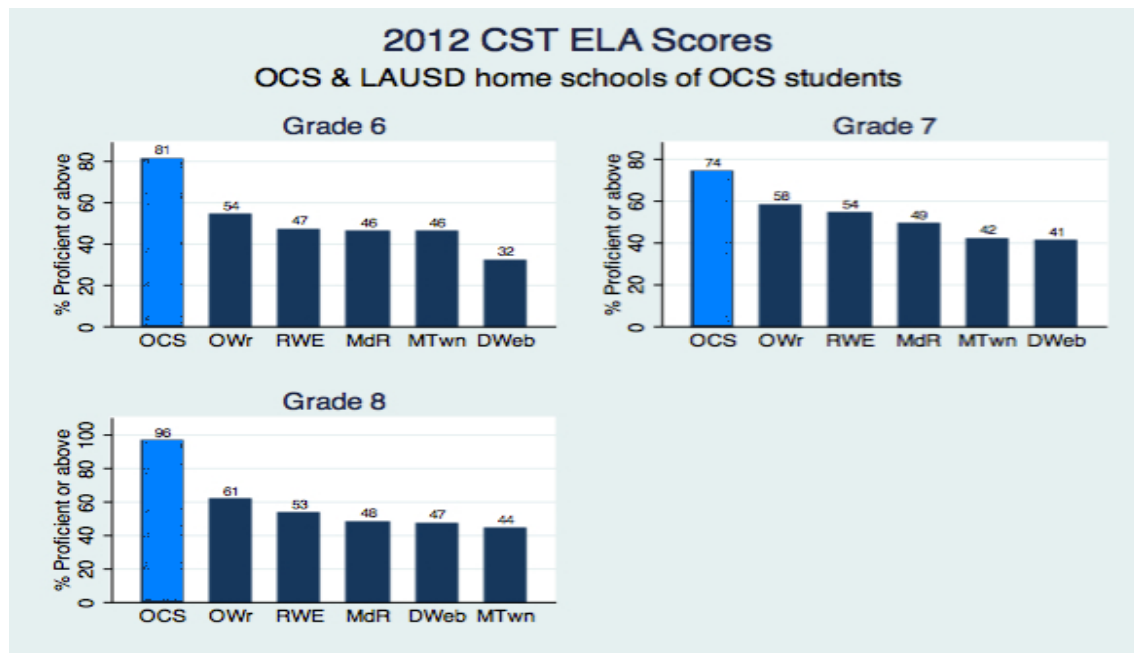


Compared to the 6 most likely attended home middle schools of our students, OCS had the second greatest percent of socio-economically disadvantaged students scoring proficient or above on the 2011-12 Math CST in 6<sup>th</sup> grade. (Comparison data for 7<sup>th</sup> and 8<sup>th</sup> grades was unavailable.)

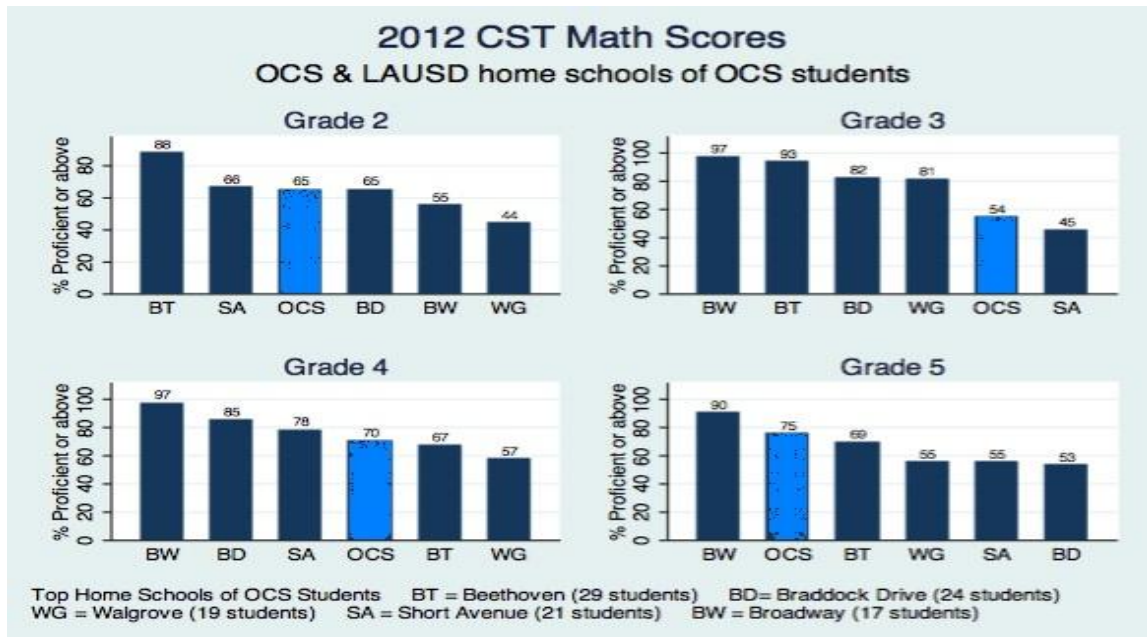
### Grade Level Comparison between OCS and LAUSD Home Schools



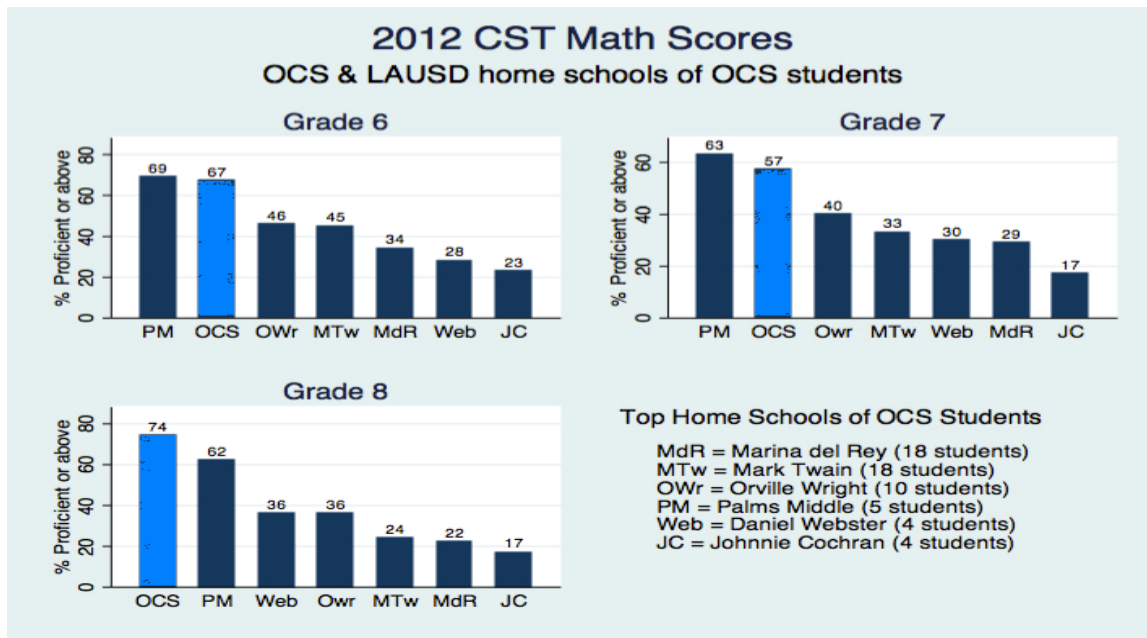
In grades 2 and 3 compared to the 5 most likely attended home elementary schools of our students, OCS had the second greatest percent of students scoring proficient or above on the 2011-12 ELA CST. In grades 4 and 5, OCS had the greatest percent of students scoring proficient or above on the 2011-12 ELA CST.



In grades 6 & 8 compared to the 5 most likely attended home middle schools of our students, OCS had the greatest percent of students scoring proficient or above on the 2011-12 ELA CST. In grade 7 compared to the 5 most likely attended home middle schools of our students, OCS had the highest percent of students scoring proficient or above on the 2011-12 ELA CST.



In grade 2 compared to the 5 most likely attended elementary schools of our students, OCS had the third greatest percent of students scoring proficient or above on the 2011-12 Math CST. In grade 3 compared to the 5 most likely attended home elementary schools of our students, OCS had the fifth greatest percent of students scoring proficient or above on the 2011-12 Math CST. In grade 4 compared to the 5 most likely attended home elementary schools of our students, OCS had the fourth greatest percent of students scoring proficient or above on the 2011-12 Math CST. In grade 5 compared to the 5 most likely attended home elementary schools of our students, OCS had the second greatest percent of students scoring proficient or above on the 2011-12 Math CST.



In grade 6 compared to the 6 most likely attended home elementary schools of our students, OCS had the second greatest percent of students scoring proficient or above on the 2011-12 Math CST. In grade 7 compared to the 6 most likely attended home elementary schools of our students, OCS had the second greatest percent of students scoring proficient or above on the 2011-12 Math CST. In grade 8 compared to the 6 most likely attended home elementary schools of our students, OCS had the greatest percent of students scoring proficient or above on the 2011-12 Math CST.

In summary, this analysis indicates that OCS is doing an exceptional job meeting the needs of our subgroups as compared to our students' home schools in the area of English Language Arts and a fair to good job of meeting the needs of our subgroups as compared to their home schools in the area of math. OCS' program that features a span model running from K-8<sup>th</sup> grade, the practice of looping (teachers stay with their students for multiple years), and the full integration of the arts into every academic area has demonstrated the effectiveness of these core elements for our students.

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

An educated person in the 21st century understands that she or he is an inextricable part of the world. 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. These skills and knowledge focus on combining the traditional academic areas of reading, writing, and arithmetic with the new "4Cs" of Critical thinking and problem solving, Communication, Collaboration and Creativity and innovation. Moreover, they include life and career skills as well as information, media, and technology skills so that an educated person has the holistic capacities, as described in our mission and vision "to live meaningful lives, balance technology and humanity, and create a sustainable future."

An educated person in the 21st Century possesses<sup>1</sup>

- A. Individual Intelligence
- B. Social Intelligence
- 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
- Ability to use technology to collect and analyze 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**

---

<sup>1</sup> Trilling, B., Fadel, C. 21st century skills: learning for life in our times. (2009). San Francisco, CA: Jossey-Bass.  
<http://www.21stcenturyskillsbook.com/index.php>

US Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS). (1992). Learning a living: A blueprint for high performance. Washington, DC: US Department of Labor.

- 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

## **How Learning Best Occurs**

Ocean Charter School believes that learning best occurs when there are clear educational objectives that are detailed, quantified, and measurable. We focus on intensive language and math literacy, as well as social literacy so that students are firmly grounded in the world around them and have the skills needed to navigate in it successfully. We maintain an overall small school culture with average class sizes of 28 that enable teachers and students to develop more meaningful connections and delve more deeply into learning. Some of the benefits of small schools are noted in a study conducted by UCLA stating that “at their best, small schools are seen as enhancing strong personal bonds, home and community involvement, improved instructional quality and accountability, and improved teacher working conditions and job satisfaction.”<sup>2</sup> Although currently located on two sites with grades K-8, OCS is still a small school with approximately 440 students. Faculty and staff know our students by name and face, greeting students personally as well as their families on a daily basis. Many of our community members share ties that extend 5 years or longer, span multiple ages of children, and include school activities that occur before, during and after the traditional school day. An example of this small school community is the way our parents, students and teachers celebrate each individual child’s birthday—a personalized celebration choreographed by the teacher that acknowledges each child and welcomes his/her family into the celebration.

OCS involves parents in their child’s learning goals and in creating a supportive home environment, including support of a healthy home diet, monitoring the influence of media and video games and ensuring appropriate use of technology. Like their teaching colleagues around

---

<sup>2</sup> Center for Mental Health in Schools. (2009). Learning Supports and Small Schools. Los Angeles, CA: Author.



the country<sup>3</sup>, teachers at Ocean Charter School have been concerned about excess media exposure and the effect on students' learning outcomes.<sup>4</sup> Our teachers have found that when media exposure is limited to weekends only, students are more focused, calm and engaged in their academic learning. When students watch television and play video games during the school week, the teachers at Ocean Charter School have noted a qualitative difference in students' behavior; including exclusive rather than cooperative play, a lack of socialization experiences, a lack of imagination in their work, and an enhanced need for immediate gratification. Therefore, to engender an environment in which learning best occurs, Ocean Charter School has adopted a policy of limiting media exposure for students, especially in the lower grades.

## Creating Self-motivated, Competent, and Life-long Learners

### OCS' Sixteen Learning Strategies, Based on Principles of Waldorf Education

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 self-motivated, competent and 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. These are:

#### 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,

<sup>3</sup> New York times article, "Technology Changing How Students Learn, Teachers Say" that presents the results of the Common Sense project study of 685 teachers surveyed.

<sup>4</sup> Our teacher-led research into the effects of television on student learning, OCS teachers found a number of published articles (listed below) on child development and education that examine the negative effects on children of television exposure, especially in their early years.

Strasburger, V.C., Jordan, A.B., and Donnerstein, E. "Health Effects of Media on Children and Adolescents". *Pediatrics*, Vol. 125 No. 4, April 2010, p. 756-767.

Mistry, K.B., Minkovitz, C.S., Strobino, D.M., and Borzekowski, D. "Children's television exposure and behavioral and social outcomes at 5.5 years: does timing of exposure matter?" *Pediatrics*, Vol. 120 No. 4, October 2007, p. 762-769.

Johnson, S. R., "Teaching Our Children to Write, Read and Spell: A Developmental Approach." [www.youandyourchildshealth.org](http://www.youandyourchildshealth.org), May 7, 2007.

Buzzell, K. *The Children of Cyclops: the influence of television viewing on the developing human brain*. California: AWSNA, 1998.

Healy, J. *Endangered Minds: Why Children Don't Think and What We Can Do About It*. New York: Simon and Schuster, 1990.

Oppenheimer, T. "Schooling the imagination". *The Atlantic Monthly*, September 1999.

McViegh, T. "Computer Games Stunt Teen Brains." *The Observer International*, August 19, 2001.

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>5</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>6</sup> The benefits of working with their own creativity are that children relax and can be more open to academic learning.<sup>7</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

---

<sup>5</sup> Sylwester, Robert. *A Celebration of Neurons*. ASCD. 1995.

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

<sup>6</sup> Mitchell, D. and Livingston, P. *Will-Developed Intelligence*. 1999, AWSNA.

<sup>7</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.

the important and distinct neurological systems that drive attention, emotion, perception, motivation, motor coordination, learning and memory” (Jensen, 2000).<sup>8</sup>

#### **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>9</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 introduce 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, and goes much beyond merely taking notes on a computer rather than with paper and pencil.<sup>10</sup> As the

---

<sup>8</sup> Jensen, Eric. *Learning with the Body in Mind*. The Brain Store, Inc.. San Diego. 2000.

<sup>9</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>10</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 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.



Partnership for 21st Century Skills states, “people in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology. Moreover, the Center for Media Literacy recognizes in its vision statement that there is a need to develop a new vision of literacy for the 21<sup>st</sup> century: “The ability to communicate competently in all media forms as well as to access, understand, analyze, evaluate and participate with powerful images, words and sounds that make up our contemporary mass media culture. Indeed, we believe these skills of media literacy are essential for both children and adults as individuals and as citizens of a democratic society.” At OCS, we are committed to preparing our students in light of the new age of media so that they can be fully involved citizens in our democracy.

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 1.11. 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>11</sup> Ocean Charter 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>12</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>13</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>14</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

---

<sup>11</sup> Goetz, Ernest and Sadowski, Mark. *Empirical Approaches to Literature and Aesthetics*. Norwood, NJ: Ablex Publishing Corp. 1996.

Daniel, Alastair K. *Storytelling across the Curriculum*. Florence, KY: Routledge, Taylor and Francis Group. 2011.

<sup>12</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>13</sup> Schwartz, D.L. and Heiser, J. *Spatial Representations and Imagery in Learning*. Stanford University To appear in the Handbook of the Learning Sciences. K. Sawyer (Ed.), Cambridge University Press

Reiser, J. J., Garing, A. E., & Young, M. E. (1994). Imagery, action, and young children’s spatial orientation. It’s not being there that counts, it’s what one has in mind. *Child Development*, 65, 1262-1278.

<sup>14</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.

variety of sources. Students write and illustrate what they have 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>15</sup> Our fundamental assumption is that there is always room for improvement. We make

---

<sup>15</sup> Parker Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. 1998, Jossey-Bass, Inc. San Francisco

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 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.

Community service at OCS is not required for promotion nor is it necessarily tracked by number of hours. Rather, it is an organic part of the students’ experience as they move through the grades and curriculum. For example, in 6<sup>th</sup> grade, students participate in a “knighting” ceremony after having performed worthy acts that they set for themselves at home, school, and the greater community. Teachers supervise this work, as they do all community service, in a way that integrates it into the curricular block, thus deepening the students’ learning of that block.

## A Typical Day at Ocean Charter School

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 three 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 all 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 a few times per week.

In the first grade, at the start of main lesson, children are taught to play the recorder. They also sing, recite poetry and verses, and participate in guided movement activities that help them cross their midlines. After this active period of expansive involvement, the students become quiet and go through a series of guided questions posed by the teacher about the story they heard yesterday. After this oral recall, the students are guided through creating a main lesson book page about the story, one that includes a key visual image from the story as well as class composed text from the story. This writing process is modeled for the entire group by the teacher while incorporating student input. The teacher also includes grammar, spelling, and punctuation lessons throughout this process. An example of a first grade story is a fairytale, a lengthy, detailed and magical portrayal of characters in an imaginative setting that allows the children to create rich visual images in their minds. Finally, the students carefully put away their materials and clear their desks as they move figuratively inward to listen to the next segment of the teacher-delivered story. These stories are specific to the child's age and are drawn from the curriculum.

In fourth grade, the flow of the main lesson would be similar to that in first, but the activities reflect the growing abilities of the students. Students are now playing the more difficult recorder rather than the pentatonic flute, reciting lengthier and more complex verses and poems, singing songs in rounds, and moving in more complex patterns and forms. As the class moves into recalling the story from the previous day, the teacher writes key terms or phrases on the board that students will use in their writing later. While the class still moves through the writing



process as a group with teacher guidance and student input, students are progressively creating more of their own independent, original writing. The magic of the story told at the close of the lesson persists, albeit the fourth grade tales are often darker, such as the trials and tribulations of the Norse gods, or more historically-based such as stories of California's indigenous peoples.

In the seventh and eighth grades, the students are all involved in playing a musical instrument (cellos, violin, percussion, guitar) and singing, and continue to begin their day with music, song, poetry and movement, however the time allocated to these activities is less as the volume of academic content increases. The flow of the lesson remains the same, but again, the content is grade level specific. Biographies become the content of the stories and bring to life the passions of Joan of Arc, Leonardo Da Vinci, Thomas Jefferson, Martin Luther King Jr., and other major figures of historical import. These biographies are shared throughout the disciplines, bringing the struggles and unexpected victories of scientists and mathematicians, such as Galileo, Fibonacci, Pythagoras and Einstein to life.

In 1<sup>st</sup>-8<sup>th</sup> grade, 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 beeswax modeling, performing arts, puppetry and painting are integrated throughout the Main Lesson and day.

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 could include Japanese, Handwork, Movement/Games, Music, or Dance. Each 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 their teachers, 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.

A regular part of our school life involves festivals that celebrate a particular season or quality, such as bravery. For example, as the darker winter season approaches, our younger students (K-2nd) create lanterns after hearing stories from cultural traditions around the world of the power of light during times of darkness. The students build their lanterns and culminate this block with an evening lantern walk through the neighborhood with their parents and teachers. Their pride and sense of security based on "lighting the way" for themselves and others are tangible.

## Instructional Program and Curriculum

### Instructional Framework

OCS' instructional framework is created by the implementation of Waldorf Education to address the Common Core Standards and the California State Content Standards (for areas not yet outlined in the Common Core Standards). It is based on the 16 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

### Core Subjects

The following information describes the core subjects OCS teaches in grades K-8. In addition, a brief description of the scope and sequence at each grade level for each subject is included. For a full breakdown of OCS' Scope and Sequence, based on the standards, and described with anticipated skills and knowledge, measurable outcomes, and assessments, see Appendix 2.1.

### KINDERGARTEN

The Ocean Charter School Kindergarten, literally “child’s garden” when translated from the German, is the foundation for subsequent formal education. The core subjects of **Language Arts, Math, Science, and History** 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. 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:** Qualities of numbers up to 100; introduction to the four operations of arithmetic-addition, subtraction, multiplication, and division; counting, Roman numerals.

**English & Language Arts:** Formal introduction to letters, writing and reading through story, images and phonics; fairy tales from around the world; poetry recitation; speech, spelling, simple sentences. SDAIE strategies are incorporated here as learning supports for ELs.

**History and Social Studies:** Multicultural stories, myths and legends.

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

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

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

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

**Class Play:** Originates from the curriculum.

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

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

**P.E./Games/Movement:** Gross motor movement such as skipping, hopping, galloping, starting and stopping are practiced; and matching these movements to pace and rhythm.

**Class Play:** Originates from the curriculum.

**SECOND GRADE**

**Math:** 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:** 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 beginning to write student generated paragraphs.

**History & Social Studies:** Multicultural stories, myths and legends.

**Science:** Garden and nature studies; observation and inquiry

**Environmental Stewardship:** 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:** Singing up to an octave; pentatonic flute, singing in rounds by end of year

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

**Class Play:** Originates from the curriculum.

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

**Handwork:** 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.

**P.E./Games/Movement:** 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:** Higher multiplication tables through 12; weight; measure; length; volume; money; time; place value to 10,000; estimation, long division.

**English & Language Arts:** 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:** Study of practical life (farming, house building, clothing, and cooking).

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

**Environmental Stewardship:** 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:** Continue form drawing; painting; beeswax modeling.

**Class Play:** Originates from the curriculum.

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

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

**P.E./Games/Movement:** 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:** 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:** 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:** California and local history.

**Geography:** California; local geography and map making.

**Science:** Zoology; habitats; the web of life/food chain.

**Environmental Stewardship:** 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:** Singing; recorder; violin/cello (budget allowing); continuing to read music.

**Art:** Modeling; form drawing; representational painting.

**Class Play:** Originates from the curriculum.

**World Language:** Japanese immersion continues with writing, reading and poetry.

**Handwork:** Cross-stitch, Embroidery, simple sewing.

**P.E./Games/Movement:** 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:** Decimals; fractions; metric system.

**English & Language Arts:** Elements of grammar; continuing cursive; punctuation; compositions; Greek myths; report writing; recitation.

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

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

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

**Environmental Stewardship:** 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:** Singing; recorder; violin/cello (budget allowing); reading music.

**Art:** Calligraphy; painting; clay modeling; woodworking.

**Class Play:** Originates from the curriculum.

**World Language:** Japanese immersion continues; verb tenses, simple reading and conversation.

**Handwork:** Knitting in the rounds; making socks, mittens or hats.

**P.E./Games/Movement:** 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:** 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:** Biographies; oral reports; business letters; spelling; essay writing; elements of grammar continued.

**History & Social Studies:** Roman and medieval history.

**Geography:** European geography.

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

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

**Music:** Folk songs; wind instruments; percussion/strings/chorus/dance electives.

**Art:** Examples include veil painting; clay modeling; woodworking, charcoal.

**Class Play:** Originates from the curriculum.

**World Language:** Japanese continues with speaking, reading and writing.

**Handwork:** Embroidery; hand-sewing stuffed animals.

**P.E./Games/Movement:** 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:** Keyboarding.

## SEVENTH GRADE

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

English & Language Arts: Creative writing; grammar; spelling and punctuation; classical literature; lyric poetry; play writing; letter writing, essay writing, Shakespeare

**History & Social Studies:** The Renaissance; Age of Exploration; beginnings of modern science.

**Geography:** Africa, Central and South America.

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

**Environmental Stewardship:** 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:** Singing; duets; recorder; percussion/strings/chorus/dance electives.

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

**Class Play:** Originates from the curriculum.

**World Language:** Japanese continues with speaking, reading, and writing.

**Handwork :** Hand and machine-sewing from a pattern to create personal clothing.

**P.E./Games/Movement:** 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:** Keyboarding, internet source work; media literacy; safe and responsible use of the internet.

## **EIGHTH GRADE**

**Math:** Algebra; quadratic equations; solid geometry.

**English & Language Arts:** Epic poetry; non-fiction; business and practical writing; writing process; 8th grade report.

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

**Geography:** World geography.

**Science:** Physics; organic chemistry; anatomy- skeletal system; meteorology.

**Environmental Stewardship:** 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:** Singing; recorder; percussion/chorus/strings/dance electives.

**Art:** Black & white drawing; clay modeling; veil painting.

**Class Play:** Originates from the curriculum.

**World Language:** Reading, writing and speaking in Japanese.

**Handwork:** Machine sewing.

**P.E./Games/Movement:** 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:** Use of presentation software; Internet source work; media literacy; safe and responsible use of the internet.

## Teaching Methodologies

Ocean Charter School will use the following, broadly described teaching methodologies to address the Common Core Standards and the California Content Standards. In addition, OCS uses Waldorf Education to augment and extend our curricular program beyond the Common Core Standards and California State Content Standards.

- 1) Backwards planning that starts with the Common Core Standards and/or California State Standards. As noted in our October 2012 annual site review, “there is clear implementation of the California State Standards and areas of the Common Core State Standards since teachers submit lesson plans that specifically identify concepts and skills of the standards and how they are aligned to the common core. Samples of these lesson plans are found in Appendix 1.1: Common Core Standards Sample Lesson Plans
- 2) Differentiated instruction that addresses Gardner’s multiple intelligences through arts-integration in every core content area. Arts-integration has been proven to have positive effects on student achievement, engagement, and 21st Century Capacities.<sup>16</sup>
  - Arts-integration includes visual, musical, and performance arts
  - Gardner’s multiple intelligences include gross motor (movement), visual (drawing, painting), auditory (music, storytelling), inter and intra social-emotional (cooperative groups, council), and fine motor (sculpting, handwork)
  - SDAIE- Specifically Designed Academic Instruction in English strategies are incorporated to meet the needs of ELs. Examples of these strategies include, but are not limited to: Choral Reading, Brainstorming, Clustering/Webbing/Mapping, Comprehension Check, Cooperative Dialogue, Directed Reading-Thinking Activity, Journals, Prediction, Quickwriting, Reading Circles/ Book Clubs, Reading Log, Think-Pair-Share, Visualization, and Vocabulary Cards.

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>17</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. See our collection of Grades 1-8 Main Lesson Books, Appendices 1.2–1.9. 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

---

<sup>16</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.

<sup>17</sup> "Champions for Change." ARTSEGE: The Kennedy Center's Arts Education Network.

