



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

2018 – 2023

**Submitted on November 14, 2017
LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
213-241-0399**

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Assurances, Affirmations, and Declarations

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. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- 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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

General Information

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	<i>Stephanie Edwards, Executive Director and Kristy Mack-Fett, Director</i>
• The contact address for Charter School is:	<i><u>Current TK – 3rd</u> 12606 Culver Blvd., LA 90066 <u>Current 4th -8th</u> 7400 W. Manchester Ave., LA 90045 <u>As of 2020-2021 for all grades-</u> 12870 Panama St., LA 90066</i>
• The contact phone number for Charter School is:	<i>310-827-5511 TK – 3rd 310-348-9050 4th – 8th</i>
• The proposed address or ZIP Code of the target community to be served by Charter School is:	<i>90066, 90045</i>
• This location is in LAUSD Board District:	<i>4</i>
• This location is in LAUSD Local District:	<i>West</i>
• The grade configuration of Charter School is:	<i>TK – 8th</i>
• The number of students in the first year will be:	<i>529</i>
• The grade level(s) of the students in the first year will be:	<i>TK – 8th</i>
• Charter School’s scheduled first day of instruction in 2018-2019 is:	<i>Aug. 20, 2018</i>
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	<i>532</i>
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i><u>TK & Kinder:</u> 8:30am – 2:00pm, M,Tu,Th, F 8:30am- 11:55am Wed. <u>1st – 3rd:</u> 8:00am – 2:20pm M, Tu, Thr, F 8am – 12:10pm Wed. <u>4th – 8th:</u> 8:20am– 3:10pm M, Tu, Th, F</i>

	8:20- 12:40pm Wed.
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Community Need for Charter School

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

Based on 2017 California Assessment Student Performance and Progress (CAASPP), scores, Ocean Charter students performed better than the students as a whole in the state of California and in the Los Angeles Unified School District. Moreover, OCS students in subgroups including Students with Disabilities, Economically Disadvantaged Students, and Hispanic Students also scored higher than their counterparts across the state and in LAUSD. When compared to the local public schools in our surrounding area, OCS’ ELA scores show that OCS students, as a whole and in all subgroups, perform as well as or better than their counterparts in the resident schools. Math scores also show that OCS students as a whole perform better than their counterparts in the resident schools. Subgroup scores for Students with Disabilities, Hispanic students, and White students indicate that OCS students perform as well as or better than their counterparts in the resident schools. Subgroup scores for Economically Disadvantaged students indicate that OCS students performed better than their counterparts at half the resident schools.

These standardized test scores highlight the success of OCS’ educational program in meeting the needs of all students, and of students in numerically significant subgroups. This evidence of academic success combined with the unique educational program of arts-integration, relationship-based learning offered at OCS makes our school a highly popular choice for families in the community.

LAUSD Annual Oversight Reports

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

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

2016-17 PERFORMANCE DATA

According to the 2017 California Department of Education (CDE) Dashboard reports, OCS overall showed growth for ELA in student scores for all students of 7.7 points in 2017 when compared to 2016. For Math, OCS overall showed maintenance of strong student scores for all students with a .5 point increase when compared to 2016.

Subgroup data for ELA indicates significant growth for Students with Disabilities of 19.9 points, growth for Students of Two or More Races of 10 points, and growth for White students of 8.9 points. Decreases were seen in ELA scores for Economically Disadvantaged students by 7.9 points and for Hispanic students of 6.2 points.

The decline in ELA scores for Economically Disadvantaged students and for Hispanic students was partially due to not enough targeted intervention support for 3rd grade students not yet at grade level in ELA. It may also reflect an increase in the difficulty of the test from 5th to 6th grade. To address these declines, OCS is providing more targeted intervention and in class support for students struggling in ELA, and will conduct more test preparation specifically for 3rd and 6th graders. OCS will also specifically monitor these subgroups progress over the course of the year in meeting ELA standards, and provide additional support as needed.