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>18</sup>

- 1) Project-based learning that includes, but is not limited to:
  - Experiential, hands-on lessons that allow students to experience with multiple senses and modalities an item or problem to solve
  - Writer’s workshop
  - Reader’s workshop
  - Reciprocal teaching
- 2) 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 and staffing
    - Data from stakeholders affects administrative operational procedures and communication with all community members
- 3) 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

Ocean Charter School is in the process of shifting the basis for our scope and sequence from the California State Standards to the new Common Core Standards. For all subjects possible, teachers plan according to the Common Core Standards. In subjects where the Common Core Standards have not yet been released, OCS teachers use the California State Standards as the basis for their instructional planning. OCS uses Waldorf Education to augment and extend our curricular program beyond the Common Core and California State Content Standards. Our students are prepared for state testing every year using the California State Standards, and are beginning to prepare for the new Common Core assessment using the Common Core Standards.

## **How OCS’ Methodologies and Instructional Program Address the Needs of Our Target Population**

The methodologies described above are implemented on a daily basis to provide all our students access to an innovative, arts-integrated curriculum that meets their individual academic needs as well as fosters their physical and social-emotional well being. Research supports the particular effectiveness of arts-integrated instruction for our subgroups: “Findings indicate teachers . . . may benefit students by integrating the art into instruction, especially among economically disadvantaged and EL students.”<sup>19</sup> In particular, “the arts have a profound ability to enrich the

<sup>18</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.

<sup>19</sup> Ingram, D. & Riedel, E., (2003). *Arts for Academic Achievement: What does arts integration do for students?* University of Minnesota: Center for Applied Research and Educational Improvement, College of Education and Human Development.

lives they touch and can be an invaluable tool for teachers at all levels to enhance instruction for English Language Learners.”<sup>20</sup>

As OCS is a K-8 span school, we have looked at our results both through a whole school lens as well as through an elementary vs. middle school lens. Our analysis has focused on our targeted subgroups: Hispanic or Latino and Socio-economically Disadvantaged. At this time, our third targeted subgroup, EL students, did not compromise a large enough group to make statistical comparisons possible. As outlined earlier in Element 1 and extensively in Element 7, OCS is committed to changing this reality.

We have also included our Special Needs subgroup here as it constitutes a significant percentage of our student population and highlights the success of our methodologies and instructional program in meeting the needs of these students.

Finally, we have included our Two or More Races subgroup as it represents a growing subgroup within our student population (currently at 16%).

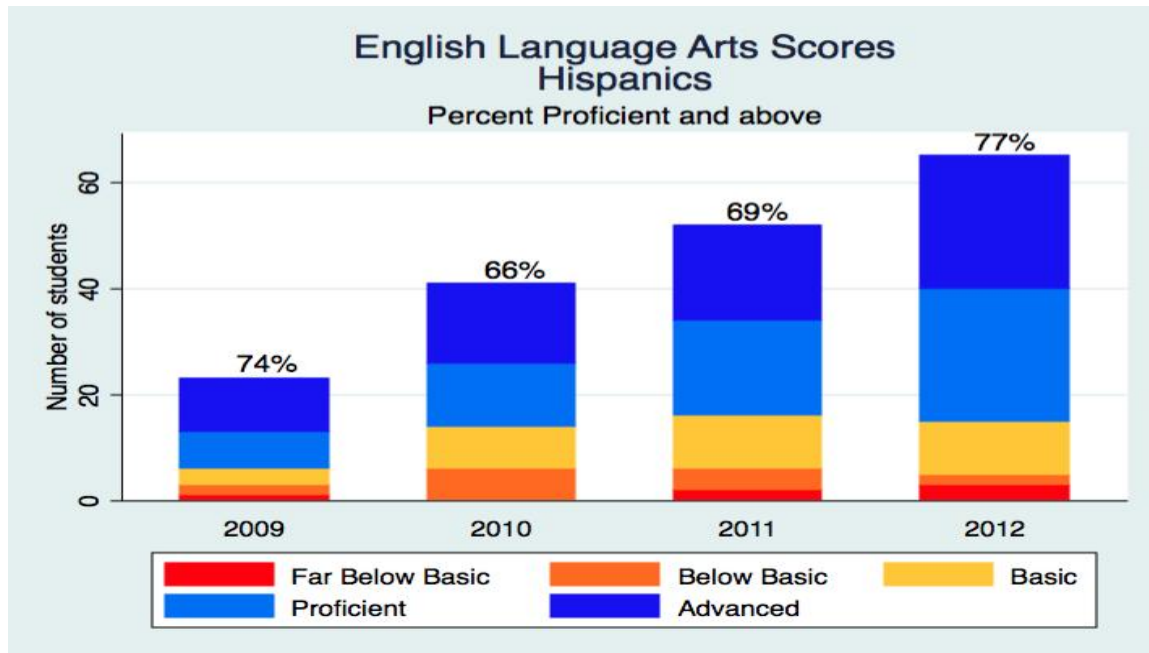
Overall, OCS does an excellent job of meeting the needs of our target population in the area of ELA. OCS teachers look forward to sharing successful strategies specific to this subject matter with other public school educators. In the area of math, while we continue to see growth in our performance, with some specific achievements to note, we are aware of the need to improve our success rate in this subject area in particular. As a result, our teachers are participating in professional development opportunities geared towards math instruction, generally, and better meeting the needs of our subgroups, specifically.

---

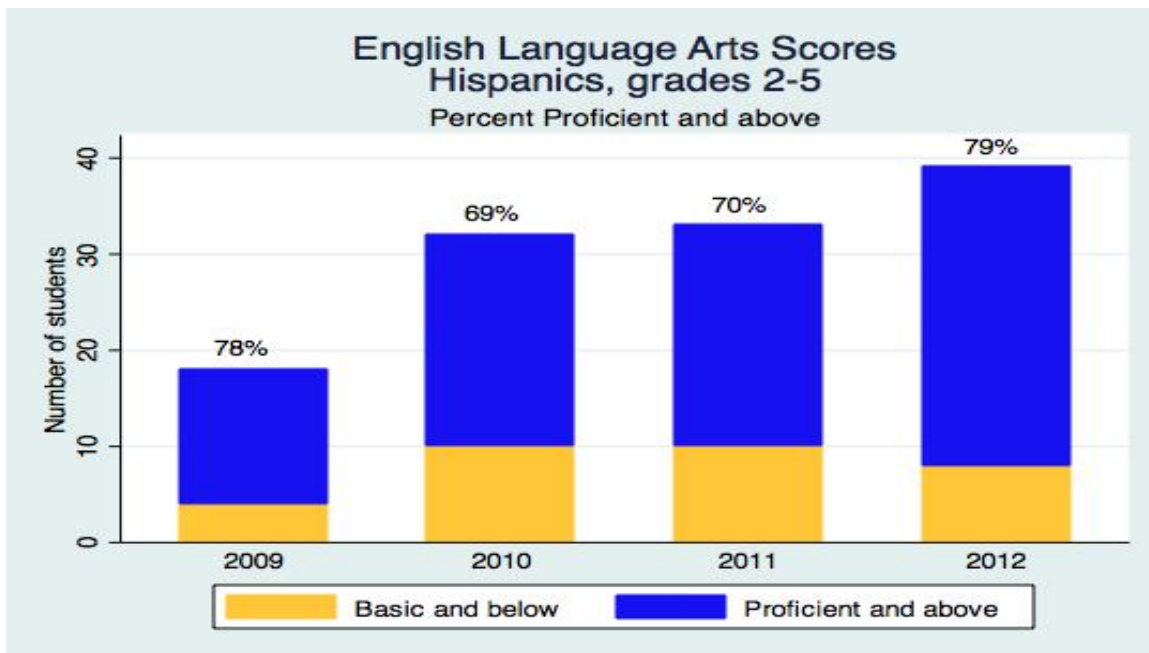
<sup>20</sup> The New York State Education Department Office of Bilingual Education and Foreign languages Studies. (2010). “*Art as a Tool for Teachers of English Language Learners*”. THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY.



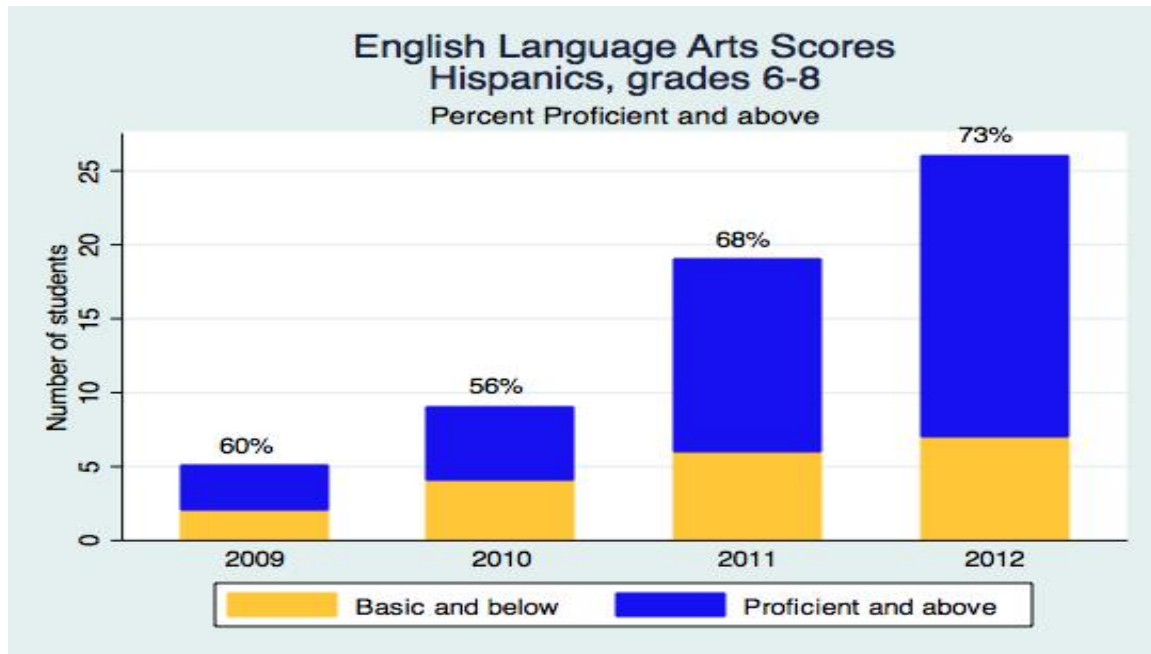
*Hispanic Subgroup Performance*



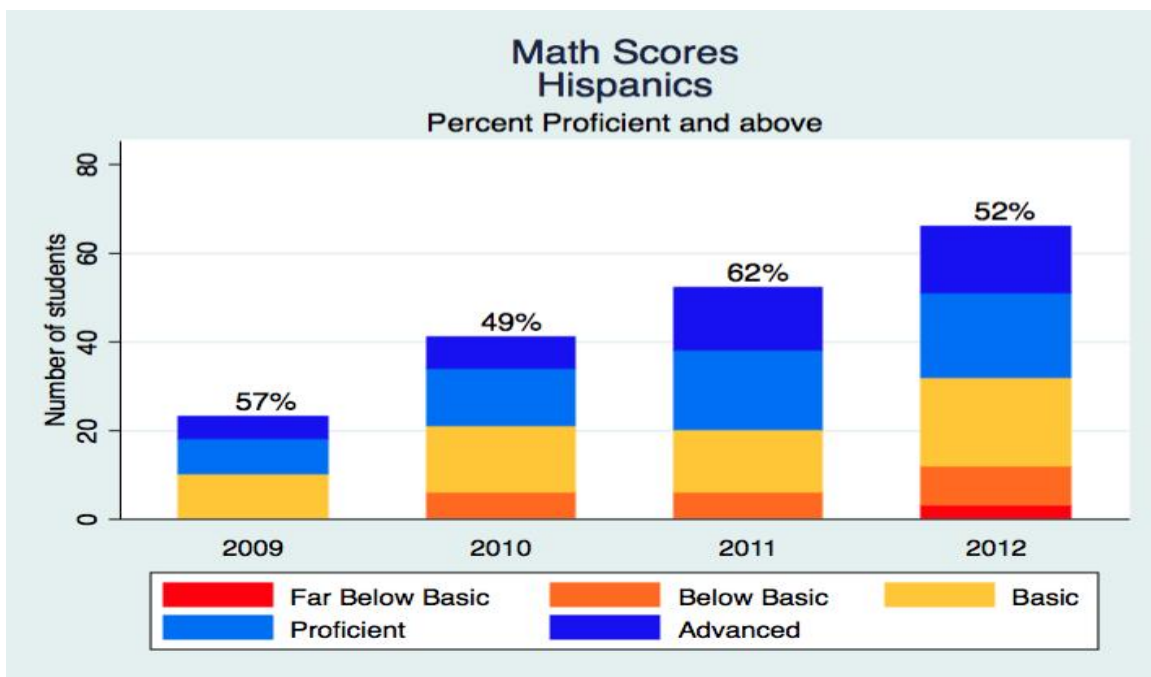
Meeting the needs of our Hispanic students in the area of English Language Arts has been a particular strength over the past 3 years. The number of Hispanic students scoring proficient or advanced schoolwide has grown over the past 3 years from 66% to 77%, as has the total number of students in this subgroup.



In our elementary grades 2<sup>nd</sup>-5<sup>th</sup>, our Hispanic subgroup percent proficient or advanced increased over the past 3 years from 69% to 79%.

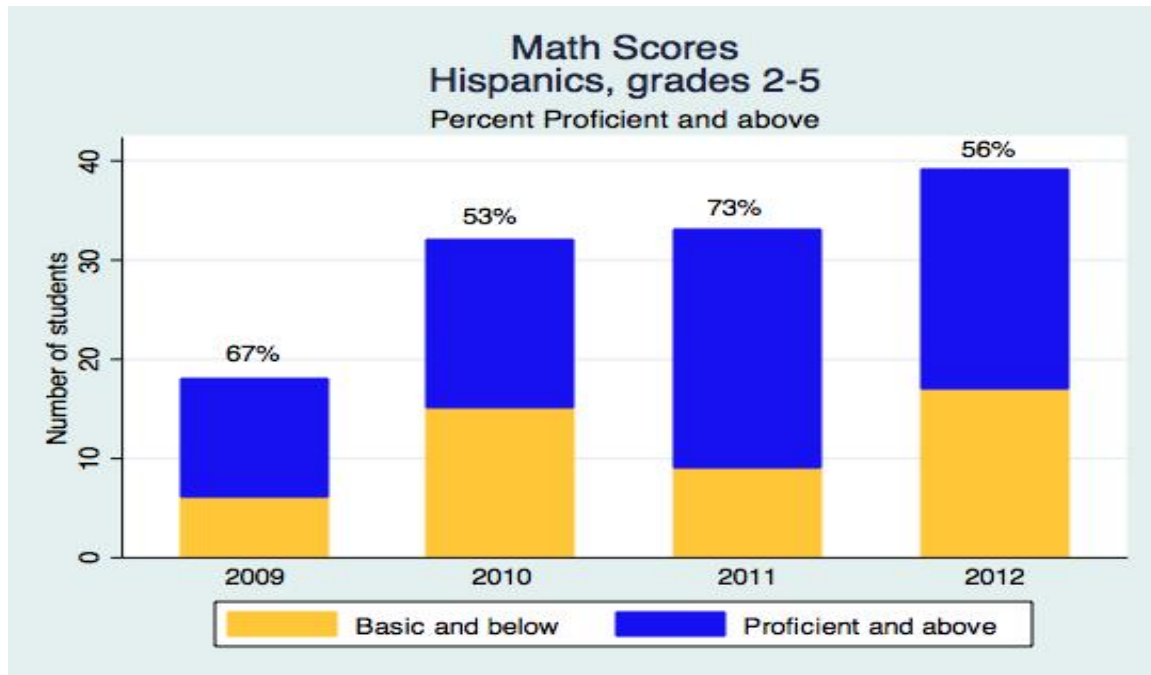


In our middle school grades 6<sup>th</sup>-8<sup>th</sup>, our Hispanic subgroup percent proficient or advanced increased over the past 3 years from 56% to 73%. OCS is particularly proud of the continual improvement of this subgroup’s performance in the area of English Language Arts.

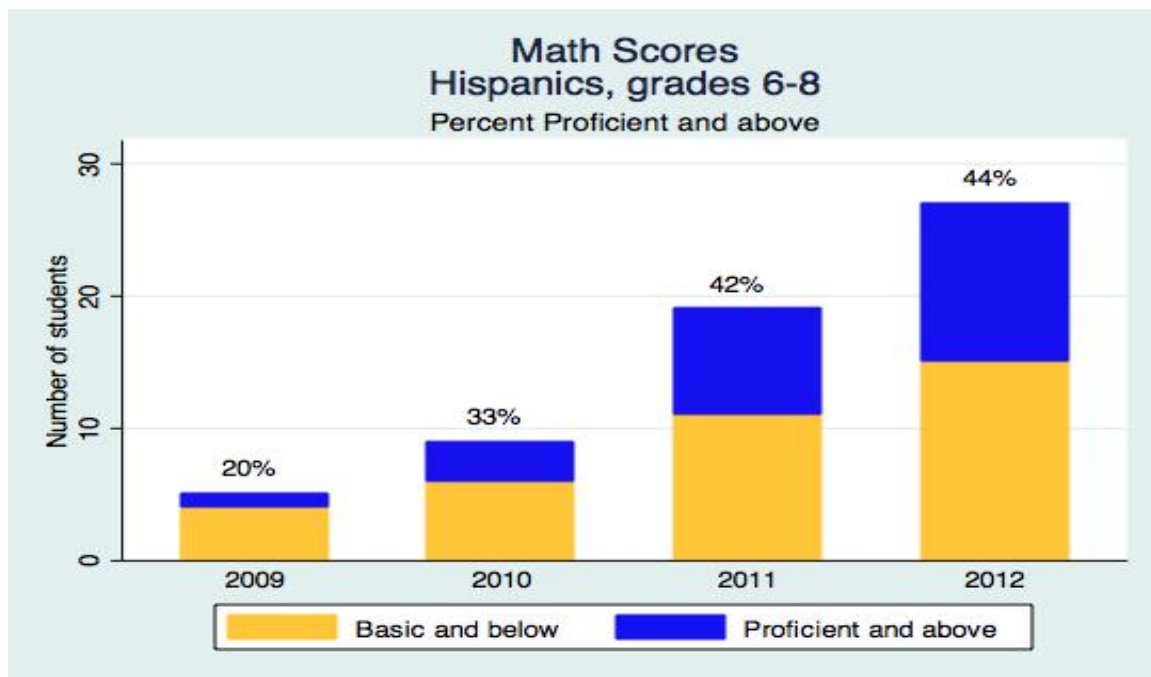


OCS’ CST Math scores show more variation in performance for our Hispanic subgroup than our ELA scores do. Our schoolwide math scores for our Hispanic subgroup has varied over the past 3 years from 49% to 62% to 52% as the total number of students in this subgroup has consistently risen.



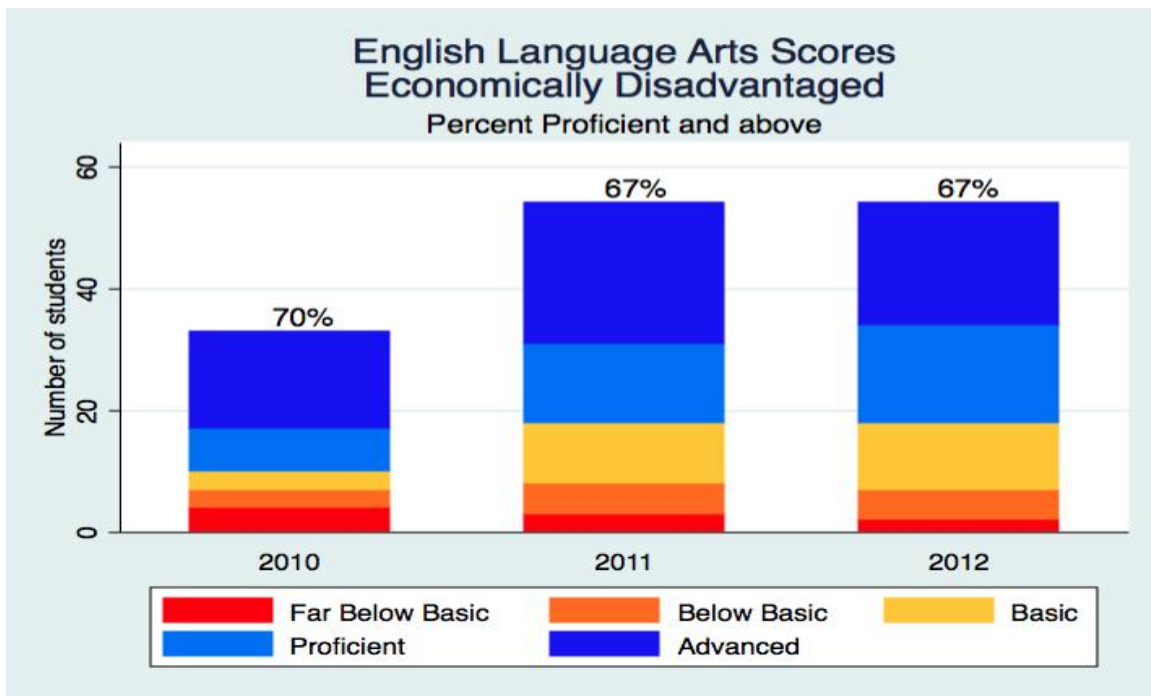


In our elementary grades 2<sup>nd</sup>-5<sup>th</sup>, our Hispanic subgroup percent proficient or advanced varied from 53% to 73% to 56%.

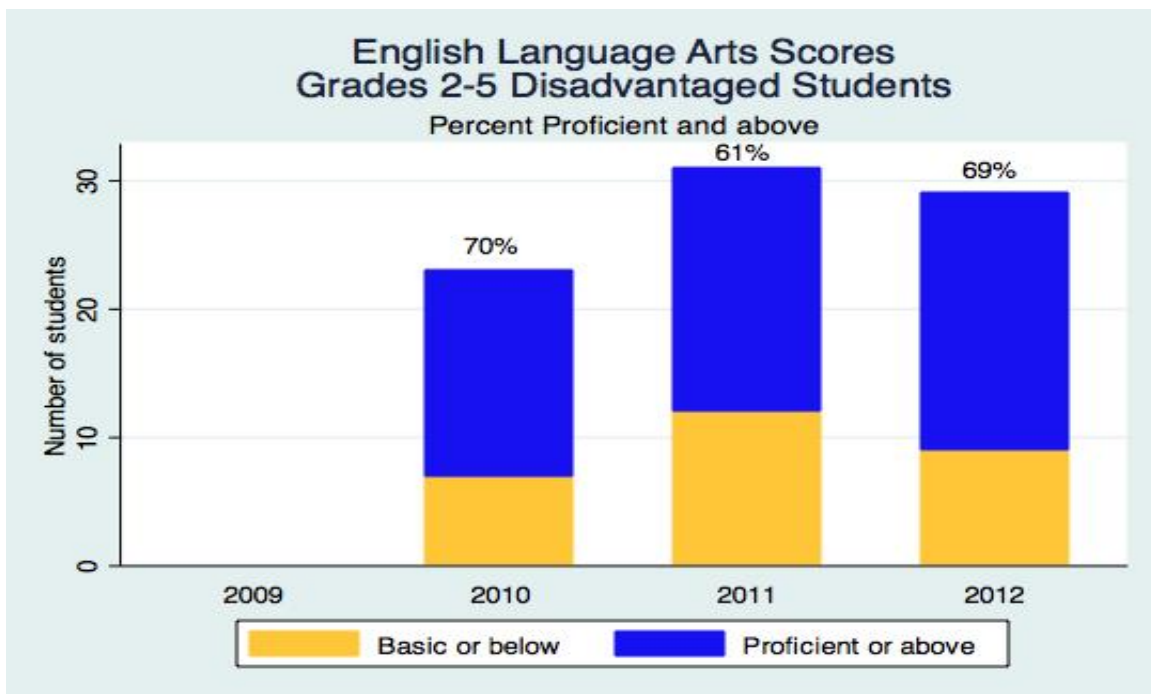


In our middle school grades 6<sup>th</sup>-8<sup>th</sup>, our Hispanic subgroup has shown significant and consistent growth from 33% in 2010, to 42% in 2011, to 44% in 2012. OCS is concentrating on our younger Hispanic students in the area of math so that they show the consistent growth performance of their older counterparts.