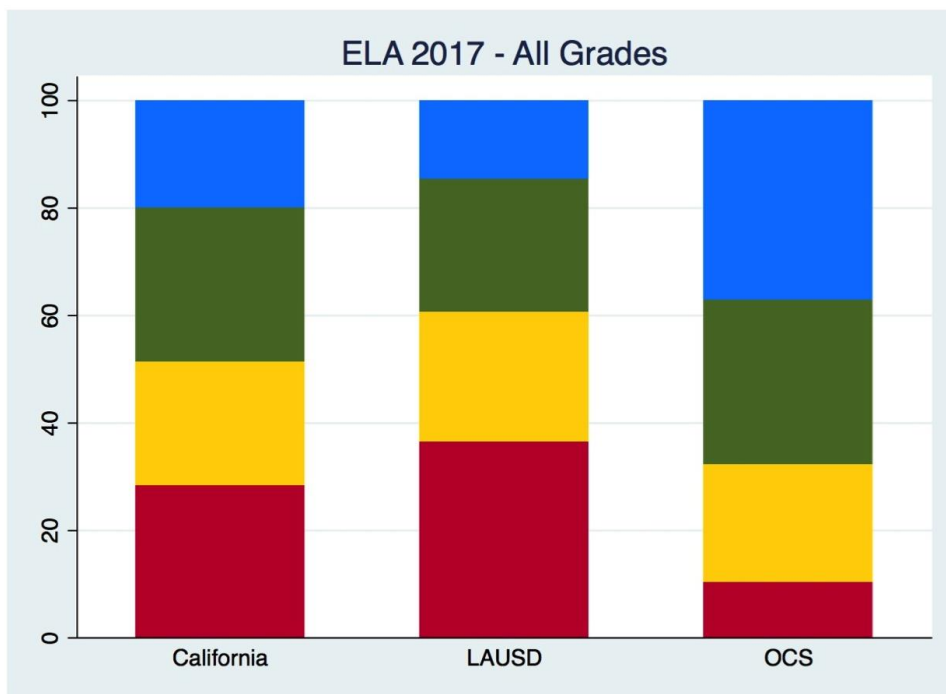
Subgroup data for Math indicates growth for Students with Disabilities of 4.9 points and for White students of 7.3 points. A decrease was seen in Math scores for students of Two or More Races by 3 points, and significant decreases were seen for Economically Disadvantaged students by 24.8 points and for Hispanic students by 18.9 points.

The decline in Math scores for the Hispanic subgroup, Economically Disadvantaged subgroup, and Two or More Races subgroup was due both to the arrival of new students in these subgroups who came to OCS with very low math skills, and to not enough targeted intervention support for 3rd grade students struggling in Math. To address these root causes, OCS has implemented more targeted intervention both for new students who arrive with low math skills and for 3rd grade students who are not yet meeting grade level standards. OCS will also specifically track the progress over the year in meeting grade level standards for the Hispanic, Economically Disadvantaged, and Two or More Race subgroups to ensure growth.

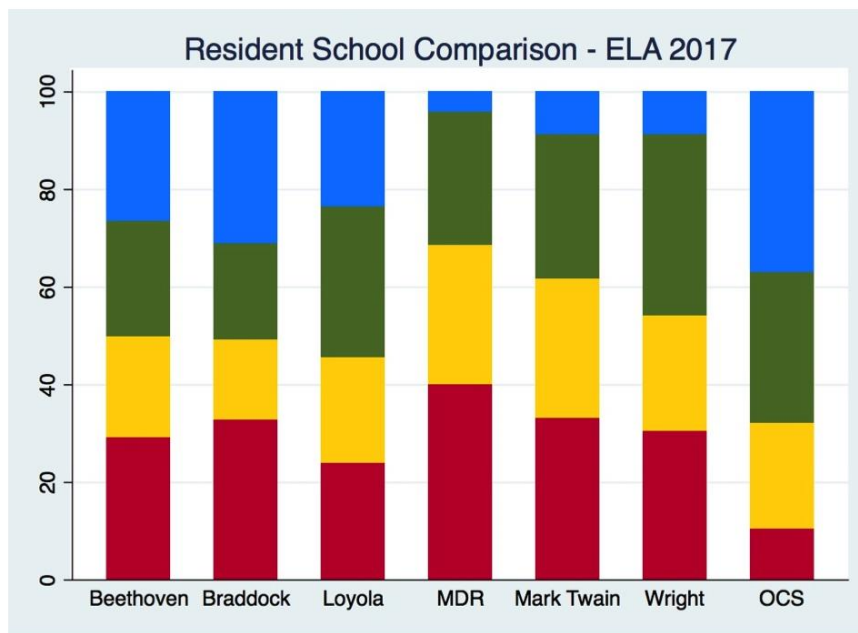
The following analysis and graphs are based on 2017 data from the CDE website on Testing and Accountability based on the California Assessment of Student Performance and Progress (CAASPP). The legend for the graphs follows here.

Color	Description	Level
Blue	Standard Exceeded	4
Green	Standard Met	3
Yellow	Standard Nearly Met	2
Red	Standard Not Met	1

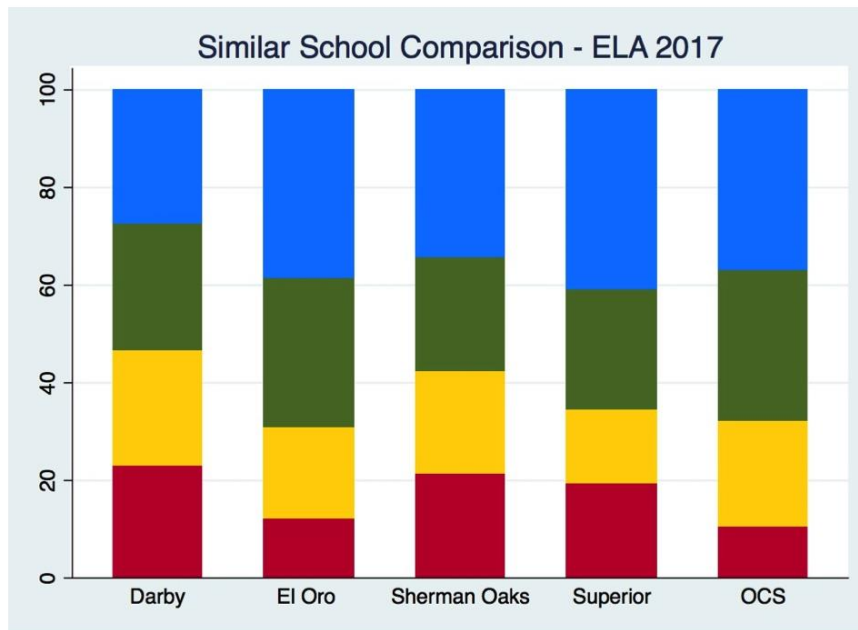
CAASPP (Smarter Balanced Assessment Consortium) Schoolwide ELA- All students increased their scores by 7 -20 points. OCS’ scores were significantly higher as compared to the state and District in schoolwide ELA.