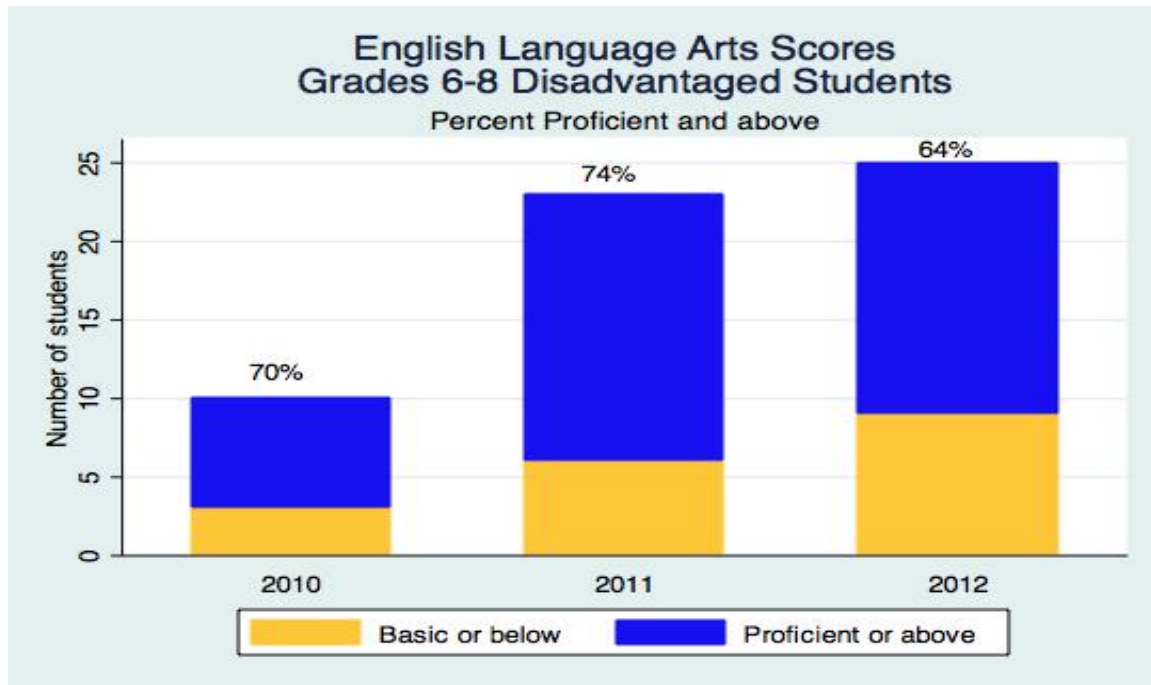
*Socio-economically Disadvantaged Subgroup*



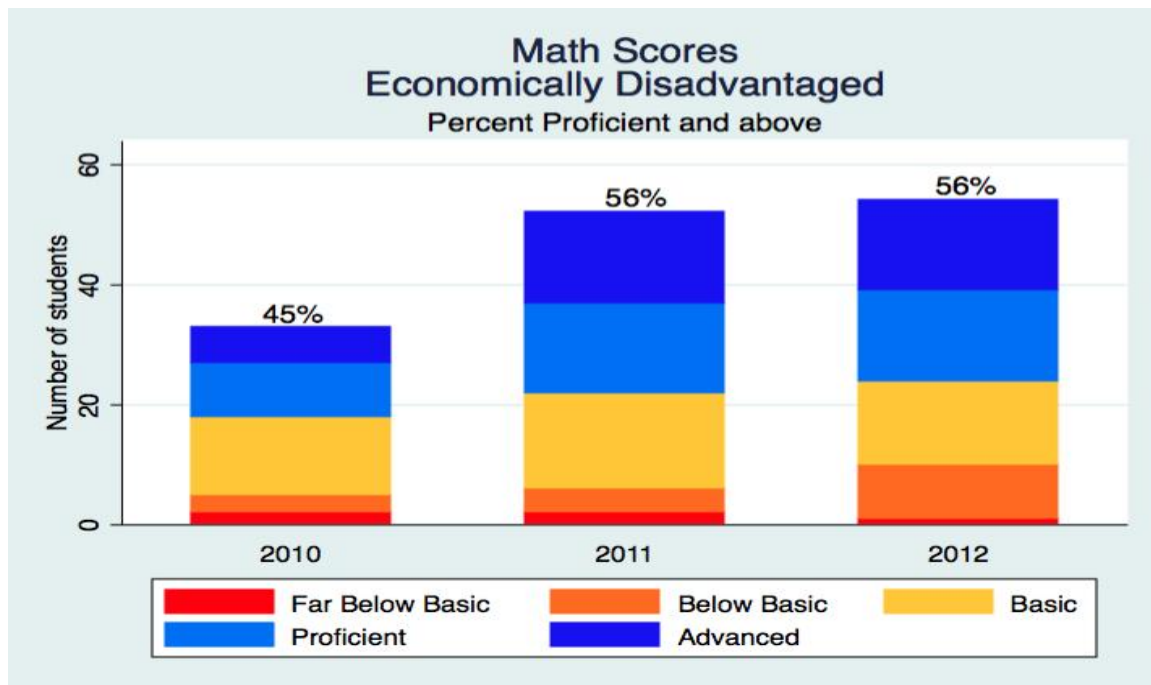
Over the past three years, our socio-economic subgroup has shown consistent levels of proficient or advanced performance on the CST ELA when viewed schoolwide.



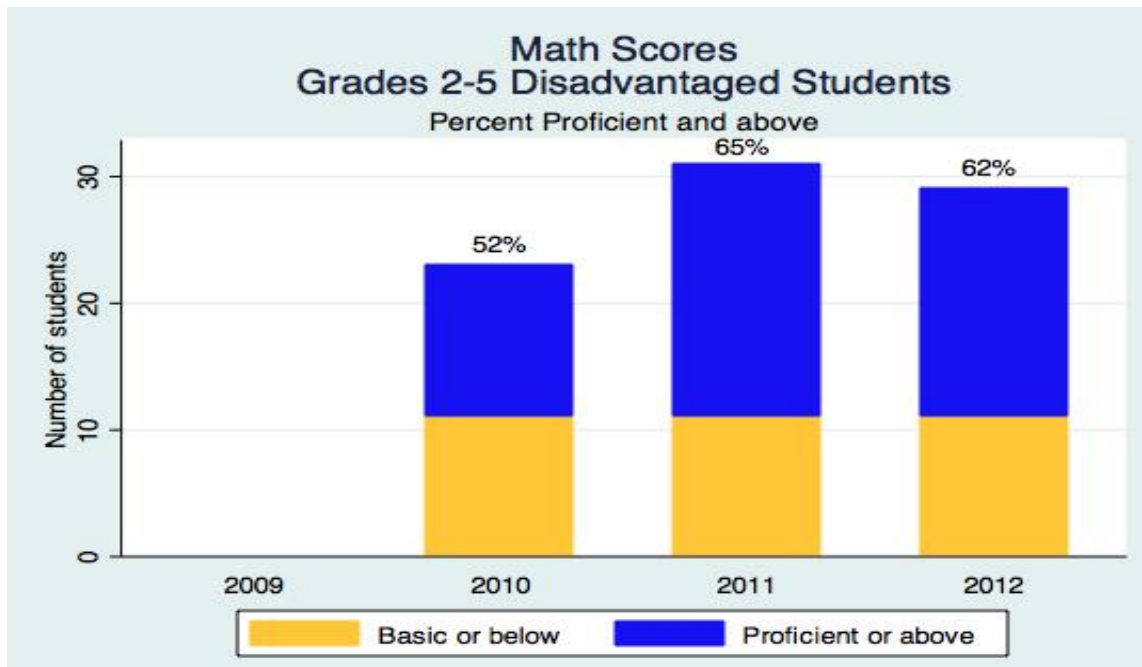
In grades 2<sup>nd</sup> – 5<sup>th</sup>, our socio-economically disadvantaged students have performed consistently at 70%, 61%, and 69% proficient or above over the last 3 years.



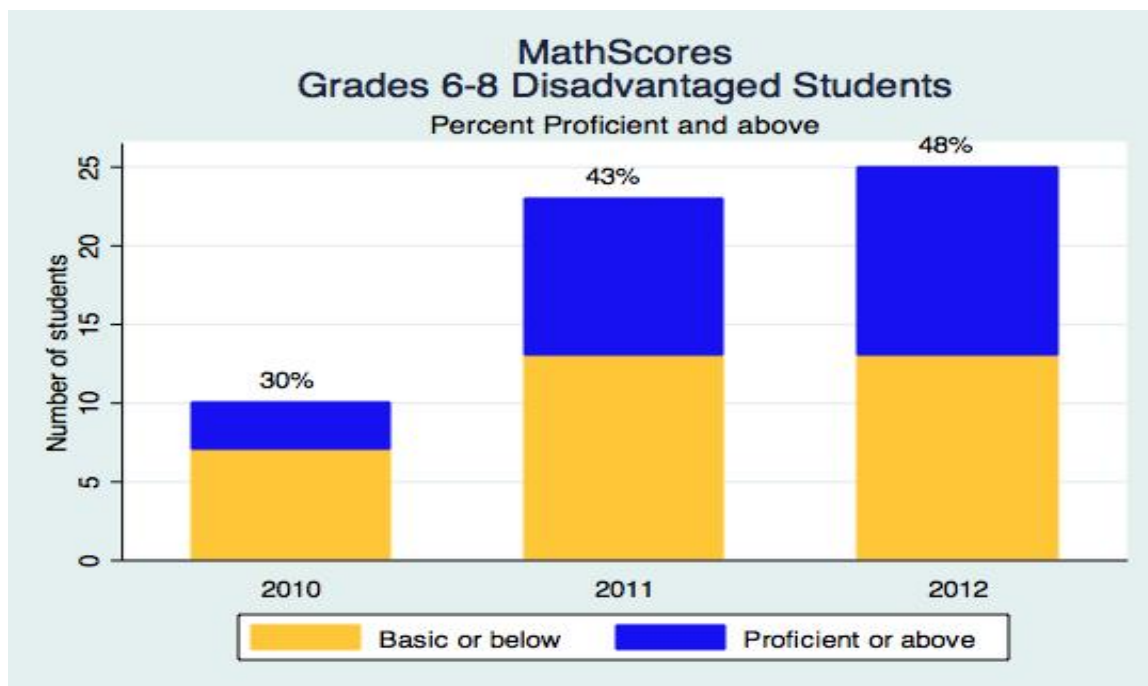
In grades 6<sup>th</sup>-8<sup>th</sup>, our socio-economically disadvantaged students’ performance first climbed from 70% to 74% then fell to 64%. We are working to achieve greater consistency in scores showing high performance.



Schoolwide over the past 3 years, our socio-economically disadvantaged subgroup made considerable growth from 45% to 56% proficient or advanced. However, our goals for this group continue to demand higher levels of performance.

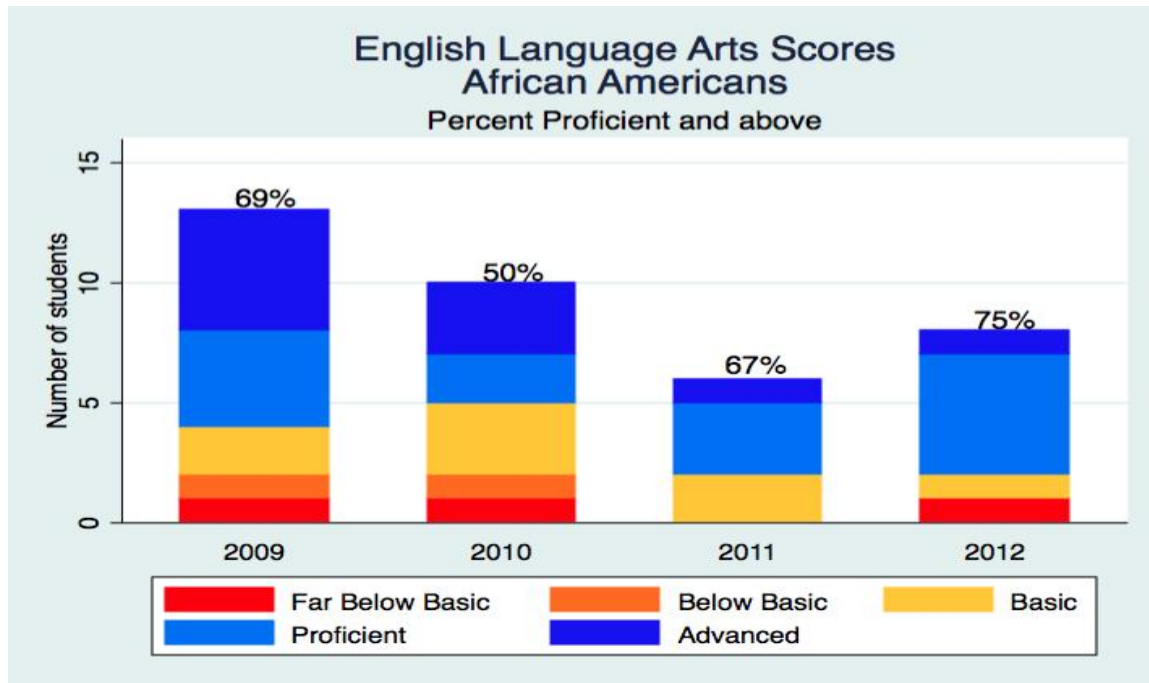


In grades 2<sup>nd</sup>-5<sup>th</sup>, our students in this subgroup have risen from 52% to 65% proficient or advanced, and then fallen slightly to 62% proficient or advanced.

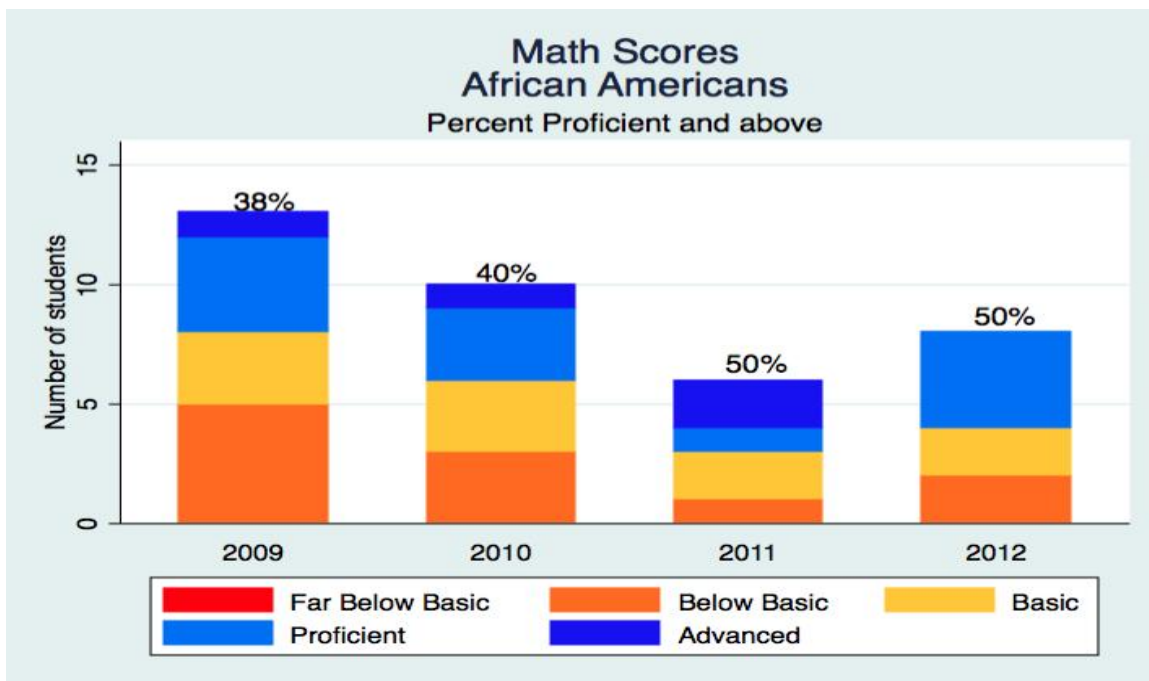


While the overall percent of 6<sup>th</sup>-8<sup>th</sup> grade students scoring proficient or advanced math needs improvement, the amount of growth in performance over the three years is commendable: our students in this subgroup moved from 30% to 48% proficient or advanced in 3 years.

*African American Subgroup*

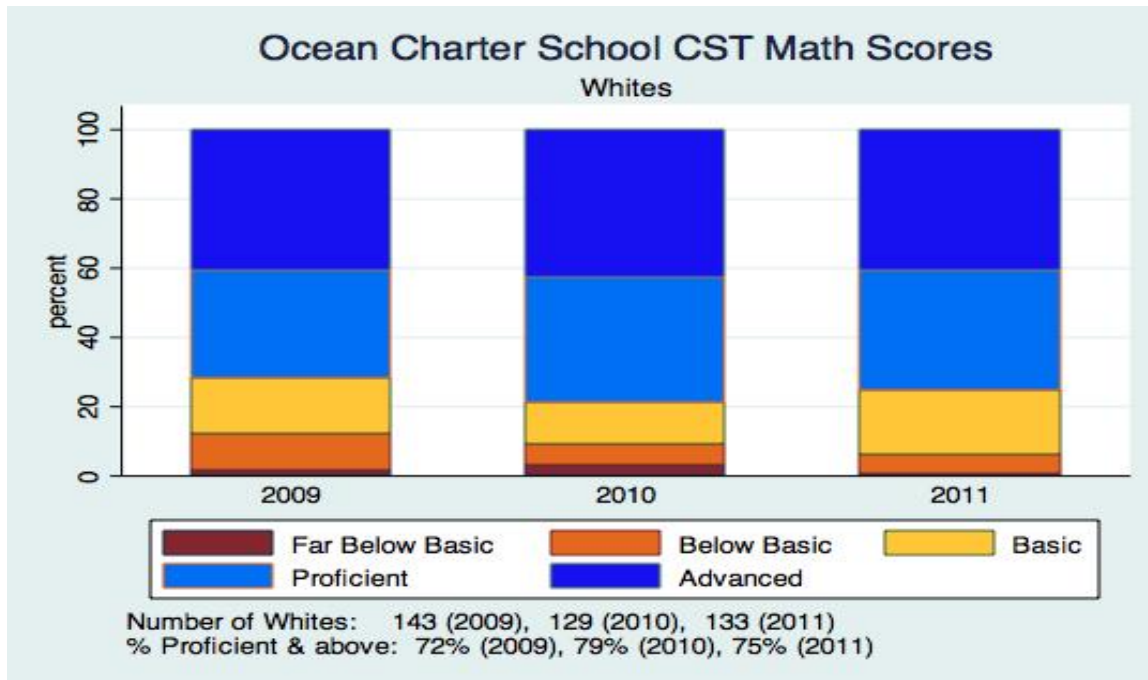


African American students’ scores on the ELA CST moved from 69% proficient or advanced in 2009 to 75% proficient or advanced in 2012. OCS plans to continue this positive growth.

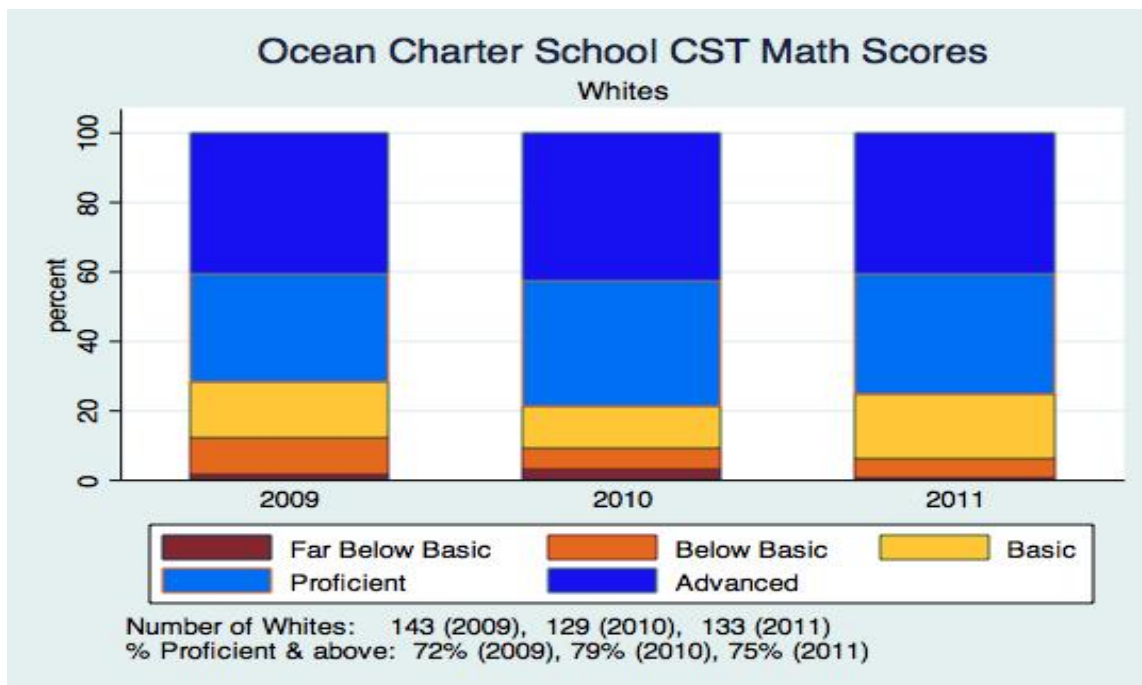


African American students went from 38% scoring proficient or advanced in 2009 to 50% scoring proficient or advanced in 2012. Also noteworthy is that no African American students have scored in the Far Below Basic category over the past 4 years. OCS’ goal is to increase the percentage of African American students scoring proficient or above by 5% per year.

*White Subgroup*



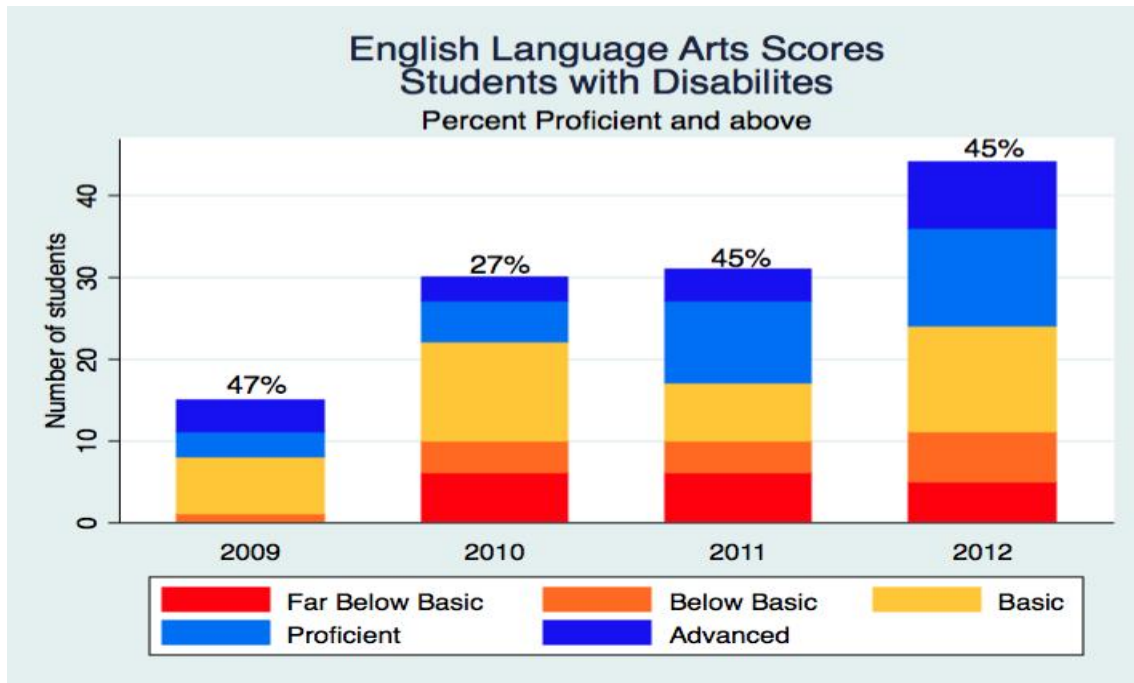
The percentage of white students scoring proficient or above on the ELA CST has dropped from 86% in 2009 to 74% in 2011. OCS' goal is to increase this percentage by 5% annually.



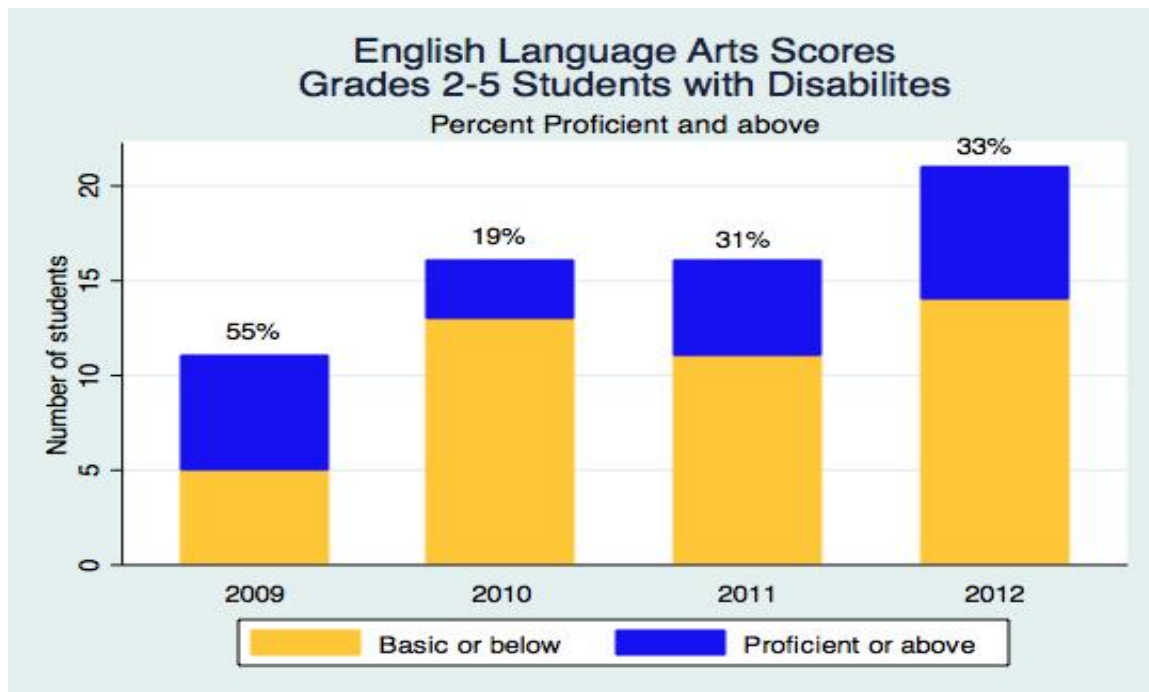
White students scores fluctuated from 72% proficient or above in 2009 to 75% proficient or above in 2011. OCS's goal is to continue this upward trend.