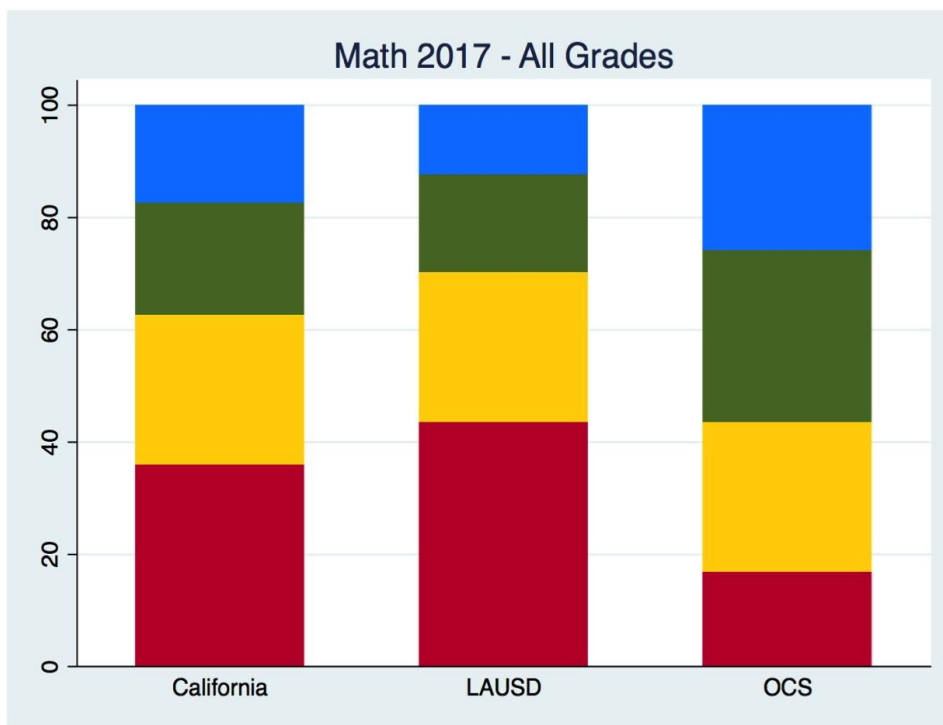
OCS' scores also compare favorably when compared with the schools our students would otherwise attend (resident schools).



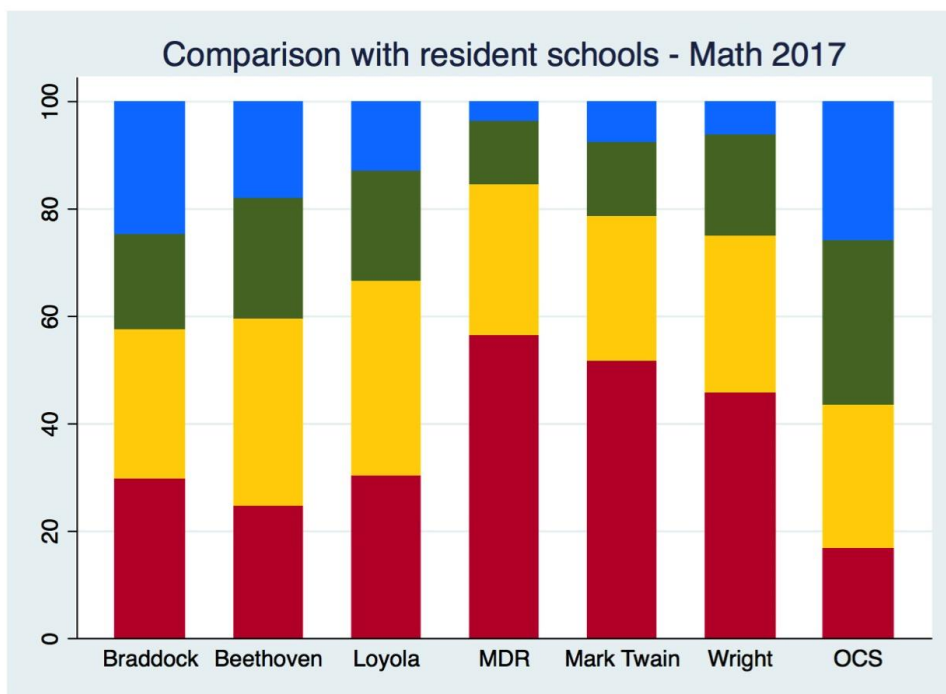
When compared to OCS' similar schools, OCS ELA schoolwide scores are as good as or better.