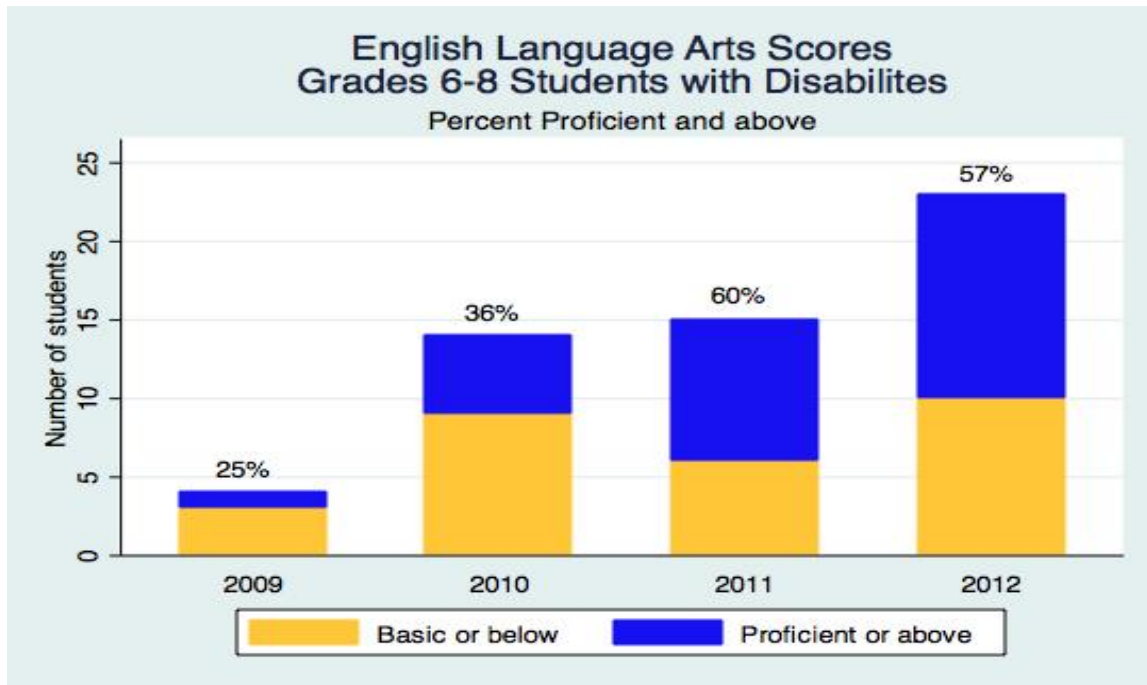
*Students with Disabilities Subgroup*



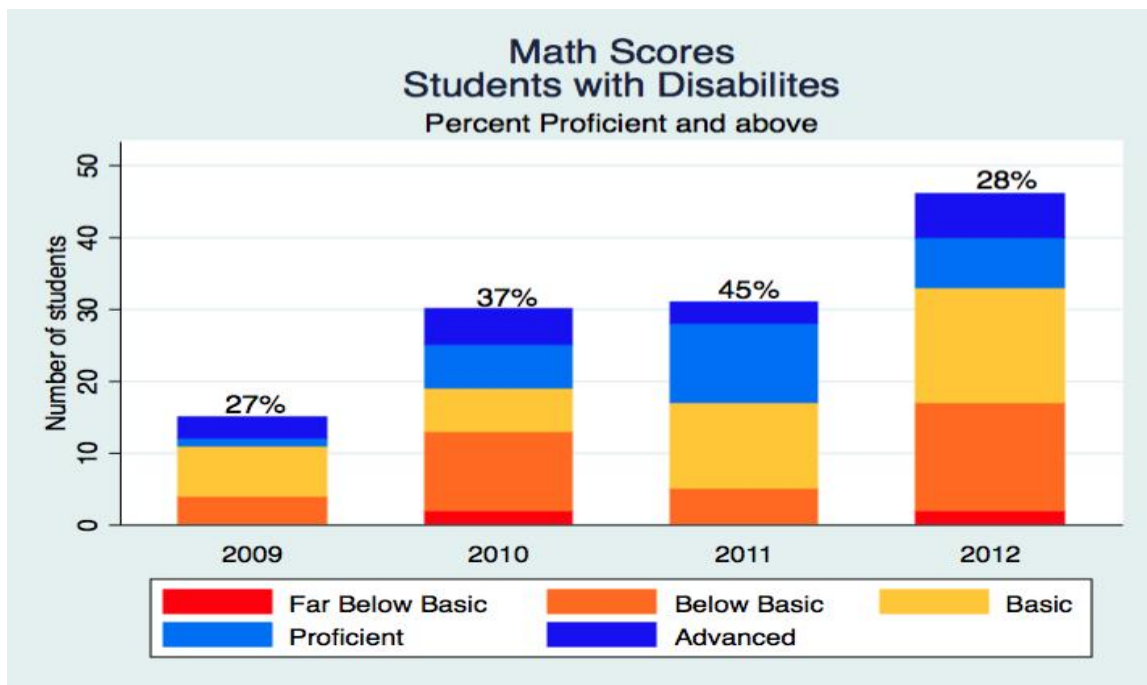
Overall, our schoolwide scores in ELA for students with disabilities have improved from 27% to 45% over the past 3 years.



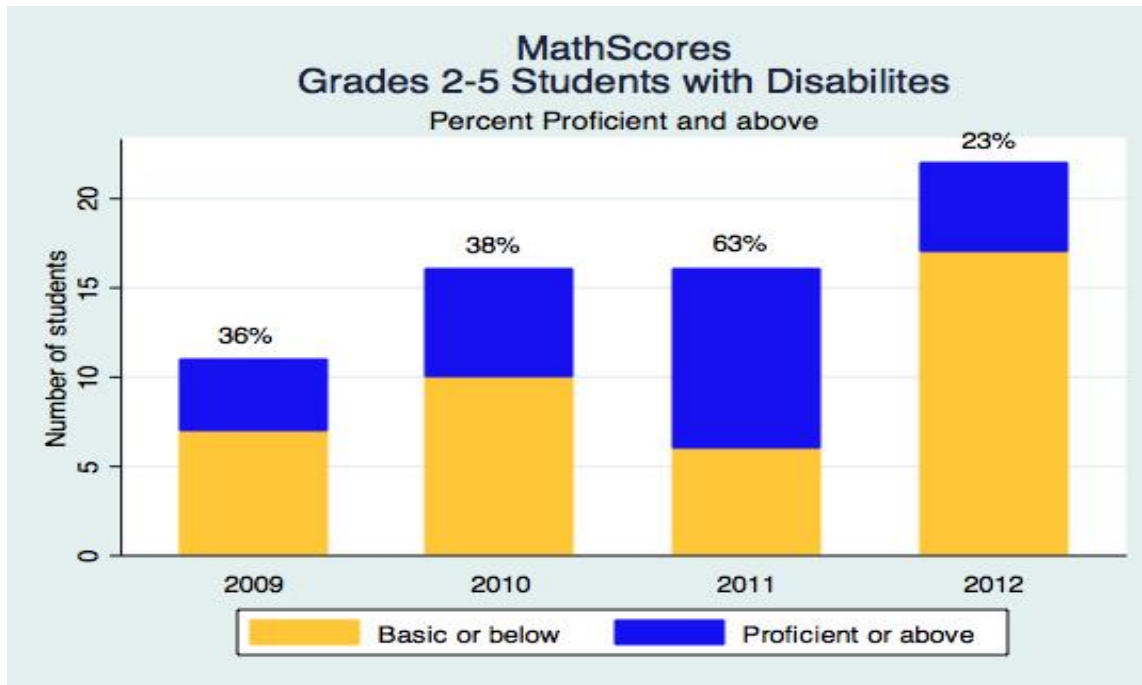
In grades 2<sup>nd</sup>-5<sup>th</sup>, our students with disabilities moved from 19% to 33% proficient or above over the past 3 years.



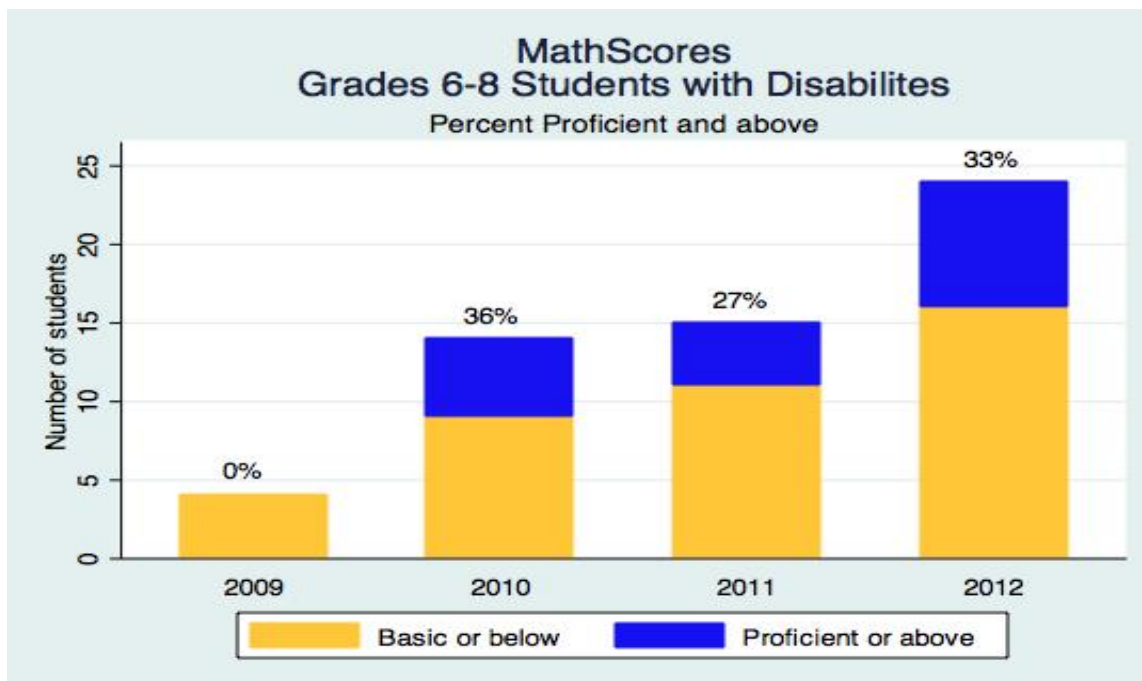
Our 6<sup>th</sup>-8<sup>th</sup> grade students with disabilities showed an impressive growth in percent proficient or advanced, moving from 36% to 57% over the past 3 years.



While our overall math scores for students with disabilities rose from 37% to 45% from 2010 to 2011, they fell to 28% in 2012. OCS classroom and resource teachers are therefore restructuring our math resources and intervention program as well as acquiring additional instructional materials to better address the needs of these students.

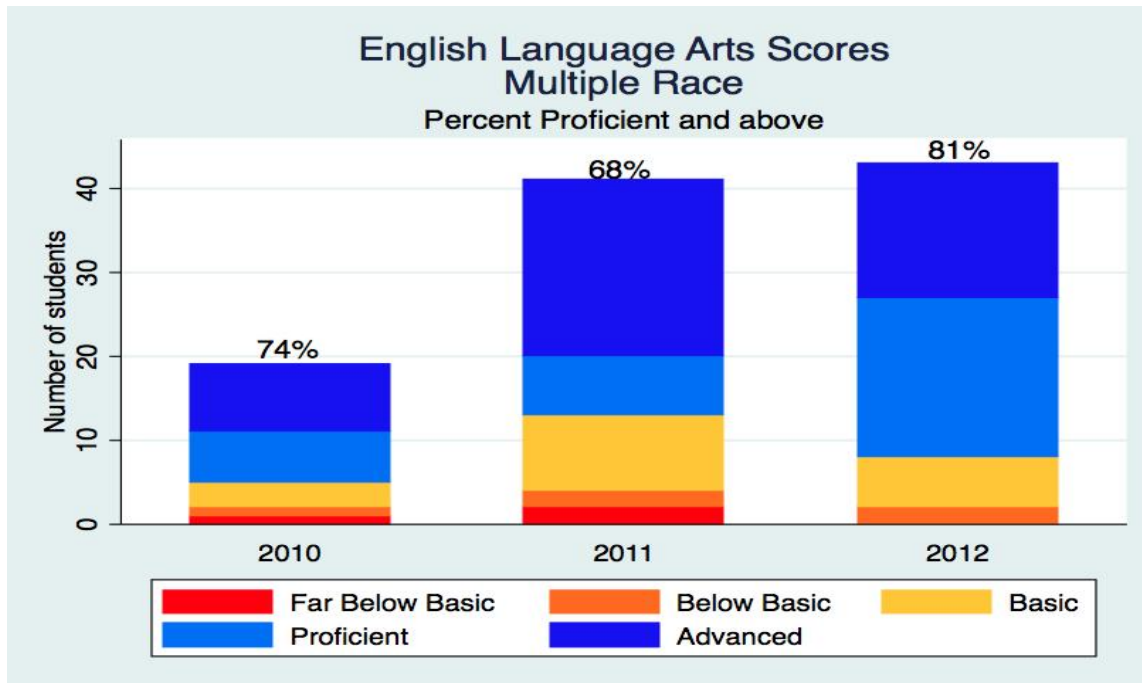


A closer look at our results revealed a particular weakness in our lower grades students’ performance in the area of math. As a result, our targeted efforts are focusing especially on this age group. Additional professional development for teachers in early math instruction, new math workbooks, and more frequent intervention support for struggling students are the ways OCS is improving our math curriculum, especially in the early grades.

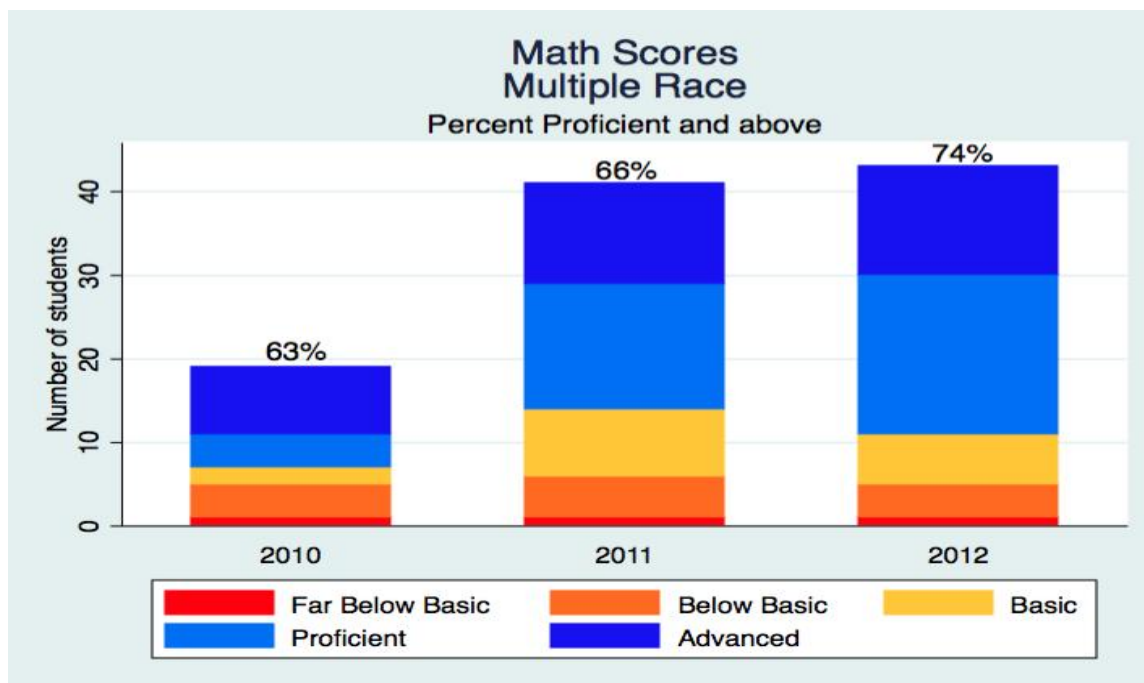


Our upper grades students with disabilities have improved inconsistently over the past three years, moving from 36% to 27% back up to 33% proficient or advanced in 2012.

*Students of Two or More Races Subgroup*



As the chart indicates, this is a rapidly growing subgroup at OCS. Their performance on the ELA CST schoolwide shows remarkable growth: from 74% in 2010 to 68% in 2011 to 81% in 2012.



Our students of two or more races have shown consistent growth in the area of math, moving from 63% proficient in 2010 to 74% in 2012. As we predict this subgroup will continue to grow, OCS plans to continue to meet the needs of these students with this high degree of success.

## Textbooks and Instructional Resources

### 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 designed 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 state standards are described fully in Appendix 1.10: OCS Instructional Resources. 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 Kindertgartens 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 state standards.

In grades 1-8, much of the thematic Main Lesson is delivered orally, and then written with imagery hand-drawn on blackboards. The students copy 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, and in all other subject areas as teacher resources for lesson preparation, as well as important research tools for students to augment their lessons.

### 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. Accordingly, teachers with CLAD and BCLAD certifications are recruited. 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 website, on the primary California charter school website, and on the primary Waldorf employment website. 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 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 CA State Standards, 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 retreat focused on sharing our analysis of the STAR data from the previous year, sharing strategies to address areas for improvement and 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, supporting struggling students, sharing effective lessons and best practices, planning schoolwide 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 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

Specifically, our Professional Development Plan for the 2013/14 school year includes the following elements:

1. Common Core trainings with LACOE, specifically in the areas of math, language arts, and technology, for all grade levels
2. Differentiation trainings with Playa Vista Elementary School teachers in the area of math, specifically for grades 1<sup>st</sup>-5<sup>th</sup>
3. Differentiation trainings in both language arts and math by OCS resource teachers and administration, specifically for grades 1<sup>st</sup>-8<sup>th</sup>, but with a focus on grades 1<sup>st</sup>-3<sup>rd</sup>
4. Human Development trainings for grades K-8<sup>th</sup> with Human Development curriculum specialist, Beth Rendeiro
5. Communication training with professional mediator/facilitator, Deborah Fryman

## OCS Community Bell Schedule 2013-2014

### Mar Vista Campus

<b>Kinder (Mon, Tue, Thu &amp; Fri)</b>	
8:00-8:10	Arrival/Sign in
8:10	Class Begins
1:50-2:00	Closing Activities
2:00	Supervised Dismissal

<b>Kinder (Wed)</b>	
8:00-8:10	Arrival/Sign in
8:10	Class Begins
12:05-12:15	Closing Activities
12:15	Supervised Dismissal

**Kindergarten Daily Schedule**  
 Mon, Tues, Thu, Fri, 8:00am to 2:00pm  
 Wed, 8:10am to 12:15pm

<b>1st &amp; 2nd Grade (Mon, Tue, Thu &amp; Fri)</b>	
8:00-9:45	Main Lesson
9:45-9:55	Nutrition
9:55-10:15	Recess 1
10:15-11:00	Period 1
11:00-11:45	Period 2
11:45-12:00	Lunch
12:00-12:30	Recess 2
12:30-1:15	Period 3
1:15-2:00	Period 4
2:00-2:10	Closing Activities
2:10	Supervised Dismissal

<b>1st &amp; 2nd Grade (Wed)</b>	
8:00-9:45	Main Lesson
9:45-9:55	Nutrition
9:55-10:15	Recess 1
10:15-11:00	Period 1
11:00-11:45	Period 2
11:45-12:05	Recess 2
12:05-12:15	Closing Activities
12:15	Supervised Dismissal

**1st & 2nd Grade Daily Schedule**  
 Mon, Tues, Thu, Fri, 8:00am to 2:10 pm  
 Wed, 8:00am to 12:15pm

<b>6th, 7th &amp; 8th Grade (Mon, Tue, Thu &amp; Fri)</b>	
8:00-10:05	Main Lesson
10:05-10:15	Nutrition
10:15-10:30	Recess 1
10:30-11:25	Period 1
11:25-12:20	Period 2
12:20-12:35	Lunch
12:35-1:05	Recess 2
1:05-2:00	Period 3
2:00-2:55	Period 4
2:55-3:05	Closing Activities
3:05	Supervised Dismissal

<b>6th, 7th &amp; 8th Grade (Wed)</b>	
8:00-10:05	Main Lesson
10:05-10:15	Nutrition
10:15-10:30	Recess 1
10:30-11:20	Period 1
11:20-12:10	Period 2
12:05-12:15	Closing Activities
12:15	Supervised Dismissal

**6th, 7th & 8th Grade Daily Schedule**  
 Mon, Tues, Thu, Fri, 8:00am to 3:05 pm  
 Wed, 8:00am to 12:15pm

### Playa Vista Campus

<b>3rd, 4th &amp; 5th Grade (Mon, Tue, Thu &amp; Fri)</b>	
8:25-10:25	Main Lesson
10:25-10:40	Nutrition
10:40-10:55	Recess 1
10:55-11:40	Period 1
11:40-12:25	Period 2
12:25-12:40	Lunch
12:40-1:10	Recess 2
1:10-1:55	Period 3
1:55-2:40	Period 4
2:40-2:50	Closing Activities
2:50	Supervised Dismissal

<b>3rd, 4th &amp; 5th Grade (Wed)</b>	
8:25-10:25	Main Lesson
10:25-10:40	Nutrition
10:40-10:55	Recess 1
10:55-11:40	Period 1
11:40-12:20	Period 2
12:20-12:30	Closing Activities
12:30	Supervised Dismissal

**3rd, 4th & 5th Grade Daily Schedule**  
 Mon, Tues, Thu, Fri, 8:25am to 2:50 pm  
 Wed, 8:25am to 12:30pm

**OCEAN CHARTER SCHOOL Calendar 2013 - 2014**

<b><u>OPENING DAY OF SCHOOL</u></b>	<b>Mon., Aug. 26, 2013</b>
LABOR DAY HOLIDAY	Mon., Sept. 2, 2013
FALL RECESS DAY	Thu., Sep. 5, 2013
FALL RECESS DAY	Mon., Oct. 14, 2013
Professional Development Day (STUDENT FREE)	Fri., Nov. 1, 2013
FALL RECESS DAY	Mon., Nov. 11, 2013
THANKSGIVING HOLIDAY	Wed.-Fri Nov. 27-29, 2013
WINTER BREAK	Mon.-Fri., Dec. 23, 2013- Jan 3, 2014
DR. MARTIN LUTHER KING JR. HOLIDAY	Fri.-Mon., Jan 17-20, 2014
Professional Development Day (STUDENT FREE)	Fri., Jan. 31, 2014
PRESIDENT'S DAY HOLIDAY	Fri.-Mon., Feb 14-17, 2014
SPRING BREAK	Fri-Fri, Apr. 18-25, 2014
MEMORIAL DAY HOLIDAY	Mon., May 26, 2014
<b><u>LAST DAY OF SCHOOL FOR STUDENTS</u></b>	<b>Fri., June 13, 2014</b>

~Dates subject to change

**Sample Individual Class Plan**

**Eighth Grade Weekly Schedule Ms. Mendoza 2012-2013**

Time	Monday	Tuesday	Wed.Sche dule	Wednesday	Thursday	Friday
8:00-10:05	Main Lesson	Main Lesson	8:00-10:05	Main Lesson	Main Lesson	Main Lesson
10:05-10:15	Nutrition	Nutrition	10:05-10:15	Nutrition	Nutrition	Nutrition
10:15-10:30	Recess	Recess	10:15-10:30	Recess	Recess	Recess
10:30-11:25	Games	Painting	10:30-11:20	Games	Japanese	Language Arts
11:25-12:20	Math	Math	11:20-12:10	Math	Math	Math
12:20-12:35	Lunch	Lunch	12:10-12:15	Early Dismissal	Lunch	Lunch
12:35-1:05	Recess	Recess			Recess	Recess
1:05-2:00	Language Arts	Language Arts			Language Arts	Library/Council
2:00-2:55	Japanese	Electives			Electives	Extra Period
2:55-3:05	Closing/Dismissal	Closing/Dismissal			Closing/Dismissal	Closing/Dismissal

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 2013-14 instructional minute count.

Ocean Charter School Instructional Minutes Chart 2013 – 2014

(180 Days)

# of Calendar Days	180
# of W Days	38
# of MTThF Days	142

# of weeks	39
# of Wed OFF	4

Kindergarten		
Kindergarten - Req	Time	Daily Minutes
Kindergarten - Req	34,971	
Supervised Drop-off	8:00-8:10	10
Start	8:10	
Dismissal	13:50	340
Supervised Pick-up	1:50-2:00	10
Lunch/Snack/Recess		120
<b>Sub Total</b>		<b>220</b>
<b>W</b>		
Supervised Drop-off	8:00-8:10	10
Start	8:10	
Dismissal	12:05	235
Supervised Pick-up	12:05-12:15	10
Lunch/Snack/Recess		50
<b>Sub Total</b>		<b>185</b>
		Minutes
# of W Days	38	7030
# of MTThF Days	142	31240
<b>TOTAL MINUTES</b>		<b>38,270</b>

Grades 1-2 (Mar Vista)		
Grades 1-3 Req	Time	Daily Minutes
Grades 1-3 Req	48,960	
Main Lesson	8:00 - 9:45	105
Nutrition	9:45 - 9:55	10
Recess 1	9:55 - 10:15	20
Period 1	10:15 - 10:55	40
Passing	10:55 - 11:00	5
Period 2	11:00 - 11:45	45
Lunch	11:45 - 12:00	15
Recess 2	12:00 - 12:30	30
Period 3	12:30 - 1:10	40
Passing	1:10 - 1:15	5
Period 4	1:15 - 2:00	45
Closing (Chores, HW, Closing Verse)	2:00 - 2:05	5
Supervised Pick-up	2:05 - 2:10	5
<b>Sub Total</b>		<b>300</b>
<b>W</b>		
Main Lesson	8:00 - 9:45	105
Nutrition	9:45 - 9:55	10
Recess	9:55 - 10:15	20
Period 1	10:15 - 10:55	40
Passing	10:55 - 11:00	5
Period 2	11:00 - 11:45	45
Recess 2	11:45 - 12:00	15
Closing	12:00 - 12:10	10
Supervised Pick-up	12:10 - 12:15	5
<b>Sub Total</b>		<b>215</b>
		Minutes
# of W Days	38	8170
# of MTThF Days	142	42600
<b>TOTAL MINUTES</b>		<b>50,770</b>

Grades 3-5 (Plaza Vista)		
Grades 4-8 Req	Time	Daily Minutes
Grades 4-8 Req	52,457	
Main Lesson	8:25 - 10:25	120
Nutrition	10:25 - 10:35	10
Recess 1	10:35 - 10:50	15
Period 1	10:50 - 11:30	40
Passing	11:30 - 11:35	5
Period 2	11:35 - 12:20	45
Lunch	12:20 - 12:35	15
Recess 2	12:35 - 1:05	30
Period 3	1:05 - 1:45	40
Passing	1:45 - 1:50	5
Period 4	1:50 - 2:35	45
Closing (Chores, HW, Closing Verse)	2:35 - 2:45	10
Supervised Pick-up	2:45 - 2:50	5
<b>Sub Total</b>		<b>320</b>
<b>W</b>		
Main Lesson	8:25 - 10:25	120
Nutrition	10:25 - 10:35	10
Recess	10:35 - 10:50	15
Period 1	10:50 - 11:30	40
Passing	11:30 - 11:35	5
Period 2	11:35 - 12:20	45
Closing	12:20 - 12:25	5
Supervised Pick-up	12:25 - 12:30	5
<b>Sub Total</b>		<b>230</b>
		Minutes
# of W Days	38	8740
# of MTThF Days	142	45440
<b>TOTAL MINUTES</b>		<b>54,180</b>

Grades 6-8 (Mar Vista)		
Grades 4-8 Req	Time	Daily Minutes
Grades 4-8 Req	52,457	
Main Lesson	8:00 - 10:05	125
Nutrition	10:05 - 10:15	10
Recess 1	10:15 - 10:30	15
Period 1	10:30 - 11:20	50
Passing	11:20 - 11:25	5
Period 2	11:25 - 12:20	55
Lunch	12:20 - 12:35	15
Recess 2	12:35 - 1:05	30
Period 3	1:05 - 1:55	50
Passing	1:55 - 2:00	5
Period 4	2:00 - 2:55	55
Closing (Chores, HW, Closing Verse)	2:55 - 3:05	5
<b>Sub Total</b>		<b>340</b>
<b>W</b>		
Main Lesson	8:00 - 10:05	125
Nutrition	10:05 - 10:15	10
Recess	10:15 - 10:30	15
Period 1	10:30 - 11:20	50
Passing	11:20 - 11:25	5
Period 2	11:25 - 12:10	45
Closing	12:10 - 12:15	5
<b>Sub Total</b>		<b>240</b>
		Minutes
# of W Days	38	9120
# of MTThF Days	142	51120
<b>TOTAL MINUTES</b>		<b>60,240</b>

**Allocation of Instructional Time**

*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 daily math and language arts the students receive in Main Lesson. Specialty classes include world language, handwork, 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, as noted in our annual site visits by the LAUSD.