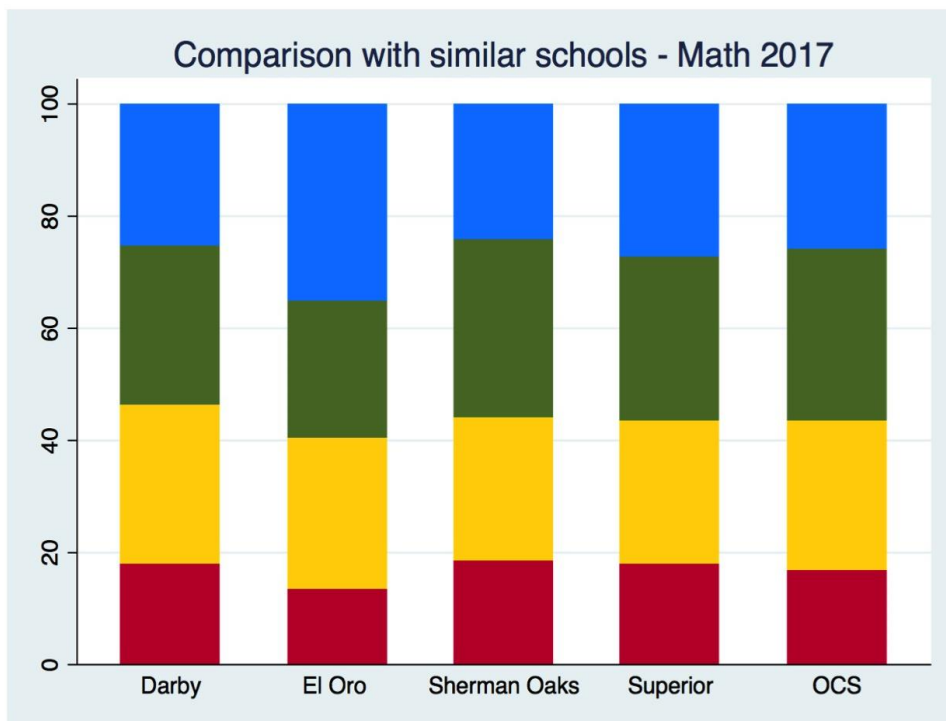
CAASPP (SBAC) SCHOOLWIDE MATH- All students significantly increased their scores by 15 points or more. OCS's scores were significantly higher as compared to the State and District in schoolwide Math.



OCS’ scores also compare favorably when compared with the schools our students would otherwise attend (resident schools).



When compared to OCS’ similar schools, OCS Math schoolwide scores are as good as or better.



The success of OCS’ educational program in meeting the specific needs of our student population is highlighted in the subgroup growth in both ELA and Math. Numerically significant subgroups

include Students with Disabilities, Economically Disadvantaged Students, Hispanic or Latino Students, and Students with Two or More Races.

CAASPP (SBAC) SUBGROUPS in ELA

- A significant increase in subgroup ELA scores was demonstrated by Students with Disabilities with an increase of 19.9 points.
- An increase in subgroup ELA scores was demonstrated by Students of Two or More Races with an increase of 10 points.
- An increase in subgroup ELA scores was demonstrated by White Students with an increase of 8.9 points.
- A decrease in subgroup ELA scores was demonstrated by Economically Disadvantaged students with a decrease of 7.9 points.*
- A decrease in subgroup ELA scores was demonstrated by Hispanic students with a decrease of 6.2 points.*

*An analysis of these decreases and plan to address them was included earlier in the petition.

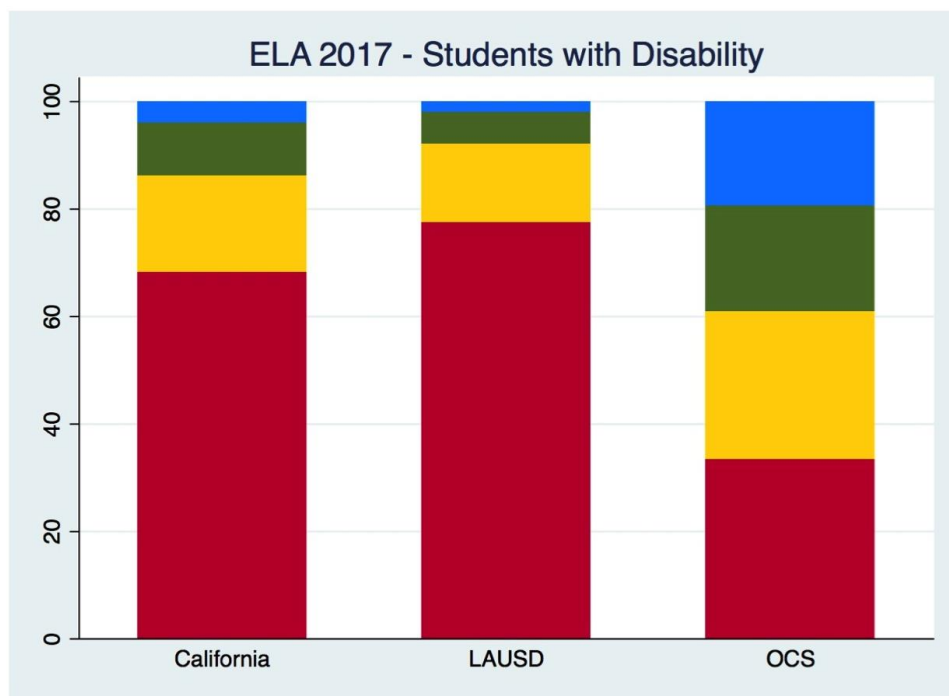
A comparison of OCS’ significant subgroup scores in ELA with these same subgroup scores within the State of California and LAUSD reveals that these subgroups (Students with Disabilities, Economically Disadvantaged Students, and Hispanic students) perform much higher at OCS than they do either across the State of CA or within LAUSD.

% of Students with Disability Meeting and Exceeding Standards

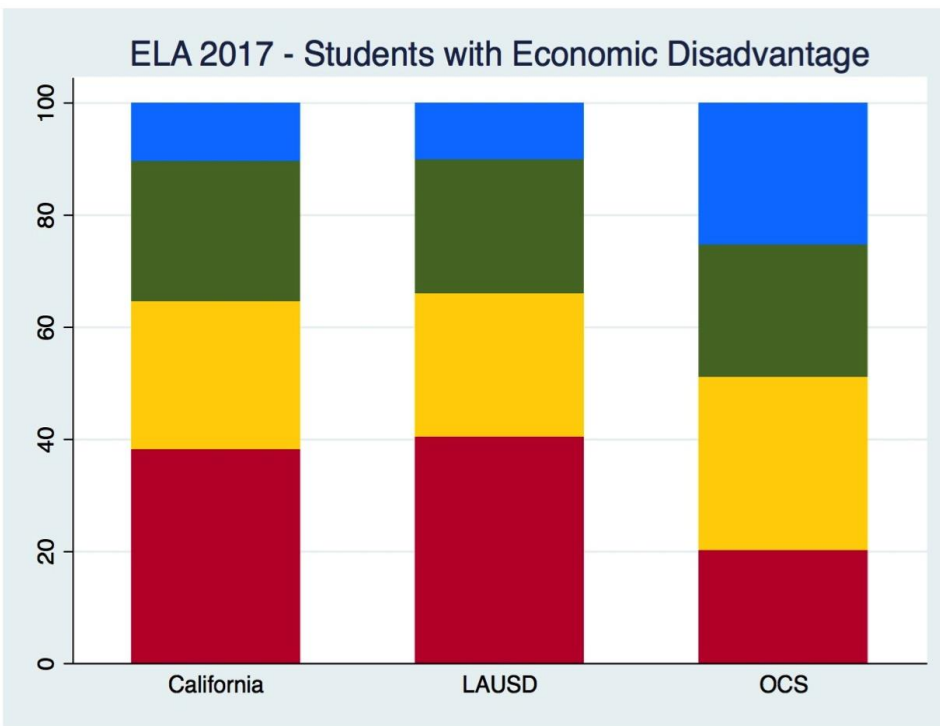
CA = 13.86%

LAUSD = 8.01%

OCS = 39.22%



OCS' subgroup scores for students that are economically disadvantaged as compared to the district and state are significantly higher.