## Meeting the Needs of Special Populations

### *English Learners*

Ocean Charter School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be:

(1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Ocean Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan *or* implement the Charter School’s own English Learner Instructional/Master Plan. If Ocean Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELs is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Ocean Charter School shall provide to LAUSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Ocean Charter School shall administer the CELDT annually. Ocean Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

OCS has adopted and is implementing the district’s English Learner Master Plan. Furthermore, OCS is committed to attracting a larger number of ELs as outlined in Element 7, particularly as our language-rich curriculum is so well geared towards meeting the needs ELs.

OCS offers a full immersion program to all students, taught in small class sizes. Primary language support is given for students still developing their English language proficiency. Students are identified as ELs at OCS in compliance with the district’s English Learner Master Plan, using our home language survey (and other indicators if results are in doubt) for initial placement and then ongoing monitoring through CELDT administration. OCS’s curriculum has incorporated all of SDAIE’s eight components, including extensive scaffolding through multiple modalities. The school provides a vocabulary- rich environment, paired with visual and hands-on experiences, repetition, use of multiple learning modalities, and an emphasis on oral language development. This includes speech, poetry, articulation, and performance. Teachers present culturally relevant lessons orally, using visual aids and kinesthetic activities to adhere to the needs of all learning modalities. These strategies incorporate the best practices of English language instruction, including: Total Physical Response, cooperative learning, Dictated Stories, and Learning Journals.

Below is a chart representing OCS' reclassification data as reported to the CDE over the past 4 years. The reclassification process at OCS is consistent with the district's English Learner Master Plan and includes the following: assessment of English language proficiency using the CELDT, California Standards Test (CST) or California Modified Assessment (CMA) scores in English-Language Arts, teacher evaluation, and parent consultation. The criteria includes the following that are identified in the California *Education Code* and recommended by the State Board of Education (SBE).

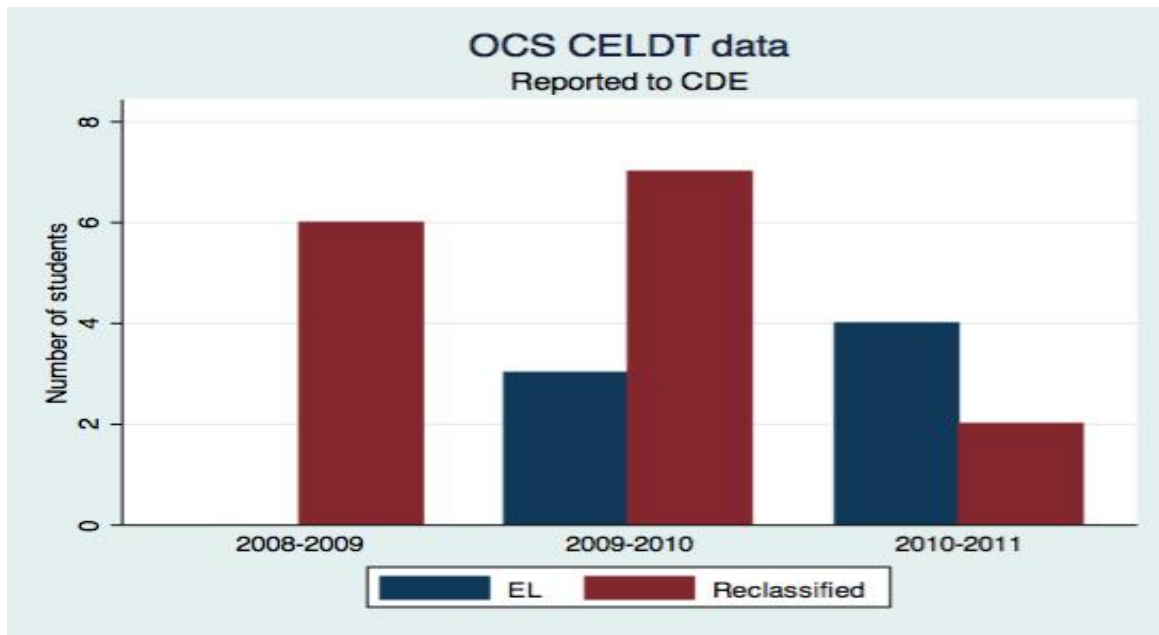
- Score of Basic or above on the most recent California Content Standards Test (CST) or CMA in English-language arts
- English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks\*
- Parent consultation and approval
- Additional measures if discrepancies are found

As the EL Master Plan indicates, once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students is monitored for a minimum of two years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency.

As the chart indicates, the number of EL students has increased every year. OCS' goal is to increase both the number of EL students and the reclassification rate so that all our students are moving towards full English proficiency. Also noteworthy are the inconsistencies within the data. OCS has identified the cause of these inconsistencies as related to staff errors with regards to reporting. As a result, OCS has implemented new internal accountability measures to assure this important data is collected and reported accurately every year. These internal measures include:

- Selecting and training a new staff person as CELDT coordinator
- Providing additional support and training for CELDT coordinator and other staff on reporting guidelines and procedures
- Establishing internal checks and balances three times a year to ensure data is accurate and accurately reported





### ***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 is offering a free and reduced lunch program in 2013. 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 no and low cost options based on need. We currently offer before school care on one of our sites and are exploring the possibility of before school care on our other site as well.

In addition to these basic needs, OCS supports all of our students by providing access to well-stocked libraries, one on-site and the other two blocks away. 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 in school 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.” *As the What the Arts Change About the Learning Experience.* <sup>See 14 above</sup>

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:

- 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 nights 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.

### ***Gifted Students***

Ocean Charter School ensures that each individual student's needs are met and that all students will be challenged to achieve their potential. Inherent in our standards-based curriculum taught through the implementation of Waldorf Education is the opportunity to stimulate each child's learning needs through a fully arts-integrated curriculum and through stimulating higher level thinking skills. Students who are recognized and identified as gifted, talented, or high ability will be provided with enrichment activities within the classroom focusing on meeting their individual levels of curiosity and intellectual capacity. Students are identified using the LAUSD's gifted screening process. Teachers will expand the course work for students recognized and identified as gifted and talented, giving them opportunities for divergent thinking, analysis, and logic providing them with the opportunity to lead and to be led. Examples of ways learning will be deepened and expanded include: posing open-ended questions that require higher-level thinking; modeling thinking strategies, such as decision-making and evaluation; 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.<sup>21</sup> Every effort will be made to offer extra-curricular activities to meet these students' needs. OCS is proud to announce our latest extra-curricular offering of Math Olympics, a competitive after-school math club for students interested in applying their math skills to complex, real-world problems. Although the club is open to all students, it meets the needs of our gifted students particularly well. Our after school Chess Club also offers additional challenge for our gifted students.

### ***Students Achieving Below Grade Level***

At OCS, each student's needs are met at his or her own individual developmental levels. An analysis of student work and assessments by the teacher as to if the work meets Common Core grade level standards leads to the identification of students achieving below grade level. 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. 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.

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

---

<sup>21</sup> Stepanek, J. "The Inclusive Classroom- Meeting the Needs of Gifted Students: Differentiating Mathematics and Science Instruction", Mathematics and Science Education Center, Northwest Regional Educational Laboratory, December 1999.

grade level as the teacher builds one-on-one relationships with the student and his/her family over several years.

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.

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

Tier I: Classroom Interventions include 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 intervention instruction offered during the school day and after school.

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 to determine whether she or he meets eligibility for special education. If eligible, the student would then have an IEP that will be implemented by OCS's Special Education Department.

## Special Education

### *Outreach Efforts*

As discussed earlier, OCS has a long track record of attracting students with special needs. Families of students with special needs have consistently found OCS for their children as they recognize that our developmentally attune approach to education is uniquely designed to meet the needs of students with special needs. After taking a tour through our classrooms and seeing all of the children happily at work, these parents realize that despite the high number of students with special needs here, including students with Autism, no one can tell who the special needs children are as they are so seamlessly integrated into the general education environment. These parents experience firsthand that OCS is a school that supports their child's academic learning while also offering such a wide variety of activities and learning experiences that every child experiences success on a daily basis. The words of an OCS parent say it best:

*Our daughter is autistic and has a speech and language impairment. When we enrolled her at Ocean Charter School, we took a real leap of faith. The child who could scarcely speak when she started Kindergarten, now sings and belts out her lines during the annual class play. The child who could not use her left arm or hand properly, now swings across the monkey bars at recess, knits and sews, and writes in cursive. The child who did not know how to play—with toys or people—now makes up imaginative games and has no shortage of friends. The child who used to tantrum every day—sometimes for hours on end—now goes to school joyfully. The child who we were told might never be self-supporting, now loves to learn. She adores her teachers, and they adore her, too. The transformation they have wrought in her is nothing short of magic.*

### *Delivery of Special Education Instruction*

Due to the high number of special needs students at OCS, OCS employs two credentialed, highly qualified RSP teachers. These teachers provide all resource services, as well as during school and

after school intervention. In addition to our resource teachers, OCS employs or contracts for service providers for speech and language, occupational therapy, physical therapy, counseling, BII, and paraprofessionals.

## **Special Education Program**

A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and Ocean Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Ocean Charter School will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Ocean Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

### ***SELPA Reorganization***

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single- District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11).

Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs. See Appendix 1.13 for the Ocean Charter School signed Memorandum of Understanding (MOU) available under the LAUSD SELPA.

### **Modified Consent Decree Requirements**

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

1. The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
2. Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
3. CBEDS, which is due at the end of October of each school year.
4. All students enrolled December 1 of each school year, due at the end of December every school year.
5. Graduation status of 12th grade students enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications designed to capture all District student data. The District is currently in the process of developing an Integrated Student Information System (—ISIS) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS, for the purposes of Special Education, once it is in place and fully operational.

### **Implementation Plan**

Over the past 5 years, Ocean Charter School has successfully implemented its instructional program, although budget cuts over the past few years have reduced the type and frequency of specialty classes offered. Specifically, cuts have been made to the Eurhythmy program, the Games/Movement program, the World Languages program, the Handwork/Woodwork program, the Music Program, and the Gardening Program. All of these programs, except for Eurhythmy and Woodwork, are still offered at OCS, but the frequency of the lessons has been reduced due to reductions in funding. The timeline for bringing these programs back depends in large part on increased state funding. In addition to state funding, OCS continually seeks grants and other sources to support the rich myriad of specialty programs offered in our fully realized, Waldorf Education curriculum.

In order to successfully implement our instructional program for the 2013-14 school year, OCS will implement the following events after charter renewal.

- Ongoing faculty professional development
- Ongoing fundraising
- Lottery
- Open Enrollment
- Finalize Prop 39 agreement
- Negotiate lease on private site
- Revise budget and projections
- Negotiate with Ocean Charter Teachers' Association on salary, benefits, work day, work year, and other negotiable items
- Hire teachers
- Hire support staff (assistants, recess supervisors, aides)
- Finalize summer professional development trainings
- Continue WASC application process\*
- Conduct STAR testing and all other school based assessments
- Report results of school based assessments, class work, and overall performance to parents in narrative End of Year Reports for all students

\*Although not a required action to implement the OCS program in the 2013-14 school year, OCS will continue the process of applying for WASC accreditation after charter renewal in 2013 and continuing into 2013-14. The WASC process begins with completing a "Request for WASC Affiliation" form and submitting it to WASC with a \$150 application fee. OCS will then complete and submit an "Initial Visit School Description" form. If deemed eligible, OCS will coordinate with WASC for an initial two- member, one-day visit to the school. OCS will aim to achieve initial accreditation status after the initial site visit.



**ELEMENT 2****Measurable Student Outcomes**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes”, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school’s educational program.” Ed Code 47605 (b)(5)(B)

**Skills and Knowledge Outcomes**

In addition to the expectations set out in the Common Core Standards and California State Standards, OCS has described our anticipated skills and knowledge, measurable outcomes, and methods of assessment in our Scope and Sequence. OCS Scope and Sequence is Appendix 2.1.

**Academic Achievement Outcomes****Student Achievement Targets- Schoolwide**

The following chart indicates OCS’ incremental targets for growth for schoolwide API and AYP for the years 2013-2017.

	2012-13	2013-14	2014-15	2015-16	2016-17
API Growth Target	882	892	902	912	922
School wide Target for AYP % Adv/Prof in ELA	80%	83%	86%	89%	92%
School wide Target for AYP % Adv/Prof in Math	70%	73%	76%	79%	82%

**Student Achievement Targets - By Subgroup**

In addition to these schoolwide targets, OCS has established the following incremental subgroup growth targets for the numerically significant subgroups in our target population. These targets reflect realistic goals for our school for the next five years, but do not fully reflect our ultimate goal of closing the achievement gap fully within the next ten years.

**API**

Numerically Significant Subgroups	2012-13	2013-14	2014-15	2015-16	2016-17
Hispanic or Latino	850	860	870	880	890
White	894	899	904	909	914
Socioeconomically Disadvantaged	842	852	862	872	882

**AYP****Chart indicates % advanced/proficient for each subgroup**

Numerically Significant Subgroups	2012-13	2013-14	2014-15	2015-16	2016-17
Hispanic or Latino	79% ELA 60% Math	82% ELA 65% Math	85% ELA 70% Math	88% ELA 75% Math	90% ELA 80% Math
White	80% ELA	83% ELA	86% ELA	89% ELA	90% ELA

	75% Math	78% Math	81% Math	84% Math	87% Math
Two or More Races	83% ELA 68% Math	86% ELA 71% Math	89% ELA 74% Math	90% ELA 77% Math	91% ELA 80% Math
Socioeconomically Disadvantaged	70% ELA 60% Math	75% ELA 65% Math	80% ELA 70% Math	85% ELA 75% Math	90% ELA 80% Math
Students with Disabilities	53% ELA 40% Math	58% ELA 45% Math	61% ELA 50% Math	64% ELA 55% Math	67% ELA 60% Math

Ocean Charter School is committed to meeting or exceeding NCLB targets. The chart above indicates our incremental progress to achieve NCLB targets.

**CELDT Targets**

OCS’ goal in relation to reclassification rates is to exceed the rates of our resident schools and comparison schools that ranged between 17% and 23% in the 2011-12 school year. To achieve this goal, we have established the following, incremental targets that indicate the percentage of ELs being reclassified in each year. These percentages also reflect what percentage of ELs will achieve early advanced to advanced levels in ELD as measured by CELDT. All ELs will advance at least one CELDT level per year.

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Reclassification Rate	23%	26%	29%	32%	35%

**ADA Targets**

OCS has had consistently high attendance rates, always close to 95%. We believe this shows a firm commitment in our entire school community to being at school and benefitting from daily classroom instruction. Our goal is to maintain this 95% attendance rate at a minimum as well as target a 96% or 97% attendance rate, as long as reaching this goal does not implicitly mean that students would attend school when truly not healthy enough to do so. OCS places a high value on overall health, from diet to fitness to sleep. Our parents are educated about the benefits of bringing their children up with healthy habits in all these areas, and know the value of having their children in school every day. To summarize, OCS has the following ADA targets for the next five years.

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
ADA Rate	95%	96%	96%	97%	97%

**Assessing Pupil Outcomes**

A summary and outline that include the content area, a description of the measurable outcome, the assessment tools, the frequency of assessment, and the goal for students achieving proficiency at grade level are provided in the OCS Scope and Sequence, Appendix 2.1. This appendix also includes innovative components of our OCS curriculum with details on what the measurable outcomes are as well as information about how students will be assessed and how

frequently. All of OCS' measurable outcomes are aligned with our instructional program as outlined in Element 1 and as they are drawn from our foundation of Waldorf Education.

### **Accountability**

Teachers will be accountable for student progress as it relates to student achievement. All OCS teachers are highly qualified, according to NCLB and the state of California.

**ELEMENT 3****The Means to Assess Pupil Progress**

“The methodology by which pupil progress in meeting those pupil outcomes is to be measured.” Ed Code 47605 (b)(5)(C)

**Assessment Methods**

Ocean Charter School uses standardized test scores as one important annual indicator of pupil progress. Additionally, at Ocean Charter School assessments are continuous, integrated with learning, and culturally appropriate. In order to remain in line with our vision, our assessment strategies reflect our commitment to recognize each child as an individual and develop a learning program that avoids labeling and helps create a non-competitive environment for our students. Assessments initiate instructional decision-making and are an outgrowth of it. Assessments are varied and designed to measure student progress in multiple ways. They include traditional tests and quizzes, performance-based assessments, authentic assessments, and teacher observation. Details on specific assessment used and how they align with our anticipated skills and objectives as well as our measurable outcomes are included in our Scope and Sequence, Appendix 2.1. All of these assessments together ensure that statewide standards are met.

The following assessments are samples of how OCS’ performance-based assessments are consistent with our instructional program.

- **Main Lesson Books:** Grades 1 – 8. Serving as student textbooks and a useful tool for on-going student evaluation, every student creates hand-written and illustrated books for every unit of study. Class teachers utilize the main lesson books to evaluate students’ writing, comprehension of concepts, spatial understanding, fine motor skills, drawing, mapping and copying abilities. Examples of Main Lesson Books from grades 1<sup>st</sup>-8<sup>th</sup> are in Appendices 1.2 – 1.9. The Main Lesson Book Rubric used in grades 6<sup>th</sup>-8<sup>th</sup> is in Appendix 3.1.
- **Class Plays:** Grades 1 – 8. Originating from Main Lesson curriculum, every student has a role and recites memorized lines. Students work on their own individual part and also learn to develop a communal attitude toward the production. They participate in creating the sets and costumes, and in upper grades, sometimes write the plays themselves. In understanding the context of the play (Roman History, Native American creation stories, etc.) they are able to imbue their parts with a meaningful fervor for their message or role in history. Teachers carefully match students with roles in order to develop specific student capacities.
- **Oral Presentations:** Grades 3 – 8. Beginning with the 3<sup>rd</sup> grade shelter project students make formal, oral presentations to their class at least once per year. They speak about the particular area they researched and what they learned. In the upper grades, the Oral Presentation Rubric (Appendix 3.2) is used to give students meaningful feedback on their presentation. These evaluations consider students’ public speaking skills, knowledge of the material being presented and ability to respond to questions. By grade 8, OCS students are accomplished and confident public speakers and presenters.
- **Painting Portfolio:** Grades K-8. Every student at Ocean Charter School participates in weekly painting lessons. These portfolios are useful for analyzing students’ attention to detail, ability to follow directions, understanding and use of color, shading technique, and fine-motor skill development. They also provide insight into a student’s socio-emotional state and cognitive development.

- **Beeswax Modeling:** Grades K – 6. A modeling compound with which students create figures depicting the curriculum. The models are used to decorate classroom dioramas and nature tables demonstrate both the students’ ability to transform imaginary images into concrete objects as well as their work habits and attention to detail.
- **Music Performance:** Grades 1 – 8. Regular assemblies featuring student performances in recorder/flute, singing, and/or poetry recitation allow students to showcase their ongoing growth in these areas. Starting in 4<sup>th</sup> grade and continuing through 8<sup>th</sup> grade, students perform for parents and community members in our Winter and Spring Music Concerts that feature our strings, percussion, chorus and dance classes.
- **OCS Physical Education Assessments:** In addition to Fitness Testing in grades 5 & 7, OCS students demonstrate their mastery of physical education standards and unique OCS outcomes by participating in the 5<sup>th</sup> grade Pentathlon, the 6<sup>th</sup> grade Medieval Games, and the 7<sup>th</sup> and 8<sup>th</sup> grade Track and Field Meet. These events culminate blocks of interdisciplinary study that combine main lesson academic content with physical education content.

### **Culminating Assessment**

- **8<sup>th</sup> Grade Student Project:** An in-depth research project about a student-selected and teacher-approved subject that includes three components: a research paper, a physical creation of the student’s making, and an oral presentation with PowerPoint. See the 8<sup>th</sup> Grade Project Rubric in Appendix 3.3.

### **“In house” Benchmark Assessments**

In addition to standardized testing in spring and ongoing formative and summative assessment by teachers, our teachers use “in house” benchmark assessments three times a year to track student progress and inform instruction. These assessments are:

#### **Language Arts:**

##### **Reading-**

- DIBELS for early literacy skills, fluency and comprehension
- San Diego QUICK for fluency
- Qualitative Reading Inventory for fluency and comprehension

##### **Writing-**

- Teacher created grade level performance assessments that begin in the early grades with writing complete sentences and progress to creating complete paragraphs, then 3 paragraph essays, 5 paragraph essays and ultimately multi-page compositions in various forms (persuasive, expository, cause/effect, compare/contrast).

#### **Math:**

- Teacher created, grade level math assessments. These assessments are given three times a year to monitor progress over the course of the year towards mastering grade level standards. See Appendix 3.4 for samples of the Beginning of Year Math Benchmark Assessments.

#### **Science:**

- Teacher created performance assessments that are designed specifically around grade level science blocks and may include science journals, diagrams, main lesson book work, models, reports, experiments and experiment write-ups, quizzes and tests.

**History:**

- Teacher created performance assessments that are designed specifically around grade level history blocks and may include reenactments/plays, essays, letters written from the perspective of an historical figure, quizzes and tests.

**First Grade Readiness:**

- First Grade Readiness Assessment: Given to kindergarten students once a year, or more often if needed- This assessment helps teachers determine students' readiness to move from Kindergarten to First Grade. The First Grade Readiness Assessment measures fine and gross motor skills; visual, tactile and auditory development; speech, language, and cognitive development; social and emotional integration; and other aspects of early childhood development.

Much of our grades curriculum is delivered through the teachers' rich oral presentation of international and multicultural myths, histories, and biographies. Students deepen their learning of this material by listening, and then being able to recreate what they have learned orally, artistically, and in writing. This means that our students, beginning in first grade, need to be able to sit and focus quietly for extended periods of time during listening and seatwork activities, such as writing and illustrating. The First Grade Readiness Assessment Rubric is attached as Appendix 3.5.

**Assurance Regarding State Testing**

Ocean Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests pursuant. If Ocean Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, OCS hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as OCS.

**How Assessment Data Will Be Used**

Ongoing analysis of student performance data continuously informs our organization's development as a learning community. Formal and systematic data gathering and analysis occurs in the following ways:

**Annual STAR Result Analysis**

STAR reports, along with longitudinal data, are analyzed by the faculty and administration at the start of the school year to identify areas of instructional strength and weakness. This analysis is used to 1) inform professional development plans for the teachers for the coming year, and 2) guide instructional planning for the teachers on each academic block.

**Ongoing Performance Assessments**

OCS's internal benchmark assessments in grade-level Math and Language Arts, which include standard tools such as DIBELS and the QRI (Qualitative Reading Inventory) as well as OCS created math assessments, are administered to students three times a year. Their results are reported to parents, to the OCS Board of Trustees and used by teachers to inform instruction for re-teaching, tracking student progress, and referring students for intervention. Finally, they are



also used by the administration to assess overall trends and identify areas for improvement and professional development. The results of these assessments also inform the school's academic strategic plan and budgetary decisions regarding staffing, support services, and materials.

### **Additional Data Analysis**

Other forms of data analysis include teacher reports, parental satisfaction surveys, Special Education program assessments, analysis of mentoring program, tracking which schools OCS graduates attend and their ability to test out of basic math and English classes in their freshman year for more advanced classes continuously informs OCS's academic strategic goals.

### **Keeping Parents Informed**

Parents are regularly informed of their child's progress as measured by our assessments through both informal and formal communications. Informal communication between teachers and parents occurs throughout the year through notes, evaluated work sent home, phone calls, and meetings. Formal communication occurs for all students in multiple ways and at numerous times over the course of the year.

- **K - 8<sup>th</sup> Grade Fall & Spring Evaluation:** Teachers meet with individual parents once in the Fall and again in the Spring (for struggling students) to review student progress. Written feedback is provided that includes results of benchmark assessments as well as ongoing, formative teacher assessments and observations. Student work is shared as further evidence of student performance and growth towards meeting schoolwide and grade level expectations. A sample Conference Report is included as Appendix 3.6.
- **K-5<sup>th</sup> Grade Teacher Evaluation:** Although students in grades K-5 do not receive letter grades, teachers provide evaluation of all students in all grade levels based on student work. These evaluations indicate how well students are progressing in meeting grade level standards, and are communicated to parents at least twice and, as needed, three times a year. The first teacher evaluation is shared in writing and orally at the Fall Teacher/Parent Conferences. For students struggling to meet grade level expectations, teachers meet again with parents in the Spring and provide evaluation both in writing and orally. Finally, all students receive teacher evaluations at the end of the year in detailed narrative reports called End of Year Reports. These reports are further described below.
- **6<sup>th</sup> - 8<sup>th</sup> Grade Report Cards:** Teachers provide reports, with letter grades and advisory comments that are assigned to all subjects taught. These reports are utilized to keep parents apprised of student progress and students apprised of their own progress three times per year. A sample Progress Report Card is included as Appendix 3.7.
- **K - 8<sup>th</sup> Grade End of Year Narrative Report:** In addition to the forms of feedback cited above, the End-of-year Report provides an in-depth, personalized evaluation of each child's progress. The teacher writes a descriptive narrative of the child's achievements, challenges, and participation in major areas of schoolwork—such as math, reading, writing, social studies, science, specialty subjects, social/ emotional interactions, and physical activities. These reports are mailed to parents after the last day of school.

## ELEMENT 4

# Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b)(5)(D)

Ocean Charter School is an independent grassroots charter school and operates as a California, public benefit nonprofit corporation governed by the OCS Board of Trustees in accordance with California law and the OCS Bylaws. Ocean Charter School seeks a 5-year independent charter renewal term from the Los Angeles Unified School District.

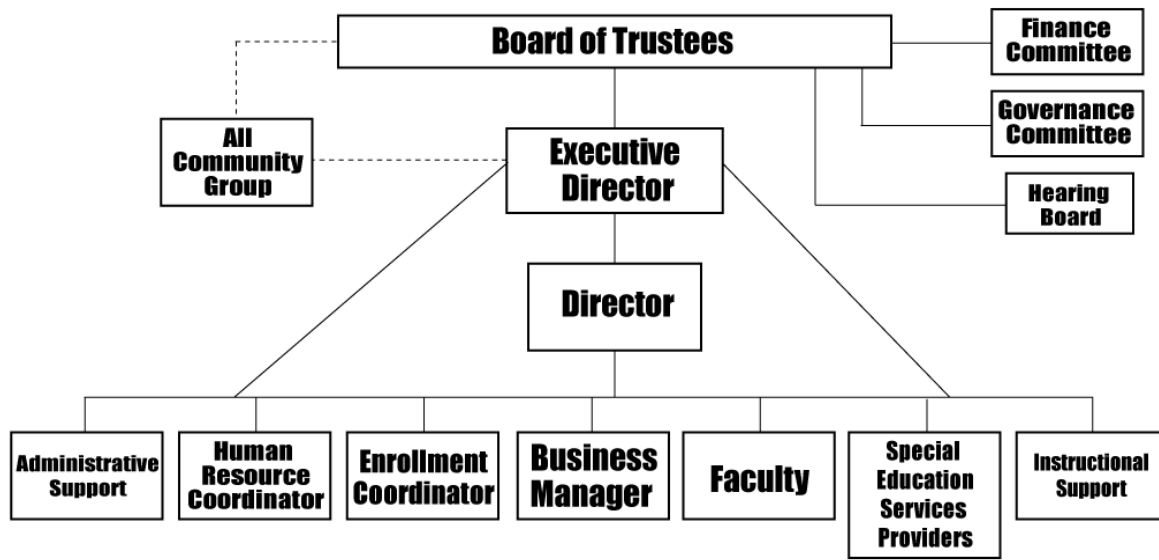
Our organizational structure is designed to function as a living system that balances initiative and accountability to achieve a high level of student performance. Our aim is to work collaboratively together and to seek consensus in making decisions at every level. All participants will experience room to think creatively in realizing the vision of their school. An important facet of the Ocean Charter School is the involvement of the larger community. This will be accomplished by establishing relationships with community groups, other educational institutions, as well as through community service projects.