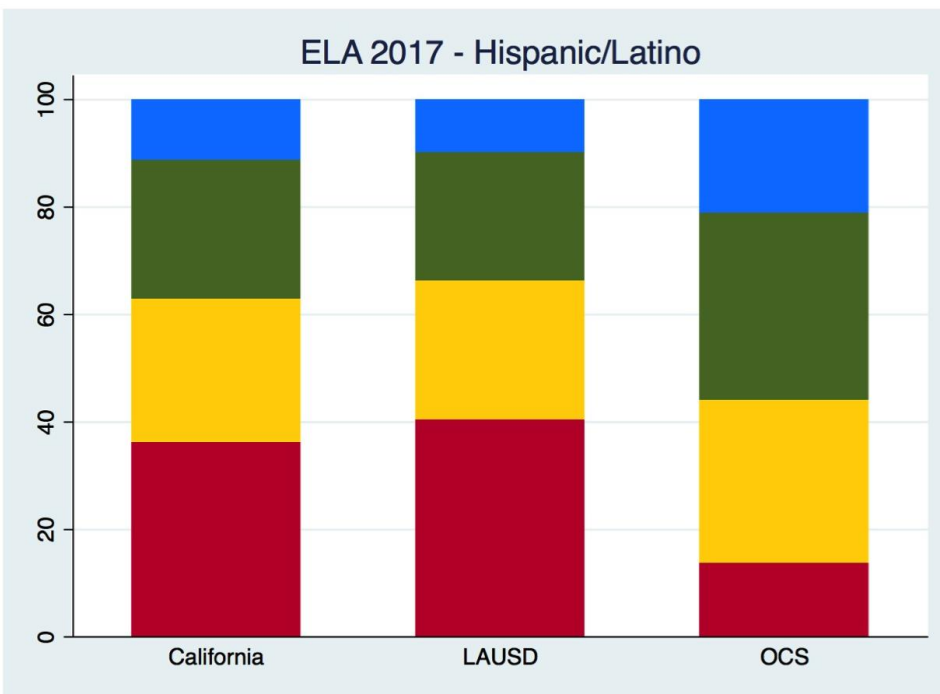


% of Hispanic Students Meeting and Exceeding Standards

CA = 37.28%

LAUSD = 33.66%

OCS = 56.06%



CAASPP (SBAC) SUBGROUPS in MATH

- - An increase in subgroup Math scores was demonstrated by Students with Disabilities with an increase of 4.9 points.
- - An increase in subgroup Math scores was demonstrated by White students with an increase of 7.3 points.
- - A decrease in subgroup Math scores was demonstrated by Students of Two or More Races with a decrease of 3 points.*
- - A significant decrease in subgroup Math scores was demonstrated by Economically Disadvantaged students with a decrease of 24.8 points.*
- - A significant decrease in subgroup Math scores was demonstrated by Hispanic students with a decrease of 18.9 points.*

*An analysis of these decreases and plan to address them was included earlier in the petition.