### **Selection of OCS Board of Trustees**

The OCS governance structure is based on a consensus model involving key stakeholders such as parents, teachers, staff, and community members. Board members may be added through an appointment or election process in accordance with the OCS Bylaws and the OCS Board of Trustees Elections Policies and Procedures, attached as Appendix 4.XX. Prior to placement, appointed members are screened and interviewed by the standing board appointment committee. Final selection is made by the full board. The Board ratifies all Board seats in accordance with the OCS Bylaws. The Los Angeles Unified School District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Ocean Charter School is committed to the highest level of ethical standards and guards against any conflicts of interest by operating in compliance with Government Code 1090. Members of the Ocean Charter School’s executive board, any administrators, managers, or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. The OCS Articles of Incorporation, the OCS Bylaws, the OCS Conflict of Interest Policy and the Brown Act Certification are attached as Appendices 4.1, 4.2, 4.3, 4.4.

## Ocean Charter School Organizational Chart



### OCS Board of Trustees

#### Mission

The Ocean Charter School Board of Trustees is responsible for the educational outcomes and ensuring the overall educational practices and quality of participation is consistent with the Vision of the school.

#### Responsibilities

- Ensure compliance with the Ralph M. Brown Act and Government Code 1090
- Ensure compliance with the District, County, State, and Federal law
- Approve policy decisions, amend Bylaws
- Manage legal issues
- Develop and approve budget
- Track financial encumbrances
- Provide conflict resolution
- Direct the work of the OCS Executive Director
- Activate, direct and integrate work of the board standing committees, subcommittees, and task forces as needed to meet organizational needs

#### Board Standing Committees

- Finance Committee: Subcommittees: (a) Audit
- Governance Committee
- OCS Hearing Board: Hearing Board Policies and Procedures, Appendix 4.x

#### Board Task Forces

- Director Hiring/Oversight
- Collective Bargaining

### **Meeting Notices, Agenda Distribution and Record Keeping**

Ocean Charter School will comply with the Ralph M. Brown act. All meetings of Ocean Charter School's Governing Board and its Committees will comply with the Brown Act. OCS Trustees traditionally hold regular Board meetings the first Thursday of each month and schedule additional special meetings as needed, both in accordance with the Ralph M. Brown Act.

Board meeting notices are posted electronically and in print to provide the greatest possible public access to the school community as well as to the community at large. Board meeting dates and agenda are posted on the OCS Website and through the "OCS Yahoo! Group," an email distribution list of enrolled families and interested community members. Print notice is posted on the outside of the office door at both campuses and through the "Friday Folder" a weekly publication of upcoming events and other school related information. The agenda and all Board packet documents can be viewed or downloaded on our Google Docs site, are available at the school office, and can be mailed to OCS community members upon request. Board meeting minutes are recorded by the OCS Board Secretary by 1) collecting input, 2) creating the minutes document, 3) circulating unapproved minutes for review and revision by the Board, and 4) re-circulating for final Board approval. The Secretary then posts approved minutes to the OCS Google Docs website, and provides hard copy for viewing in the OCS school office.

### **Parental Involvement and Opportunity for Public Comment at Board Meetings**

Parent input and perspective is built into the OCS governance structure through limited elected and appointed seats on the Board of Trustees and is further channeled through parent seats on board standing committees and the OCS All Community Group. In addition, OCS parents and community members are invited to present their questions and comments during the Open Forum portion of the meeting. Members of the public may also comment on any item on the agenda. This open invitation to address the board encourages parental involvement in school decision-making processes by actively seeking community input on policy and other matters before the board.

### **Ocean Charter School All-Community Group Meetings**

The OCS All-Community Group (ACG) regularly meets as a collaboration of OCS parents, teachers, and community members to fulfill the mission and vision of the Charter School. ACG meetings are open to anyone who has an interest in Ocean Charter School and are held alternatively at each campus site. The unifying goals of the All-Community Group meetings are to:

- *Inform:* Facilitate open communication within the entire OCS community through updates, announcements, and curriculum education from the OCS Directors, teachers, Board, and guest speakers.
- *Motivate:* Encourage community participation in school activities, to promote volunteer opportunities.
- *Unite:* Bring together parents, faculty, staff and board.

Every ACG meeting features a Common Ground Forum where community members form an inclusive circle to talk, listen, learn and celebrate.

Two or three individuals are elected by a community-wide vote to jointly direct the ACG's activities, which typically involve monthly meetings open to the entire community. While the ACG is not a part of the formal leadership structure of the school, and it has no formal

membership, one of the elected ACG “Governors” serves as an ex officio member of the Board of Trustees.

### **Grievance Procedure for Parents and Students**

Ocean Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Ocean Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Ocean Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Ocean Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Ocean Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **LAUSD Charter Policy**

Ocean Charter School will comply with the LAUSD policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

### **Responding to Inquiries**

Ocean Charter School and/or its non-profit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Ocean Charter School and/or its non-profit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to Ocean Charter School operations is received by the LAUSD, Ocean Charter School shall be expected to cooperate with any investigation undertaken by LAUSD and/or the Office of the Inspector General, Investigations Unit.

### **Notifications**

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Ocean Charter School.

### **Debts and Obligations**

Ocean Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

### **Bylaws**

Any amendments to its bylaws, or the bylaws of a “parent” nonprofit corporation, that affect or impact the charter or Ocean Charter School operations must be approved through the District’s petition amendment process.



**ELEMENT 5****Employee Qualifications**

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

As an independent charter school, Ocean Charter School shall select its own staff. Ocean Charter School believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to Ocean Charter School’s mission and vision.

Ocean Charter School will adhere to the existing state of California laws regarding fingerprinting and drug testing of employees. OCS will adhere to school policy pertaining to the safety and health of all employees and students. All employees of Ocean will be required to have a criminal record summary on file as described Education Code section 44237. An employee will not be permitted to begin work until that employee provides a TB clearance and has been cleared by the Department of Justice.

All selected employees shall be required to:

- Meet the NCLB requirements, if applicable (highly qualified)
- Provide medical clearance (TB test results) as specified in E.C. 49406
- Submit fingerprints for criminal background investigation as required in E.C. 44237
- Provide proof of legal status
- Certify knowledge of child abuse reporting requirement
- Certify knowledge of drug-free environment requirement

Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school. The qualifications shall be sufficient to ensure the health and safety of the school’s faculty, staff, and students. Ocean Charter School will meet all requirements for employment set forth in applicable provisions of law.

Compensation for credentialed teachers is set forth in the certificated employee salary schedule in by the Collective Bargaining Agreement between Ocean Charter School and the Ocean Charter Teachers Association (OCTA.) All other non-represented employee compensation is commensurate with the individual position. Employee benefits for certificated employees are set

forth in the Collective Bargaining Agreement between Ocean Charter School and OCTA, or in the Employee Handbook, Appendix 5.1, for all other non-represented employees.

Credentialed teachers are evaluated annually using the observation and assessments outlined by the Collective Bargaining agreement between Ocean Charter School and OCTA. This includes verification of the status of their credentials, which is maintained within Ocean Charter School's NCLB report. All other employee performance is assessed annually using a combination of administrative and self-evaluation methods. Copies of these evaluations become part of each employee's personnel record.

## **Executive Director**

The Board of Trustees on an application and interview basis will select the Executive Director. The Executive Director serves as educational leader and administrator of the school. The Board of Trustees is responsible for evaluating the Executive Director. The Executive Director reports to the Board of Trustees and is responsible for the administration and the faculty. An evaluation rubric that correlates with the job description is used for the evaluation of the Executive Director.

Qualifications of Executive Director:

- A valid teaching credential and/or an administrative credential.
- At least five years of successful educational experience.
- At least four years of charter school administration experience.
- Knowledge or expertise in Public Waldorf Education.

The Executive Director:

- Provides leadership and support in implementing the educational vision, philosophy, goals, objectives, and course of study that is outlined in the Ocean Charter School charter.
- Plans, directs, implements, and evaluates the instructional program of the school.
- Provides leadership in the areas of campus life, school events, parent education, community outreach, and public relations.
- Functions as a primary liaison with Los Angeles Unified School District; prepare and submit necessary reports in a timely manner and oversee statistical analyses of Ocean Charter School programs and operations.
- Works as a member of a team for charter renewal, strategic planning, and problem solving.
- Is responsible for the fiscal management of the budget, including annual budget preparation.
- Oversees grant applications, fund raising, and donor development.
- Is responsible for all personnel matters, including recruitment and hiring of faculty and staff; maintains verification of NCLB compliance for all certificated employees as well as paraprofessionals.
- Assigns, supervises, and evaluates all employees.
- Coordinates and provides professional development for faculty and staff.

- Oversees daily operations, special education and implementation of student services, including discipline and crisis intervention.
- Manages the safety and operation of the school facilities.
- Meets the demands of the workload, including regularly scheduled evening hours.
- Attends all Ocean Charter School Board of Trustees meetings and participates as needed.
- Assists in labor negotiations with the union as needed.

## **Director**

The Executive Director on an application and interview basis will select the Director. The Director will assist the Executive Director in the day-to-day running of the school and meets the needs of the faculty and administration. The Executive Director is responsible for evaluating the Director. An evaluation rubric that correlates with the job description is used for the evaluation of the Director.

Qualifications of Director:

- A valid teaching credential and/or an administrative credential.
- At least five years of successful educational experience.
- At least two years of charter school administration experience.
- Knowledge or expertise in Public Waldorf Education.

The Director:

- Provides leadership and support in implementing the educational vision, philosophy, goals, objectives, and course of study that is outlined in the Ocean Charter School charter.
- Plans, directs, implements, and evaluates the instructional program of the school.
- Prepares Prop 39 application to LAUSD.
- Works as a member of a team for charter renewal, strategic planning, and problem solving.
- Evaluates faculty and staff effectiveness.
- Coordinates and provides professional development for faculty and staff.
- Oversees daily operations, special education and implementation of student services, including discipline and crisis intervention.
- Manages the safety and operation of the school facilities.
- Meets the demands of the workload, including regularly scheduled evening hours.
- Attends all Ocean Charter School Board of Trustees meetings and participates as needed
- Assists in labor negotiations with the union as needed.

## **Faculty and Instructional Support**

### **Teachers**

The Executive Director and Director on an application and interview basis will select teachers. Selection of teachers will be based on their current California credentials and Public Waldorf certification/commitment to enroll in a certification program. Teachers must have the ability to impart the Common Core Standards using an arts integrated, Waldorf informed approach, while maintaining classroom management. The criteria and procedures used in evaluation of the teachers is outlined in the OCTA contract, Appendix 11.1 and 11.2. The Executive Director and the Director are responsible for evaluating the teachers.

When certificated vacancies occur, the Executive Director and Director shall:

- Post openings.
- Screen cover letters, credentials, and resumes.
- Interview applicants.
- Observe demonstration lesson(s).
- Conduct follow-up interviews
- Check references
- Make offer of employment contingent on Live scan and TB clearances.

Teachers:

- Provide a Common Core standards-based, arts integrated, Waldorf informed curriculum.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the needs of all students.
- Provide an effective classroom environment that reflects and facilitates Waldorf Education.
- Provide peer assistance to fellow teachers.
- Continue professional growth in Common Core Standards, Waldorf Education, and other areas as needed.
- Maintain continuous and open communication with parents and community members.

Ocean Charter School teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(1). K-8 class teachers are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers will have a credential based on No Child Left Behind, and the school will comply with federal guidelines on the NCLB Act. The OCS business office will maintain current copies of all teacher credentials and they are readily available for inspection. In addition, K-8 class teachers will maintain a Public Waldorf teaching certification, or will enroll in a certification program.

### **Instructional Support**

The Executive Director and Director on an application and interview basis will select the Instructional Support Employees, including teacher assistants and recess supervisors. Teacher assistants and recess supervisors must meet all of the legal qualifications required of public school employees, including a current live scan and TB clearance. Selection of these employees will be based on their educational experience, the degree of subject matter expertise, and their ability to demonstrate instructional support capabilities.

## **Substitute Teachers**

A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

## **Special Education Service Providers**

### **Resource Specialist Teacher**

The primary responsibility of the Resource Specialist teacher is to follow the guidelines and requirements set forth under IDEA. The Resource Specialist teacher will identify students with disabilities and will assist students who have already been identified as having disabilities and providing an individualized “push-in” or “pull-out” program.

Resource Specialist Teacher qualifications:

- California Commission on Teacher Credentialing Mild/Moderate Education Specialist Credential
- Verification of three or more years of teaching experience
- Knowledge and skills in education assessment, consulting, coordination, interpretation and implementation of laws and regulations, staff development, and parent education
- Effective interpersonal skills and flexibility in meeting new and/or changing conditions

The Resource Specialist Teacher:

- Provides a “push-in”, “pull-out” model of instruction that supports OCS special education students within the IEP service model.
- Plans and schedules IEP meetings with teachers, parents, and administrators in a compliant fashion with proper notice (ten day) written to all.
- Prepares a clear, accurate, well-written IEP that is signed and given to the parent upon the conclusion of the IEP meeting.
- Provides teachers with Present Level of Performance form prior to the meeting so they may gather appropriate work samples and provide the parents with the strengths and areas of concern.
- Ensures that all Cumulative Record folders of special education students have an inserted colored folder (green for IEP) that contain all IEPs (past and present) and attached to the outside of said folder is a sign-out log).
- Develops, maintains, and reviews assessments and IEPs in the format required by the District and enters assessment and IEP data into the District's designated data system in accordance with LAUSD policies and procedures.
- Tracks services in Welligent
- Develops Individual Transition Plans to help students with disabilities, age 14 and older, in transitioning to adult living.
- Conducts IEP team meetings with students transitioning from other schools to Ocean Charter School and executes contracts as necessary to facilitate the students' transition to Ocean Charter School.
- Develops assessment plans for students with suspected disabilities, or, in the alternative, provides appropriate written notices to parents when a request for assessment is denied.
- Ensures that teachers are knowledgeable of the content of the student's IEP.

**Paraprofessionals**

The Executive Director and Director on an application and interview basis will select the Special Education Paraprofessionals. Selection of these employees will be based on their educational experience, the degree of subject matter expertise, and their ability to demonstrate instructional support capabilities. Responsibilities of Special Education Paraprofessionals include: assisting teachers in maintaining discipline and encouraging acceptable behavior by the students, presenting lessons or portions of lessons to a student or a group of students, checking accuracy of work and presenting additional assignments as directed by the teacher, and implementing behavior management plans consistent with teacher implementation/instruction. Qualifications of Special Education Paraprofessionals include at least two years of experience working with students in a classroom setting or experience with special needs students, possession of an associate's or higher degree from a recognized college or university or proficiency in spoken and written language and basic math skills, and the ability to communicate and relate effectively with students and parents.

**Other Service Providers**

The Executive Director and Director on an application and interview basis will select the Special Education other Service Providers, including Speech Therapists, Occupational Administrative Staff. Selection of these employees will be based on their educational experience, the degree of subject matter expertise, and their ability to demonstrate instructional support capabilities. The qualifications for Speech Therapists include an earned Master's degree from an accredited college or university in Speech-Language Pathology or Communicative Disorders, and a California License as a Speech-Language Pathologist. Speech Therapist responsibilities include developing and implementing educationally-based IEP communication goals using a variety of service delivery models to support the classroom curriculum. School-based speech-language therapy focuses on oral communication activities to support the student's ability to access his/her educational program in the following communication domains: receptive/expressive/pragmatic language, articulation/phonology, voice, fluency, augmentative and alternate communication.

The qualifications for Occupational Therapists include an earned bachelor's or master's degree from an accredited college or university in Occupational Therapy, a certificate from National Board for Certification in Occupational Therapy, and a California Occupational Therapy License. Occupational Therapist responsibilities include purposeful, goal-directed activities to improve student function within the educational environment, in the following areas: postural stability, fine motor skills, visual perception and integration, activities of daily living, motor planning, coordination, sensory processing, self-help activities, social and play abilities, environmental adaptations, and use of assistive devices.

The qualifications for Physical Therapists include an earned bachelor's or master's degree from an accredited college or university, and a California Physical Therapy License. Physical Therapist responsibilities include purposeful, goal-directed activities to improve student function within the educational environment, in the following areas: motor planning, sensorimotor coordination, posture, balance, functional mobility, activities of daily living, accessibility, environmental adaptations, and use of assistive devices.

**Administrative Staff**

The Executive Director and Director on an application and interview basis will select the Human Resources Coordinator, Enrollment Coordinator, and Administrative Assistants. The



qualifications include sufficient related experience and skills to fully execute the duties and responsibilities of the positions. The Executive Director and Director are responsible for evaluating the Administrative Staff. Evaluation rubrics that correlate with the job descriptions are used for the evaluations of the Administrative Staff.

### **Human Resources Coordinator**

The Human Resources Coordinator manages all employee related documents. The qualifications include sufficient related experience and skills to fully execute the duties and responsibilities of the position.

The Human Resources Coordinator:

- Distributes employment packets to all employees including (I9, W4's)
- Submits employee packets to Business Service provider
- Verifies all credentials
- Reviews all Live scan reports, validates and monitors
- Manages employee files
- Tracks employee attendance
- Manages employee benefits and employee handbook

### **Enrollment Coordinator**

The Enrollment Coordinator manages all student enrollment related communication and documentation. The qualifications include sufficient related experience and skills to fully execute the duties and responsibilities of the position.

The Enrollment Coordinator:

- Maintains enrollment database
- Tracks enrollment openings in all grades
- Contacts applicants to fill any openings using the lottery waitlist and post-lottery waitlist
- Coordinates enrollment events and application timeline
- Orients new students and their families to OCS
- Answers enrollment related inquiries from the public and OCS community
- Provides new student information to new family support coordinator and faculty as needed
- Responds to enrollment inquiries through our website email
- Manages enrollment applications

### **Administrative Assistants**

The Administrative Assistants manage the front desk of the main office, maintain the daily attendance, assist with compliance reporting, and provide clerical support as needed at each of OCS' two campuses, Mar Vista and Playa Vista. It is the charter school's goal to employ at least one administrative assistant on each campus. The qualifications include sufficient related experience and skills to fully execute the duties and responsibilities of the position.

The Administrative Assistants:

- Maintain daily attendance and reporting
- Provide support with compliance reporting
- Post agendas for the Board and Committees in compliance with the Brown Act
- Maintain Board binders with agendas and approved minutes
- Maintain current calendar
- Coordinate mailings and communications
- Assist parents and students
- Provide first aid

### **Business Manager**

The Executive Director and Director on an application and interview basis will select the Business Manager. The qualifications include sufficient related experience and skills to fully execute the duties and responsibilities of the position. The Business Manager is the primary liaison between the administration and the Business Service Provider. The Business Manager manages the day-to-day financial operations of the school, and oversees general supplies, purchases, including petty cash fund.

The Business Manager:

- Prepares bills, reimbursements, and deposits for approval from Executive Director and for submission to Business Service Provider
- Maintains petty cash
- Maintains files of all OCS inventory
- Tracks all open Purchase Orders
- Tracks individual class budgets and communicate current balances with teachers
- Maintains employee time sheets and works with directors to verify accuracy
- Tracks and provides payroll information to Business Service Provider
- Distributes paychecks
- Tracks and maintains all maintenance and service agreements
- Obtains bids for service contracts
- Oversees fundraising
- Assists the administration in monitoring adherence to the budget
- Participates in Budget creation process
- Attends and participates in Finance Committee meetings

### **Business Service Provider**

In order to run the administrative financial and compliance functions of the school, Ocean Charter School contracts with *Excellence in Education (ExED)*, a business service provider for charter schools.

**ELEMENT 6****Health and Safety**

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

**Employees of the School**

As a condition for employment, all Ocean Charter School faculty and staff shall be required to:

- Submit fingerprints for a criminal background investigation that furnish a criminal record summary as required by E.C. 44237.
- Provide medical clearance for Tuberculosis (TB test) as required by E.C. 49406.
- Sign an affidavit acknowledging their obligation mandated reporters of child abuse.

**Immunization of Students**

Ocean Charter School shall require immunization of pupils as a condition of school attendance to the same extent as would apply if the student attended a non-charter public school.

**Vision, Hearing and Scoliosis Screen**

Ocean Charter School shall provide for the screening of students’ vision, hearing, and scoliosis to the same extent as would be required if the students attended a non-charter public school.

**The Addresses of the Ocean Charter School Facilities**

Ocean Charter School has the following two addresses:

Mar Vista Campus (Grades K to 2; 6 to 8)  
12606 Culver Blvd  
Los Angeles, CA 90066

Playa Vista (Grades 3 to 5)  
13150 West Bluff Creek Dr  
Playa Vista, CA 90094

**Compliance with Building Codes**

Ocean Charter School will comply with state building codes, Federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. A certificate of occupancy for Ocean Charter School’s Mar Vista Campus has been issued. (See Appendix 6.1.)

**Healthy Schools Act**

Ocean Charter School will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

**Insurance Requirements**

No coverage shall be provided to Ocean Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Ocean Charter School shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Ocean Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as *named* additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Ocean Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Ocean Charter School does not operate a student bus service. If Ocean Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by Ocean Charter School to cover all Ocean Charter School employees who handle, process or otherwise have responsibility for Ocean Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive inter-scholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.*

### **Evidence of Insurance**

Ocean Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."*

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Ocean Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Ocean Charter School.

Additionally, Ocean Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

### **Health, Safety and Emergency Plan**

Ocean Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Ocean Charter School will ensure that staff has been trained in health, safety, and emergency procedures and maintains a calendar and conduct emergency response drills for students and staff.

Additionally, Ocean Charter School conducts an annual safety walk-through, participates in an extensive risk management inspection through Joint Powers Authority and meets regularly with the landlord of the Mar Vista site to review conditions of the facility and address needs. There is a 24-hour maintenance person available at Ocean Charter's Mar Vista site and our custodial staff reports daily on any issues relating to safety so that they are immediately addressed.

All auxiliary services provided to Ocean Charter School by independent vendors are verified to have health and safety protocols in place and that vendor's staff are trained in best practices to ensure services are provided in a safe and healthy manner. All employees of Ocean Charter School providing auxiliary services are trained in health and safety protocols and receive ongoing supervision that ensures adherence to OSHA guidelines.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Ocean Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and

their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Ocean Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Ocean Charter School, and their officers, directors, employees or volunteers. Moreover, Ocean Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

### **Asbestos Management**

Ocean Charter School will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

### **LAUSD Services**

Any services rendered by LAUSD to Ocean Charter School shall be subject to an MOU. The District will determine the fee assigned to a service.

### **FERPA**

Ocean Charter School, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

### **Criminal Background Checks and Fingerprinting**

Ocean Charter School shall require all employees of the OCS, and all volunteers who will be performing services that are not under the direct supervision of an Ocean Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Ocean Charter School will maintain on file and available for inspection evidence that the OCS has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Ocean Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.



**ELEMENT 7****Racial and Ethnic Balance**

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code 47605 (b)(5)(G)

- Targeted geographic areas: Mar Vista, Palms, Venice, Westchester and surrounding areas.
- Languages for outreach: Spanish and English.

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and Ocean Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Ocean Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to separately memorialize any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Ocean Charter School shall have the right to continue attending Ocean Charter School until the highest level grade of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Ocean Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Ocean Charter School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Ocean Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Ocean Charter School under the NCLB-PSC program increases in subsequent years, Ocean Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

**Federal Compliance**

To the extent Ocean Charter School is a recipient of federal funds, including federal Title I, Part A funds, Ocean Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Ocean Charter School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Ocean Charter School agrees

that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A, include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Ocean Charter School also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

### **Court-Ordered Integration**

Ocean Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Ocean Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

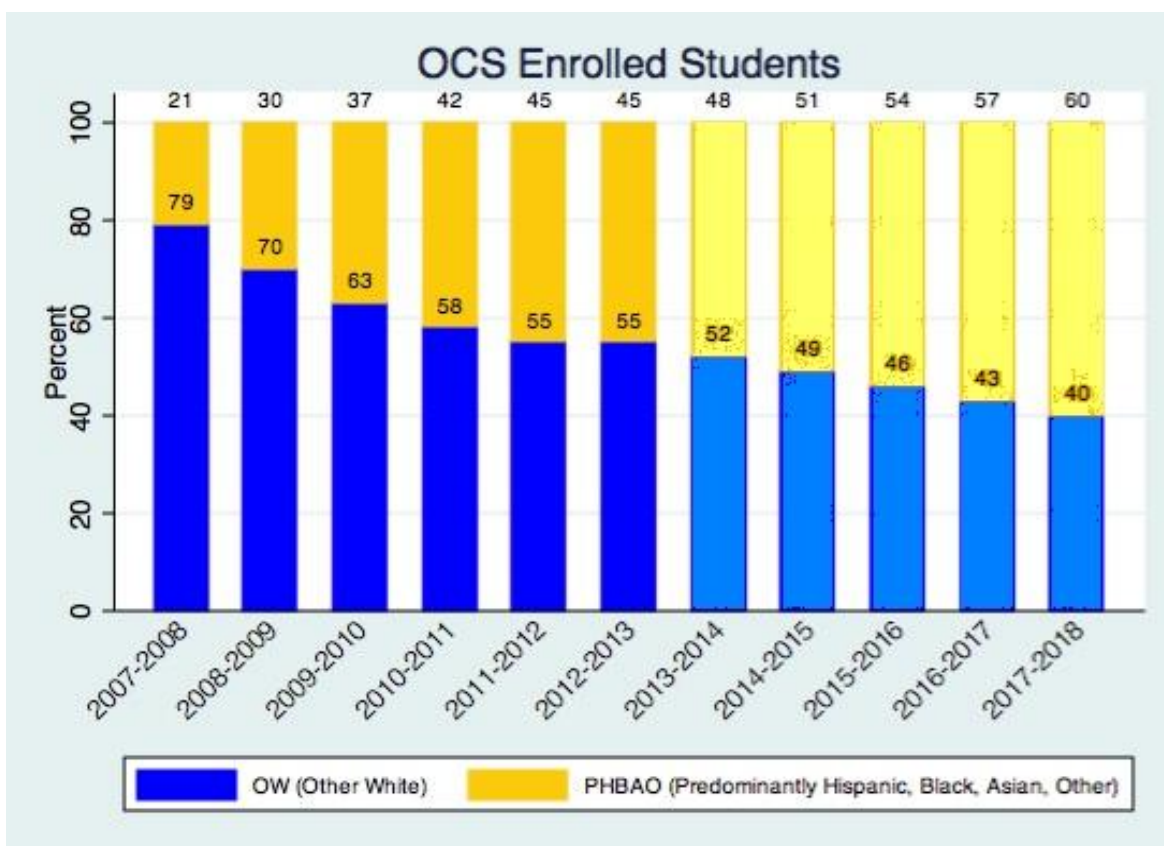
The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The

District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

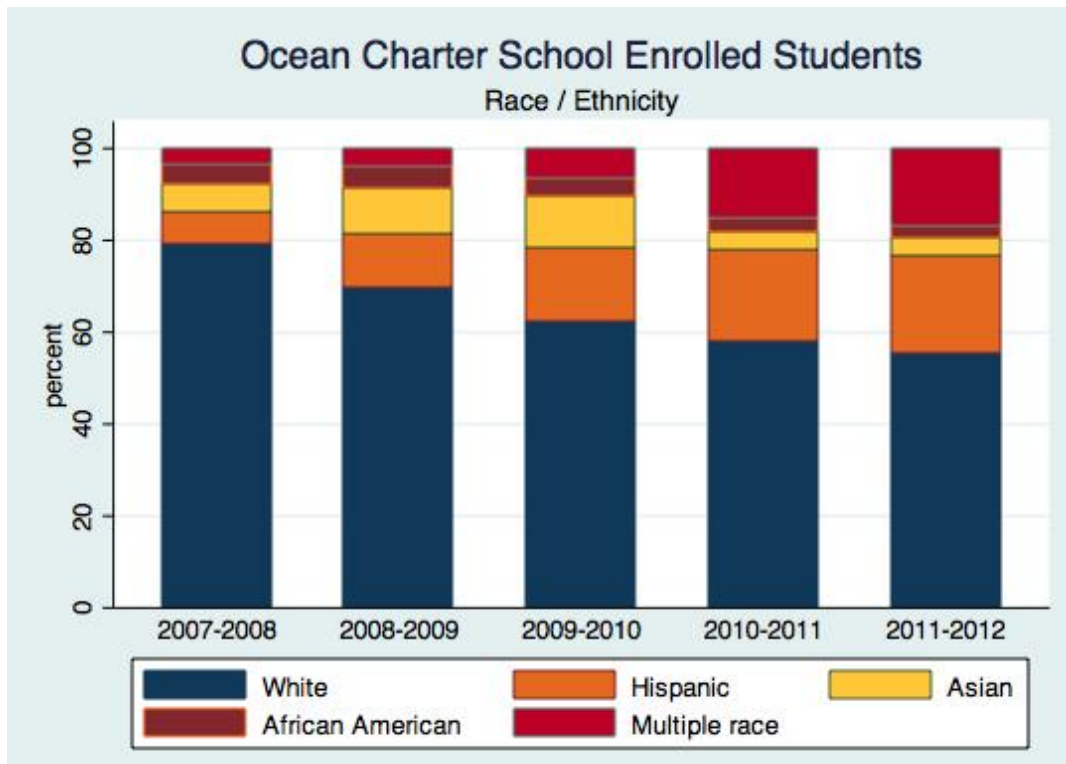
### Commitment to Achieving a Reflective Racial and Ethnic Balance

A fundamental premise of the Ocean Charter School vision is a “multicultural, urban school environment.” Ocean Charter School recognizes diversity as central to excellence in education and as a catalyst for educational reform. Located on the Westside of Los Angeles, Ocean Charter School’s neighboring communities are by nature, ethnically, racially and socio-economically diverse. As such, our student recruitment methods focus on reaching out to our diverse, local communities.

OCS has made significant progress in moving towards the district’s Court-Ordered Integration ratio of 70:30 or 60:40. OCS has increased its % of Predominantly Hispanic, Black, Asian and Other (PHBAO) compared to Other White (OW) from 21% PHBAO and 79% OW in 2008 to 45% PHBAO and 55% OW in 2012.



Specifically, a more detailed examination of the ethnic breakdown of our enrolled student body reveals solid expansion of both our Hispanic student population and our student population of multiple races.



However, OCS recognizes that there is still significant work to do to reach the Court-Ordered Integration ratio. In short, by the time of our next renewal in 2016, OCS must continue to increase our percent of PHBAO students from 45% to 60-65% and decrease our percentage of OW students from 55% to 35-40%.

### Target Population

Ocean Charter School is committed to achieving a ratio equal to or higher than 60:40 by increasing PHBAO students from 45% to 60-65%, and decreasing OW students from 55% to 35-40%. The school’s goal is to increase the enrollment of PHBAO students by at least 3% annually. Ocean Charter School’s target population mirrors the Court Ordered Integration ratio of 70:30 or 60:40 ratio of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW). As achieving this target population has been an area of challenge for OCS, we have used the Demographic Matrix for Surrounding Schools Data (see below) to gain a better understanding of where our outreach efforts have succeeded and where we must do better.

## Demographic Information for Ocean Charter School

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met Subgroup Growth Target?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Majority Ethnicity #1	% Majority Ethnicity #2	% Majority Ethnicity #3
Beethoven	349	Single	No	Yes	Yes	901	9	9	56%	10%	24%	Hispanic 57%	White 33%	Af. Am. 5%
Braddock	404	Single	No	Yes	No	839	7	9	72%	9%	30%	Hispanic 78%	Af. Am. 9%	White 8%
Broadway	329	Single	No	Yes	Yes	885	8	10	100%	16%	22%	Hispanic 54%	Asian 21%	Af. Am. 12%
Charnock	362	Single	No	Yes	Yes	796	4	5	74%	12%	43%	Hispanic 64%	Af. Am. 12%	Asian 12%
Grand View	535	Single	Yes	Yes	No	777	3	5	75%	13%	52%	Hispanic 80%	Af. Am. 9%	White 8%
Marina Del Rey Middle	870	Single	Yes	No	No	725	4	8	86%	13%	14%	Hispanic 58%	Af. Am. 33%	White 7%
Mark Twain Middle	700	Single	Yes	Yes	Yes	715	2	6	100%	14%	17%	Hispanic 77%	Af. Am. 13%	White 7%
Pacific Palisades	496	Single	No	Yes	Yes	947	10	5	5%	10%	2%	White 83%	Hispanic 7%	Asian 7%
Short Ave.	379	Single	Yes	0	0	0			52%	8%	17%	Hispanic 58%	White 24%	Af. Am. 11%
Stoner	354	Single	Yes	Yes	Yes	787	3	7	100%	14%	59%	Hispanic 93%	Af. Am. 4%	White/Asian 1% each
Walgrove	342	Single	Yes	Yes	No	813	5	3	44%	20%	13%	White 43%	Hispanic 37%	Af. Am. 11%
Westport Heights	413	Single	Yes	Yes	Yes	843	4	3	58%	8%	8%	Af. Am. 49%	Hispanic 29%	White 10%
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met Subgroup Growth Target?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Majority Ethnicity #1	% Majority Ethnicity #2	% Majority Ethnicity #3
Goethe	159	Single	No	Yes	Yes	892	10	10		9%	13%	White 47%	Hispanic 19%	Asian 12%
Magnolia Science Academy #4	105	Single	No	Yes	No	766	6	10	59%	9%	22%	Hispanic 63%	Af. Am. 16%	White 15%
New West Charter	340	Single	No	Yes	Yes	942	10	10	11%	10%	3%	White 49%	Hispanic 21%	Af. Am. 11%
Ocean Charter	431	Single	No	Yes	Yes	872	8	3	22%	12%	2%	White 59%	Hispanic 23%	Af. Am. 8%
WISH	138	Single	No	Yes	Yes	838	7			12%	4%	White 39%	Af. Am. 28%	Hispanic 25%

Our analysis of this matrix revealed the following areas of success and areas of challenge.

#### Successes:

1. % of Special Education Students: 12% of OCS students are in Special Education, compared to district resident school's 10% and the comparison school's 13%. Our percentage of students with special needs is consistently between 12-15%, well above the district average, when district schools with clustered Special Education programs are accounted for.

2. % of Asian Students: 4% of OCS students are Asian compared to the district resident school’s 4% and comparison schools 3%.

**Challenges:**

1. % of Students Eligible for Free/Reduced Lunch: 22% of OCS’ student population are eligible for free/reduced lunch compared to the district resident school’s of 58% and district comparison school’s 73%.
2. % of EL Students: 2% of OCS’ student population are English Language Learners compared to the district resident school’s 17% and district comparable school’s 21%.
3. % Hispanic Students: 22% of OCS’ student population are Hispanic compared to the district resident school’s 57% and district comparison school’s 61%.

**Goals:**

Based on the above analysis, OCS has set new goals for our outreach efforts. They are:

0. Increase the % of Students Eligible for Free/Reduced Lunch by at least 3% per year.
1. Increase the % of EL Students by at least 3% per year.
2. Increase the % of Hispanic Students by at least 3% per year.

**How Will We Get There?**

In order to understand how to improve our outreach efforts to achieve our goals, OCS has conducted a thorough analysis of our outreach efforts to date.

**History of OCS Outreach Efforts: 2008-2012**

The chart below summarizes OCS’ outreach efforts and lessons learned over the past 5 years. It details the three primary components of our efforts: advertising, outreach to local schools and organizations, and meeting the needs of a diverse population here at OCS. Following this historical summary is a description of OCS’ outreach plans for 2013-2018.

**1. Advertising**

Plan Executed	Results	Revised Plan
Placed ads in La Opinion, The Sentinel, and the LA Watts Times in 2008-09	Analysis of effectiveness based on reports by applicants was that these ads resulted in no new applicants	Move away from broad-based advertising towards local outreach through community organizations, such as early education centers, libraries, health clinics (Venice Family Clinic), and churches
Offer enrollment application on OCS website for first time in 2012: High computer ownership among Hispanics (75% of Hispanics either have a desktop or laptop computer vs. approx. 60% in the total U.S. population).* Source: Forrester Research, Online Benchmark Survey 2011	TBD	Make as many school documents available online as possible



<p>Hispanics are heavy users of the internet (51% vs. 33% of non-Hispanic whites)                  Source: Pew Research Center’s Internet &amp; American Life Project “Mobile Access 2010”</p>		
--	--	--

**2. Focus on Early Education Centers, Preschools, and Community Centers that Service Target Population**

<b>Plan Executed</b>	<b>Results</b>	<b>Revised Plan</b>
<p>Five years ago the Diversity Committee made a list of preschools within a 10 mile radius of OCS by doing a geographic Google search - The first year we tried to reach as many preschools and organizations on the list as possible.</p>	<p>Some schools were better matches than others. Our efforts would yield better results if we prioritized the list.</p>	<p>We therefore changed our strategy and divided the list into two tiers. We created the tiers based on several factors:</p> <ul style="list-style-type: none"> <li>○ Geographic proximity to OCS</li> <li>○ Racial/ethnic profile of students at the preschool and/or surrounding geography (using preschool and/or census data)</li> <li>○ Conversations with preschool/organization directors and their receptivity to us making presentations to their parents and/or distributing material</li> </ul>

<p>Our goal with Tier I preschools was to build a longer-term relationship such that they would become “feeder schools” for OCS. Our strategy for Tier I schools is to:</p> <ul style="list-style-type: none"> <li>○ Make personal contact with the directors at least once/year and to make presentations to the parents at least once/year.</li> <li>○ Invite prospective parents to one or more community events at OCS each year (e.g. the OCS Winter Faire) to help them get acquainted with our school.</li> <li>○ Offer mini workshops to preschool parents and staff to demonstrate our unique curriculum and teaching methods. For example, one workshop on finger knitting demonstrated how it helps young children develop reading and math readiness.</li> <li>○ Distribute outreach materials in Spanish and English</li> </ul>	<p>Good relationships with a handful of Tier I schools that expect our return each year. Their staffs are getting more familiar with OCS and are recommending us to their preschool parents as a good option, as evidenced by more parents applying.</p>	<p>Continue to deepen these Tier 1 school relationships and add additional schools/organizations to the tier 1 list.</p>
<p>Raised awareness about OCS by distributing printed (and/or digital) outreach materials to Tier 2 schools/organizations</p>	<p>Increased applications from these schools as reported by applicants</p>	<p>Continue efforts and expand Tier 2 list</p>
<p>Attended a few community events to reach our target population of prospective students. Examples of such fairs included the Del Rey Community Council Day and the Venice Library middle school information night.</p>	<p>Resulted in no new diverse applicants</p>	<p>Focus more on efforts with direct relationships with Tier 1 and 2 schools and organizations</p>

Gave preschool presentations in both Spanish and English	Made information about OCS more accessible to our target population	Will continue to do this in 2013
Spanish translators were available at school information sessions, open houses, and school tours for prospective families	Made information about OCS more accessible to our target population	Will continue in 2013
Translated enrollment and outreach materials into Spanish	Made information about OCS more accessible to our target population	Will continue in 2012-13
Chose Tier I preschool as test case for application submission pilot program-submit on site instead of at OCS office	Feedback indicated parents appreciated this option and more applied as a result. Test case in 2010-11 and 2011-2012 successful.	Will continue and expand in 2012-2013.
Offered help to prospective Hispanic parents in filling out the enrollment application (e.g. explaining proof of residency documents for LAUSD lottery preference)	Feedback indicated this was very helpful  Consider simplifying application based on applicant comments	Expand pilot program to another Tier 1 preschool  Simplified application
Offer enrollment application on OCS website for first time in 2012. High computer ownership among Hispanics (75% of Hispanics either have a desktop or laptop computer vs. approx. 60% in the total U.S. population).* Source: Forrester Research, Online Benchmark Survey 2011  Hispanics are heavy users of the internet (51% vs. 33% of non-Hispanic whites) Source: Pew Research Center's Internet & American Life Project	TBD	Make as many school documents available online as possible

<p>“Mobile Access 2010</p>		
<p>Referral Packets: pilot program in 2011-2012; OCS parents give info packet to prospective parents in our target demographic</p>	<p>Word-of-mouth advertising and personal endorsement is most effective recruitment method as evidenced by self-reported data from applicants</p>	<p>Will expand program in 2013</p>
<p>Tailored presentations to better target our audience. 1<sup>st</sup> Generation Latinos: emphasis on creativity, nature, imagination, handwork program 2<sup>nd</sup> Generation Latinos and African Americans: test results, hands-on learning, creative thinking, music program, behavior management system, examples of graduates (CEO of American Express is a Waldorf graduate)</p>	<p>Feedback from outreach participants was very positive about targeted outreach- appreciated hearing their specific concerns and questions addressed</p>	<p>Will continue to refine presentations in 2013</p>
<p>Researched enrollment preference for students eligible for free/reduced lunch. Board of Trustees passed resolution to add Title I as an enrollment preference (pending LAUSD agreement)</p>	<p>Title I enrollment preference denied by LAUSD legal</p>	<p>Continue to discuss options with LAUSD</p>

**3. Meeting the Needs of a Diverse Population Outside of the Classroom**

*\*Note: For instructional practices that support academic success for all students (EL, low SES) within the classroom, see Element 1.*

We need to provide services for our low-income student population and foster a school culture both within the classroom and outside of the classroom that celebrates racial/ethnic diversity. To that end, the Diversity committee and the administration have focused on the following items.

<p>Fall 2012: Research free and reduced lunch programs. Determine which program(s) meet OCS needs and which programs</p>	<p>Mid-October: Select a program. Share information with parents. November: Food tasting for families. Nov. 15<sup>th</sup></p>	<p>January 2013: Begin serving hot lunches</p>
--	---	--

<p>would serve a school our size that is located in two locations, neither of which is permanent.</p>	<p>Parent Survey to estimate order numbers and menus- Nov. 16<sup>th</sup>- Finalize pricing. Week of Nov. 26<sup>th</sup> December: Process orders, Secure equipment, Finalize new lease for additional space at MV campus for kitchen facilities, Coordinate with PV staff on cafeteria usage January: Begin serving hot lunches</p>	
<p>Expanding low-cost and free after-care options</p>	<p>We compiled information on alternative, less expensive or free programs that are accessible but off-site. Now at our Playa Vista campus, there is a free after-care program called Beyond The Bell, which is available to OCS students on that campus (3<sup>rd</sup>-5<sup>th</sup> graders).</p>	<p>Maintain list of affordable after-care options for each campus  Research feasibility of offering free or subsidized before-school care for qualifying students</p>
<p>Research low/free before school care</p>	<p>Ongoing</p>	<p>TBD</p>
<p>Research feasibility of offering breakfast before school</p>	<p>Ongoing</p>	<p>TBD- waiting for results of lunch program</p>
<p>Apply for RFP at Walgrove Elementary; Search for private land to acquire and build a single site Justification: Every year when we do presentations at the local preschools, we are asked where the school is located. We have to say "this year we are at this address but we are not sure about next year". This uncertainty deters parents from applying whose driving is limited or who may not have access to transportation.</p>	<p>RFP denied.  Ongoing site search for land to construct single facility to house K-8 program.</p>	<p>Additional time and resources needed towards site search efforts</p>
<p>Hire bilingual school office staff</p>	<p>Spanish-speaking parents are better able to participate fully in</p>	<p>Keep Spanish language ability as a priority for future staff</p>

	their child's education and our school community	hiring
Create displays in school libraries celebrating various ethnic heritage months (e.g. American Indian, African American, Hispanic)	Noticed and appreciated by students, faculty, and families	Ongoing
Bring more multi-cultural presence to existing OCS events, such as Winter Faire, Book Faire, and Spring Faire	Successful implementation of more multi-cultural books in Book Faire, more diverse foods and crafts at Winter Faire, and more diverse, multicultural celebrations at Spring Faire	Ongoing
Bring authors and/or performers of color to campus	Debbie Allen Dance Company	Expand efforts

Based on the analysis above of our outreach efforts to date, OCS has created the following Diversity Outreach Recruitment Plan for Enrollment 2013-14. This plan includes all efforts since the enrollment lottery of February 2012 as all of these efforts are directed on increasing diversity in the February 2013 enrollment lottery that determines OCS' enrolled student body in 2013-14. These efforts and plan therefore illustrate how OCS plans to achieve our goal of 3% greater diversity per year in the year 2013-14. The dates and events of this plan are updated on an annual basis based on our analysis of the previous year's results. Therefore, a revised plan for each subsequent year is created once the demographics of our enrolled student body are known. Specifically, the plan for the 2014-15 year will be created based on the results of our efforts for the 2013-14 school year as well as the cumulative lessons learned from all previous years of outreach efforts.



### Diversity Outreach Recruitment Plan for Enrollment 2013-14

Timing	Task	Executed By
3/29/12	Westside Children Center	Parent
4/1-30/12	1. Get list of families who received offers from Debbie Tripp 2. Follow up calls with families who were offered a space	Parents
4/5/12	Las Dorado's Center	Parents
5/1-30/12	Spring Faire- send invitations/ info to preschools and community organizations	Parent
5/9/12	Westside Children Center	Parent
10/11/12	Decide on our top 3 target preschools, organizations based on data from previous years.	Parent
10/11/12	Promote Winter Faire. Multi-culturalism at Faire. Information area at Winter Faire.	Parents
10/12/12	Participate in Battle of the Bedtime stories	Parents
10/17/12	Contact schools- schedule presentation or best date and time to drop off info Flyers/Brochure	Parents
10/17/12	Reach out to MocaMama	Parent
10/17/12	Finalize schedule of enrollment events	Enrollment Coordinator
10/17/12	Finalize OCS information packets; brochure, application timeline, process, and application.	Enrollment Coordinator, Parent
10/31/12	Promote and have Ambassadors for school tours/ info meetings	Enrollment Coordinator, Directors
11/1/12	Information on website, information in offices, information at community centers, information presented at outreach events	Enrollment Coordinator
11/7/12	Las Dorado's Center- 6:00pm (after school program)	Parent
11/13/12	Marina Early Education Center- 4:00pm	Parent
11/13/12	WPNS- 7pm	Parent
11/26/12	Enrollment announcement emailed to community yahoo groups	Enrollment Coordinator
11/26/12	Sibling applications announced on OCS-Families group	Enrollment Coordinator

12/1/12	Post fliers at specific locations for Winter Faire	Parents
12/1/12	"Life at OCS" room at the OCS Winter Faire	Parents, Enrollment Coordinator, Directors
12/3/12	Sibling applications available in both school offices	Enrollment Coordinator
12/3/12	New student enrollment applications available in both school offices	Enrollment Coordinator
12/4/12	Parent information meeting and classroom tour: 6:30 am-8:30 pm-@ Mar Vista	Executive Director, Director
12/17/12	Intent to enroll forms are mailed	Enrollment Coordinator
12/28/12	Westside Children Center - 4:00pm	Parent
1/1/13	How to welcome new diverse families, actions needed to reach our goal.	Diversity Committee, Directors
1/1/13	Spring Faire, infuse diverse food, music and activities	Parents
1/8/13	Parent information meeting and classroom tour: 8:30 am-10:30 am-@ Mar Vista	Executive Director, Director
1/9/13	Parent information meeting and classroom tour: 8:45 am to 10:30 am-@Playa Vista	Executive Director, Director
1/11/13	K3 intent to enroll forms are due	Parents
1/22/13	Parent information meeting and classroom tour presented in Spanish: 8:30-10:30am, 6:30-8:30-@Mar Vista	Enrollment Coordinator, Directors, Translator
1/23/13	Parent information meeting and classroom tour presented in Spanish: 6:30-8:30-@Playa Vista	Enrollment Coordinator, Directors, Translator
1/25/13	By 3:30 pm- Deadline for all applications lottery eligible	Parents
2/27/13	Enrollment lottery- 10am @Playa Vista	Enrollment Coordinator, Directors
3/22/13	2013-2014 Enrollment offers/new student enrollment packets mailed	Enrollment Coordinator
4/1/13	Follow up calls on offers to diverse families	Enrollment Coordinator, Parents, translator
4/19/13	ALL enrollment packets are due	Parents
5/29/13	New parent orientation @ Playa Vista (Time TBD)	Enrollment Coordinator, Directors
7/1/13	New Student final paper work due (Date TBD)	Parents

10/1/13	Analyze enrollment data for 13/14 to inform outreach efforts for 2014-15	Enrollment Coordinator, Directors, Parents
---------	--	--

As OCS implements its annual Outreach Plan, we track our efforts and results in a constantly evolving database called our Outreach Tracker. Included in the Outreach Tracker are details of our methods for recruiting academically low-achieving students, students with disabilities and economically disadvantaged students. This detailed document is featured as Appendix 7.1. Outreach Talking Points, used in informational meetings, are included as Appendix 7.6.

Finally, OCS uses Spanish/English brochures and fliers in our outreach efforts. These brochures and fliers are attached as Appendix 7.2 and 7.3.

### **Board of Trustees Commitment to Diversity**

Over the past five years, the Ocean Charter School Board of Trustees has passed numerous motions related to our Diversity Committee work and outreach efforts. These motions are summarized in Appendix 7.4: Diversity Committee Board Motions.

These motions are the result of information shared with the Board by our Diversity Committee in our OCS Diversity Committee Reports, Appendix 7.5.

## ELEMENT 8

# Admission Requirements

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

Ocean Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition. Ocean Charter School shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ocean Charter School will admit any student in the state of California who wishes to attend. Admission to Ocean Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. Ocean Charter School will not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements.

Ocean Charter School will actively recruit a diverse student population, including academically low-achieving students, students with disabilities, and economically disadvantaged students. Open Enrollment, admission requirements and applications in Spanish and English, and lottery information are available on the school’s website, in both campus’ offices, via the Ocean Charter School Yahoo email group, and at all enrollment events. Ocean Charter School will continue to inform our diverse surrounding community about the OCS educational program and how to enroll by several methods, including but not limited to: advertising in local community centers in Spanish and English; distributing and presenting informational, Spanish/English brochures to local preschools and early education centers; and conducting multiple Open House Events for interested families in both Spanish and English.

### **Open Enrollment Process**

Families must fill out an application for each child. OCS 2013-2014 Lottery Application in Spanish and English and OCS Guide to Open Enrollment in Spanish and English are attached as Appendices 8.1 and 8.2.

### **Admission Requirements**

Ocean Charter School serves students eligible for Transitional Kindergarten and Kindergarten through 8<sup>th</sup> grade.. In keeping with our goal to provide a developmentally appropriate arts-integrated education, OCS maintains the following age requirements for all students.

The minimum age of children-applying to the school will be:

- \*Transitional Kindergarten: age 5 on or before December 2 of the year they enter Transitional Kindergarten.
- Kindergarten: age 5 on or before May 31 of the year they enter Kindergarten.
- First Grade: age 6 before June 1 of the year they enter 1<sup>st</sup> grade.

\*Transitional Kindergarten age requirements listed above include students meeting the state cut-off and additionally serve students who are eligible for our two-year Kindergarten program. In previous years, this eligibility was identified as “K2”.

Although the First Grade age policy continues in this manner through all grades for returning students, students newly enrolling in grades 2 through 8 at Ocean Charter from another district will be eligible for grade placement according to their continued district eligibility.

Upon admission to Ocean Charter School, parents are asked to read the OCS Parent-Student Handbook to become familiar with school policies and gain understanding of our standards-based implementation of Waldorf Education. Ocean Charter School requests:

- Active support of the school through volunteering time and/or other resources.
- Commitment to provide a home environment that is conducive to learning. In particular, this means agreeing to limit children's exposure to electronic media influences such as television, movies, video games, etc.
- The willingness of the parent to gain understanding of our standards-based implementation of Waldorf Education to support their child's education in the home.

The Ocean Charter School Parent-Student Handbook is attached as Appendix 8.3.

### **Enrollment Lottery Process**

If the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. Lottery rules, deadline, and lottery date and time are communicated on the school's website, in both campus' offices, via the Ocean Charter School Yahoo email group, and at all enrollment events.

The Ocean Charter School Director and at least one other Charter School employee conduct the Enrollment lottery as a public event to ensure that lottery procedures are fairly executed. Procedures include announcing each applicant's name and lottery number, recording the number on paper and entering the number in the Charter School's database.

Ocean Charter School's annual open enrollment period typically occurs in December and January of each year, with the enrollment lottery typically following in February. The enrollment lottery takes place at the charter school. In 2013, the lottery will be conducted on February 27<sup>th</sup>. The lottery is a public event which is announced on our website, on our campuses, on all enrollment materials and at our informational meetings, which allows all interested parties an opportunity to attend.

The following shall be given preference for admission to the charter school in this order: siblings of currently enrolled students, children of faculty, staff and board members, not to exceed 10% or enrollment openings, and residents of LAUSD.

The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the waitlist in the order they are received. Ocean Charter School's administration offers enrollment openings in waitlist number order until all openings are filled or the waitlist is exhausted.

Initial enrollment offers to all eligible applicants are sent by U.S. mail, while any subsequent offers made to eligible lottery and post-lottery applicants who have been placed on the waitlist are made through contacting applicants by phone. When an offer is made, Ocean Charter School

requests that applicants notify the school within 2 days to indicate whether or not they will accept. If offers are declined or applicants do not respond in the given timeframe, their application becomes void and the opening is then offered to the next eligible applicant. The waitlist for each school year remains active until Ocean Charter School's open enrollment period for the next year commences. Applications are only valid for one school year. Applicants must reapply to the charter school annually if we were unable to offer them admission for the current year. Our waiting list is maintained in our database using the order of eligibility according to lottery number and by enrollment priorities, which include LAUSD residents and siblings, staff and board members children and non-district applicants.

The Ocean Charter School administration records all dates and communications regarding enrollment activity for each applicant within the database. The manual record of all lottery participants and their assigned lottery numbers is also physically filed at the charter school. Each applicant's enrollment application is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

**McKinney-Vento Homeless Assistance Act**

Ocean Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Ocean Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.



**ELEMENT 9****Financial Audits**

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

Ocean Charter School has developed a Fiscal Policies and Procedures Handbook, approved by the Board of Trustees annually that guides all financial activity at our school. The 2011-12 Fiscal Policies and Procedures Handbook is attached as Appendix 9.1.

**Budgets**

Ocean Charter School will receive those funds to which it is entitled from the State. The Director, with the assistance of ExED and the OCS Finance Committee, will establish an annual operational budget for each fiscal year and a three-year financial projection. The budget development process will begin in March of the year preceding the budget fiscal year and will continue through the May Revise of the Governor's budget. The annual budget will be presented to the Ocean Charter School Board of Trustees for adoption consistent with the general time lines and requirements related to state school budgets in the State of California. The adopted budget will reflect annual budget priorities and be balanced.

The annual operating budget must be adopted by the Ocean Charter School Board of Trustees and must accommodate any adjustments or revisions required as a result of an annual audit by June each year. The Ocean Charter School Board of Trustees will also review the three-year financial operating projections annually at the time it adopts the annual operating budget.

The adopted annual budget will be presented to the District's State Administrator and/or Board of Education on or before July 1 of each fiscal year during the term of the charter. The Budget shall include all estimates of income and expenditure for the fiscal year, including cash flow and start-up costs, if any. Ocean Charter School will maintain a reserve account for economic uncertainties.

The Executive Director, Business Manager, OCS Finance Committee, and Board of Trustees will monitor the budget on a monthly basis and recommend formal budget revisions for Board approval as needed.

In addition, in our annual budget review, the Executive Director, Business Manager, OCS Finance Committee, and Board of Trustees assure that resources will be available to meet the needs of student with disabilities including transportation in those cases it is a related service.

Attached as Appendix 9.2 please find the school's 2012-13 operational budget as well as Cash Flow, 9.3, and Financial Projections, 9.4, for the subsequent three years of operation. Attached as Appendix 9.5 please find the OCS Budget Procedure.

**Financial Reporting**

The Executive Director and Business Manager, with the assistance of ExED, the contracted business service provider, will be responsible for providing LAUSD with all reports and data

necessary to meet County and State financial requirements. Ocean Charter School will submit the following reports to the District and the Los Angeles County Office of Education pursuant to Education Code 47604.33:

1. A preliminary budget on or before July 1.
2. An interim financial report reflecting budget changes through October 31, submitted on or before December 15.
3. A second interim financial report reflecting budget changes through January 15, submitted on or before March 15.
4. A final unaudited report for the full prior year, submitted on or before September 15.

### **Administrative Services**

Ocean Charter School will be responsible for all its own personnel salary and health benefits, provisions and costs. Ocean Charter School outsources administration of these functions in addition to bookkeeping, budgeting, financial reporting, and compliance reporting to ExED, which specializes in school business practices and has the expertise to carry them out. The OCS contract with ExED as the business service support provider is reviewed and renewed on an annual basis with Board of Trustees approval.

In the event that any administrative services are to be purchased from LAUSD by Ocean Charter School, the specifics will be agreed to in a Memorandum of Understanding between Ocean Charter School and LAUSD, or other mutually agreeable contract.

### **Audits**

Ocean Charter School's audit will be conducted in accordance with generally accepted accounting principles applicable to the school and the audit guide issued by the Controller of the State of California. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The Charter School's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the Certified Public Accountant will be submitted to District within four months following the close of the fiscal year.

The School Board of Trustees will form an audit sub-committee through the OCS Finance Committee each fiscal year to contract and oversee the preparation and completion of an annual audit of the Charter School's financial affairs. This sub-committee will retain independent auditors with education finance experience certified by the State of California. The Finance Committee will review any audit exceptions or deficiencies and report to Ocean Charter School's Board of Trustees with recommendations on how to resolve them. This report will include timelines and deadlines for resolving the exceptions or deficiencies. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the Dispute Resolution Process contained in Element 14. The District may elect, at its own cost and expense, to have its own accountants review the audit exceptions and deficiencies. Ocean Charter School agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to LAUSD, the California Department of Education, and the State Board of Education by December 15 following each school year. Ocean Charter School will provide interim financial data required by the district to fulfill its obligation to the county and state.

These financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audit will verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices and will review the school's internal controls. The audit will include a review of the Average Daily Attendance (ADA) as reported by Ocean Charter School. Moreover, the audits will assure that the school's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles. Ocean Charter School will receive funding pursuant to California Education Code Sections 47630-47635 and all applicable education codes.

Vavrinek, Trine, Day & Co., LLP have conducted our financial audits over the last seven years, which have allowed them to become familiar with school finances and operations. To date NO audit findings have been reported in Ocean Charter School's handling of financial accounting and reporting. All prior year audit reports were issued with unqualified audit opinions. Annual Audit Reports are attached as Appendix 9.6.

Pursuant to AB 1137, Ocean Charter School will provide any necessary financial statements to LAUSD, the Los Angeles County Office of Education (LACOE), and California Department of Education. Additionally, the following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- P1 Report - first week of January
- P2 Report - first week of April
- Calendar and Bell Schedule – annually by November
- Other reports as requested by the District

### **District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

The IRS Tax Exempt Certificate is attached as Appendix 9.7.

### **Balance Reserves**

Ocean Charter School follows the recommendation to maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Ocean Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Ocean Charter School, Ocean Charter School authorizes the District to deduct any and all of the in lieu property taxes that Ocean Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Ocean Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Ocean Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Ocean Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

Ocean Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Ocean Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of Ocean Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Ocean Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School's financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Ocean Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Ocean Charter School will develop and maintain internal fiscal control policies governing all financial activities.

**ELEMENT 10****Suspensions and Expulsions**

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

**General Discipline Policies in Place at the School with Regards to Suspension and Expulsion**

Ocean Charter School (OCS) implements a school-wide discipline program. The policy includes the following information:

- A description of OCS’s discipline measures, grounds for suspension and expulsion, notification process to parents of suspension or expulsion, and length of suspension
- Appeal process
- Provisions for student's education while suspended

The Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students and faculty members at Ocean Charter School. It is a progressive discipline policy that is reviewed by the administration and the faculty each year. Ocean Charter School strives to provide a safe, healthy school environment where students are free to concentrate on learning. The General Discipline Policy with the OCS Suspension/Expulsion Policy are included in the OCS Parent-Student Handbook, Appendix 8.3, that is sent home in the beginning of each year.

Students who do not adhere to the discipline policy and/or who violate school rules may expect consequences for their behavior, including but not limited to the following:

- Warnings
- Loss of privileges
- Notices to parents/guardians by telephone or letter
- Request for parent conference
- Suspension
- Expulsion

If a student’s behavior does not improve, parents will be asked to participate in the Student Success Team (SST) process, as outlined in the OCS Parent-Student Handbook, Appendix 8.3. The Student Success Team, including a school parent, parent(s), class teacher, resource teacher (if applicable), and the student (if the parent, teacher(s), and school director mutually agree it is appropriate) will work together to develop an appropriate Behavior Intervention Contract that includes modifications and intervention strategies that support the student.

Ocean Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Ocean Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Ocean Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Ocean Charter School will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Ocean Charter School will also ensure staff is knowledgeable about and complies with the LAUSD Discipline Foundation Policy. If the student receives or is eligible for special education, Ocean Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Ocean Charter School shall document the alternatives to suspension and expulsion Ocean Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

### **Gun Free Schools Act**

Ocean Charter School shall comply with the federal Gun Free Schools Act.

## **Permissible Grounds for a Discretionary Suspension or Expulsion**

A student is subject to discipline for committing for any of the acts enumerated in this section that are related to school activity or school attendance that occur at any time, including, but not limited to, the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Ocean Charter School shall comply with Education Code §48900. Pursuant to that statute (as recently amended), a student shall not be suspended from school or recommended for expulsion, unless the Executive Director or Director or his or her designee determines that the student has committed an act as defined pursuant to any of subdivisions (a) to r) of §48900, inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Executive Director or the designee of the Executive Director.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an



- alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
  - (f) Caused or attempted to cause damage to school property or private property.
  - (g) Stole or attempted to steal school property or private property.
  - (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
  - (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
  - (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
  - (l) Knowingly received stolen school property or private property.
  - (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
  - (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
  - (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
  - (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
    - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
      - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) “Electronic act” means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, or image.
  - (ii) A post on a social network Internet Web site, including, but not limited to:
    - (I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

Executive Director or Director may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section.

Alternatives to suspension or expulsion will be imposed against a student who is truant, tardy, or otherwise absent from school activities.

## **Presumptive Grounds for Expulsion**

Pursuant to Education Code §48915, the Ocean Charter School Executive Director shall recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the Executive Director finds that expulsion is inappropriate, due to the particular circumstances:

- (1) Causing serious physical injury to another person, except in self-defense.
- (2) Possession of any knife or other dangerous object of no reasonable use to the student.
- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4) Robbery or extortion.
- (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

The Executive Director or Director shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the Director or his/her designee. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

The Board of Trustees for Ocean Charter School shall order a student expelled upon finding that the student committed any of these five acts, and shall refer that student to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate students who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the student at the time of expulsion.

As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

As required by The Gun Free Schools Act (GFSA), a student who is determined to have brought a weapon to school without permission will be expelled from school for a period of not less than one year.

## **Procedures for Suspension and Rights of Students Ensuring Due Process**

### **Due Process**

OCS is committed to ensuring a fair and impartial process for investigating and confirming the appropriateness of suspension of any student that will preserve the due process rights of students and parents.

### **Informal Conference**

When a situation involving a student arises that calls for suspension, an informal conference will be conducted by the Executive Director, or Director, and teacher and will include the student and the student's parents/guardians. In the case of an emergency situation, where a clear and present danger exists that threatens the health and safety of students or school personnel, the student may be suspended without a conference. Should a student be suspended without a conference, the parent/guardian will be notified of the suspension by the Executive Director or Director and a conference will be held as soon thereafter as reasonably possible.

### **Notice to Parents/Guardians**

At the time a suspension is recommended, the Executive Director, or Director, or his or her designee will make reasonable attempts to contact the parent/guardian immediately via telephone. If the parent cannot be reached immediately by telephone, the Executive Director, or Director, or his or her designee will continue to follow up throughout the day or attempt to contact the parent in person (For Example: when the parent picks the student up from school). In addition, a written notification will be sent home promptly. The written notice will detail the incident and specify the grounds for suspension, including the recommended date(s) of suspension. The notice will request a conference with the parents/guardians, if one has not already been conducted, and will require parents/guardians to respond to this request immediately.

### **Length of Suspension**

The maximum number of days of suspension for a single incident is five (5) consecutive school days, unless the Executive Director, or Director, and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that

case, the total number of school days may be increased by 10 days for a total of 30 suspension days in that school year.

Students to be suspended for two days or more will be given appropriate grade-level work to do while on suspension. Any tests that a student misses while on suspension will be completed within the first week of school after the suspension ends.

### **Appeals of Suspensions**

Students may appeal a suspension of five or more days prior to its completion by submitting a written request to the Administration that states the basis for the appeal and all facts relevant to the suspension (a "Request"). The Administration shall respond to that Request in writing within two school days. The student may further appeal his or her suspension to the OCS Board of Trustees' Hearing Board by delivering it to the Board mailbox located in the school office the student's Request, along with the Administration's response and any reply by the student to that response. The Hearing Board shall hear any such appeal as soon as reasonably practicable, and, if appropriate, the Hearing Board Chairman may delay service of the remainder of the student's suspension until a hearing can be conducted.

The formal record of any suspension may be appealed by submitting a Request to the Administration within 30 days of the challenged suspension. The Administration shall respond in writing to that Request within ten school days and either grant the student's appeal or else deny the appeal and state its reasons for that decision. The student may then further appeal his/her suspension record to the Hearing Board by submitting, within five school days of receiving the Administration's response: (1) the student's request; (2) the Administration's response; and (3) a reply by the student to that response setting forth all reasons why the Administration's suspension decision should be overturned. The Hearing Board shall review the student's Request, the Administration's response, and the student's reply, and then either respond in writing to the student or, if appropriate, hold an evidentiary hearing within 30 days (or as soon thereafter as is reasonably practicable) to decide the outcome of the appeal.

Any appeal of a suspension by the Hearing Board shall be limited to determining if the Administration abused its discretion in issuing the suspension, and, if it has, what appropriate corrective measures should be taken by the School. The student or student representative shall receive reasonable notice of the hearing and have an opportunity to present evidence or argument in support of his/her position prior to any decision by the Hearing Board as to the suspension. As an independent charter school, the Hearing Board of the Ocean Charter School Board of Trustees will make all final determinations in regards to all suspension appeals.

## **Procedures for Expulsion and Rights of Students Ensuring Due Process**

### **Due Process**

OCS is committed to ensuring a fair and impartial process for investigating and confirming the appropriateness of expulsion of any student that will preserve the due process rights of students and parents.

### **Investigation**

When an alleged incident that could, if substantiated, provide grounds for a student to be expelled, the OCS Executive Director or Director shall immediately investigate the matter. He or she shall be responsible for each of the responsibilities delineated below.

1. Collect relevant information surrounding the incident.
2. Identify and interview witness(es) and the accused student.
3. Secure verbal and written statements from the accused student, victim(s), and witness(es) who observed the incident and may corroborate any piece of information obtained.
4. Review the appropriate pupil records, such as cumulative record, attendance, social adjustment report, and, when applicable, Individualized Education Plan (IEP).
5. Contact law enforcement, as applicable.
6. Maintain contact with law enforcement and proceed with the discipline process as appropriate.

### **Recommendation to Expel**

The decision to recommend expulsion of a student will be at the discretion of the Executive Director or his or her designee. Additionally, an expulsion may not be recommended until the Student Success Team first has had an opportunity to evaluate and review the case. Students may be recommended for expulsion if either of the following conditions exist:

- Repeated violations persist and other means of correction have been unsuccessful in bringing about an improvement in behavior.
- The severity of the violation is such that the presence of the student poses a continuing threat to the health and safety of the student or others.

Verbal notice that a recommendation for expulsion has been made will be provided to the student's parents as soon as reasonably possible. Written notice shall be sent via first-class mail to the student's last known address by no later than the end of the second school day after the decision to recommend an expulsion has been made.

### **Expulsion Hearing**

Upon recommendation by the Ocean Charter School Director, the Board of Trustees shall make the final decision on a student's proposed expulsion. The Board's decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

Students recommended for expulsion have a right to a hearing before the Board of Trustees or the OCS Hearing Board, a standing committee of the Board of Trustees (at the Board's discretion) to determine the appropriateness of an expulsion. If requested this hearing will be conducted within a period of thirty (30) days from when the Executive Director or his or her designee determines that grounds for expulsion exist, or, if later, within 10 days following the student's request for the hearing. The Executive Director, or his/her designee, may suspend the student until this hearing without parental consent if doing so is reasonably necessary to protect the safety and well being of the school and of its other students.

Parents/guardians will be notified of the expulsion hearing at least ten (10) calendar days before the date of the hearing. The written notification will include:

- Date, time and place of the hearing.



- A description of facts pertaining to the incident that calls for the expulsion.
- Ground(s) for expulsion.
- A copy of the OCS policies that relate to the alleged violation.
- A statement that the student and the student's parents/guardians may appear in person at the hearing, that they have the right to bring witnesses, and the right to be represented by legal counsel or by a non-attorney adviser, and that they may present evidence on the student's behalf.
- A statement that the student and the student's parents/guardians and/or representative(s) shall have the right to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, and to present oral and documentary evidence on the pupil's behalf, including witnesses, at the hearing.

Expulsion hearings by the Board of Trustees, or by the OCS Hearing Board, shall be conducted in accord with Education Code §48918.

At the expulsion hearing, the OCS Executive Director or his or her designee shall be required to present factual evidence, in the form of live testimony, upon which the expulsion recommendation is based. The OCS Executive Director or his or her designee should be prepared to:

1. Describe all allegations of misconduct upon which the expulsion recommendation is based.
2. Describe the alleged incident in which the accused student was involved and the circumstances surrounding the incident.
3. Describe evidence of providing due process.
4. Provide direct witness testimony and documentary evidence in support of the school's allegation and the school's investigation.
5. Provide facts or information in support of additional findings, when necessary.

Education Code §48918(f) provides that the Board or Hearing Board decision may consider only the evidence that is adduced at the expulsion hearing. Therefore, it is the Executive Director's responsibility to ensure that all necessary evidence is secured and made available for presentation at the hearing. If the Executive Director is aware of any exculpatory evidence that excuses, justifies, mitigates, or suggests that the student did not engage in the misconduct, he or she must present this evidence at the hearing as well.

The Executive Director or Director is responsible for making all arrangements for the presence of any witnesses who will testify on behalf of the school. If the witness is a student, the Executive Director or Director must:

- a. Obtain parental consent.
- b. Complete appropriate paperwork such as the fieldtrip slip.
- c. Arrange for transportation, if necessary.
- d. Arrange for an adult to supervise the witness(es), if necessary.

Whether an expulsion hearing is conducted by the OCS Board of Trustees or by the OCS Hearing Board, final action to expel a pupil shall be taken only by the OCS Board of Trustees in



a public session. All decisions of the OCS Board of Trustees or the OCS Hearing Board regarding expulsion shall be final and not subject to appeal.

Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the Executive Director or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

- (1) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.
- 2) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Education Code Section 48915.1, upon the pupil's enrollment in a new school district, to inform that district of the pupil's expulsion.

The OCS Board of Trustees shall maintain a record of each expulsion, including the cause therefor. Records of expulsions shall be a nonprivileged, disclosable public record. The expulsion order and the causes therefor shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

### **Alternative Educational Programs for Expelled Students**

If a decision is made to expel a student from OCS, the school will work cooperatively with the student's district of residence (Student Discipline Proceedings Unit for former LAUSD students), county, and/or private schools (if the last school of attendance) to assist with the educational placement of the expelled student. As permitted by law, OCS will communicate any incident of violent and/or serious behavior to the district/school to which the student matriculates.

### **Expelled Students**

If a pupil is expelled or leaves the Charter school without graduation or completing the school year for any reason, the Charter school shall notify the superintendent of school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

If a student is expelled from Ocean Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card.
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
- student's current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and

- if the Student is eligible for Special Education, Ocean Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, Ocean Charter School must provide evidence that it convened a Link Determination meeting to address two questions:

- A. Was the misconduct caused by, or directly and substantially related to the students disability:
- B. Was the misconduct a direct result of Ocean Charter School's failure to implement 504 Plan?

### **Special Education Students**

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Ocean Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Ocean Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Ocean Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

### **Outcome Data**

Ocean Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

### **Rehabilitation Plans**

Pupils who are expelled from OCS shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees of OCS or a committee appointed by the Board of Trustees at the time of the expulsion order, which order may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to OCS for readmission.

### **Readmission**

Ocean Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Ocean Charter School's governing board shall readmit the pupil, unless Ocean Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

**Reinstatement**

Ocean Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Ocean Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Suspension and Expulsion Policy Periodic Review**

The OSC Board of Trustees or a committee appointed by the Board of Trustees will hold an annual review of the Suspension and Expulsion Procedures to make sure that the policies and procedures are in the best interest of the Charter School and are aligned with the Individuals with Disabilities Education Act (IDEA). During the review, the Board of Trustees and/or a committee appointed by the Board of Trustees will make any necessary modifications to the list of offenses for which students are subject to suspension or expulsion.

**ELEMENT 11****Retirement Programs**

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

**Benefits**

Ocean Charter School provides mandatory benefits such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members). Life, health, dental, vision, and related benefits will also be provided to all full-time employees. Ocean Charter School recognizes Ocean Charter Teacher’s Association, California Teachers Association NEA, as the exclusive representative of full-time certificated faculty of Ocean Charter School, excluding all day-to-day substitutes, all management, and all supervisory personnel as defined by the EERA. Under these guidelines the collective bargaining agreement will determine the benefit details for certificated teachers, as well as all other negotiable terms and conditions of employment, including salaries, work year/day, time off, etc. For all other non-represented employees, such terms and conditions of employment shall be determined by the Ocean Charter School administration or Board of Trustees as applicable. Ocean Charter School adheres to all applicable California Labor Laws in relation to its employees.

**Resolving Complaints and Due Process**

Ocean Charter School maintains policies regarding the resolution of faculty and staff complaints/grievances and procedures for due process. These policies and procedures are detailed in our Employee Handbook, which is distributed annually to all employees, and in the Collective Bargaining Agreement between Ocean Charter School and OCTA. The process afforded to certificated employees regarding discipline and dismissal is outlined in the Collective Bargaining Agreement between Ocean Charter School and OCTA. All other non-represented employees are employed on an at-will basis and thus are not legally entitled to any form of due process regarding discipline or dismissal.

**Retirement**

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and Ocean Charter School will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Ocean Charter School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. The Ocean Charter School Board of Trustees retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time classified employees who are eligible will be covered by a 403b retirement plan. All full-time eligible classified employees will be covered by the Federal Social Security program. The Director will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

**Work Schedules**

Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements, and the collective bargaining agreement for OCTA members. Administrators and office staff will work a calendar year of 12 months. Teachers will work a calendar year of 10 months including staff development days and supplemental instruction. A typical work week will be Monday through Friday, 8 hours daily, with the possibility of extra time for special events, school meetings, parent conferences, etc. Ocean Charter School recognizes Ocean Charter Teachers Association, California Teachers Association NEA, as the exclusive representative of all certificated employees of Ocean Charter School, excluding all day-to-day substitutes, all management, all confidential, and all supervisory personnel as defined by the EERA. Under these guidelines the bargaining contract will determine the final work schedule for certificated teachers. Also determined by contract are the measures of performance assessment, the salary schedule and benefits for certified staff.

The Ocean Charter Teacher's Association Contract with Attachments A and B are attached as Appendix 11.1, 11.1A, 11.1B, 11.2.

### **Monitoring Credentials**

Annual verification of the status of teachers' credentials, which is maintained within Ocean Charter School's NCLB report, is conducted. The Human Resources Coordinator is responsible for monitoring credentials and reports any findings to the Executive Director and the Director.

**ELEMENT 12****Attendance Alternatives**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

Ocean Charter School is a school of choice. Pupils who choose not to attend Ocean Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

Ocean Charter School confirms that the parent(s) or guardian(s) of each pupil enrolled in the charter school shall be informed in the enrollment packet via the Parent Participation Contract (Appendix 12.1) that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the District.

**ELEMENT 13****Rights of District Employee**

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

Any district union employee who is offered employment and chooses to work at OCS will not be covered by his or her respective LAUSD collective bargaining unit agreement. Instead, full-time certificated OCS employees will receive the protections and benefits set forth in the collective bargaining agreement between OCS and the Ocean Charter Teachers Association.

Leave and return rights for union-represented employees who accept employment with Ocean Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.



**ELEMENT 14****Mandatory Dispute Resolution**

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

The staff and governing board members of Ocean Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Ocean Charter School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Ocean Charter School shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications shall be addressed as follows:

To OCS: Ms. Stephanie Edwards  
Director  
Ocean Charter School  
12606 Culver Blvd.  
Los Angeles, California 90066

To Director of Charter Schools: Charter School Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m. or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney's fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
4. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

**ELEMENT 15****Exclusive Public School Employer**

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).”  
Ed. Code § 47605 (b)(5)(O)

Ocean Charter School is deemed the exclusive public employer of all employees of the charter school for purposes of the Educational Employment Relations Act (EERA) and for collective bargaining purposes. Ocean Charter School will act independently from LAUSD for collective bargaining purposes. The Ocean Charter School Teachers' Association, through the California Teachers Association, is the bargaining unit that represents all full-time certificated teachers at OCS for collective bargaining purposes. Other employees may, to the extent permitted by law, join and be represented by an organization of their choice for collective bargaining purposes. Unless such other employees elect to be represented by an organization for bargaining purposes, they will be individually contracted.

**ELEMENT 16****Charter School Closure**

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

In the event that Ocean Charter School closes, the assets and liabilities of the school will be disposed of by the OCS Board of Trustees in accordance with the asset disposition provisions of the by-laws of Ocean Charter School. The Board of Trustees will attend to enumeration and disposing of the assets and liabilities as directed in the bylaws. The business manager shall ensure that a final audit of the school’s assets and liabilities is performed. Upon graduation or matriculation parents or guardians of students will be provided with a printed or electronic transcript of their academic progress at the school, along with other relevant information. OCS will adhere to State law and LAUSD policy as it relates to student records.

**Revocation**

The District may revoke the Charter if Ocean Charter School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of Ocean Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Ocean Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Ocean Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Ocean Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Ocean Charter School violated any provisions of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Ocean Charter School in writing of the specific violation, and give the Ocean Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

**Closure Action**

The decision to close Ocean Charter School either by Ocean Charter School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close Ocean Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

### *Documentation of Closure Action*

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/ caregivers of the enrolled students of Ocean Charter School will be issued by Ocean Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Ocean Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by Ocean Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by Ocean Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence

4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

### *School and Student Records Retention and Transfer*

Ocean Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

### **Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Ocean Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of the Charter School will be paid for by Ocean Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Ocean Charter School will be the responsibility of Ocean Charter School and not LAUSD. Ocean Charter School understands and acknowledges that Ocean Charter School will cover the outstanding debts or liabilities of Ocean Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source Ocean Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Ocean Charter School participates, and other categorical funds will be returned to the source of funds.

Ocean Charter School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports



These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Ocean Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Ocean Charter School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Ocean Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, Ocean Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Ocean Charter School's right to operate as a Charter School or cause Ocean Charter School to cease operation. Ocean Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

### **Facilities**

**District-Owned Facilities:** If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
  - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining

separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The charter school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at [www.laschools.org/employee/mo/pm](http://www.laschools.org/employee/mo/pm).

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

# Appendixes and Additional Documents