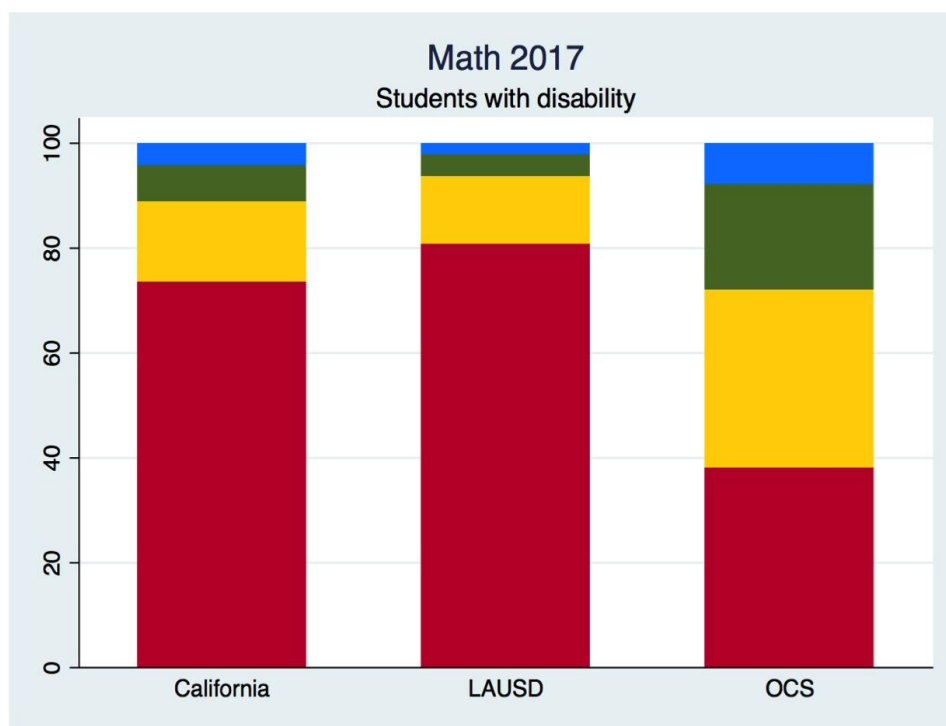
A comparison of OCS’ significant subgroup scores in Math with these same subgroup scores within the State of California and LAUSD reveals that these subgroups (Students with Disabilities, Economically Disadvantaged students, and Hispanic students) perform much higher at OCS than they do either across the State of CA or within LAUSD.

% of Students with Disability Meeting and Exceeding Standards

CA = 11.1%

LAUSD = 6.45%

OCS = 28%

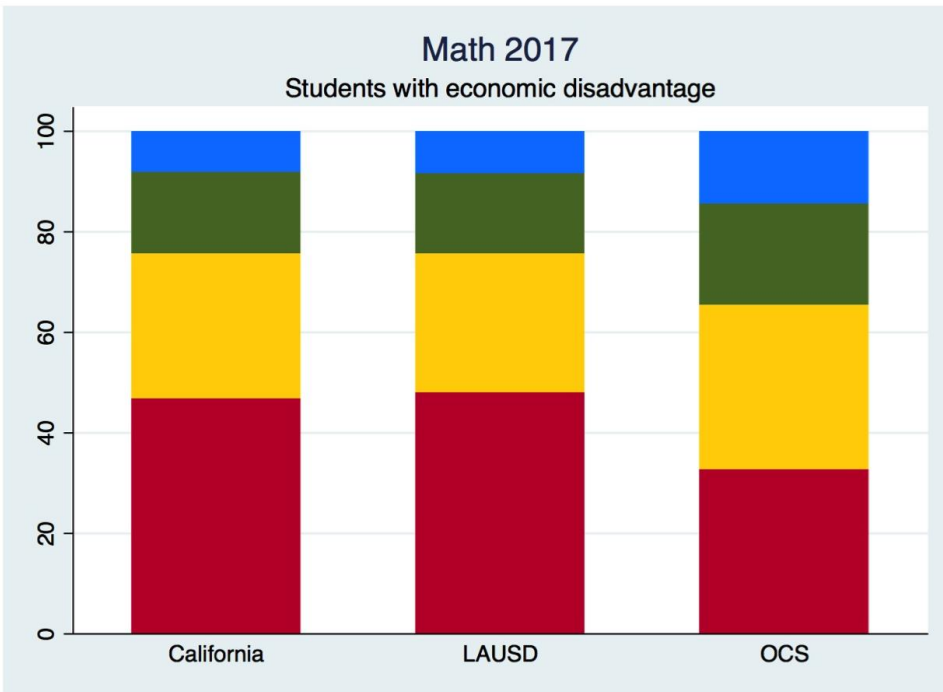


% of Economically Disadvantaged Students Meeting and Exceeding Standards

CA = 24.57%

LAUSD = 24.49%

OCS = 34.55%

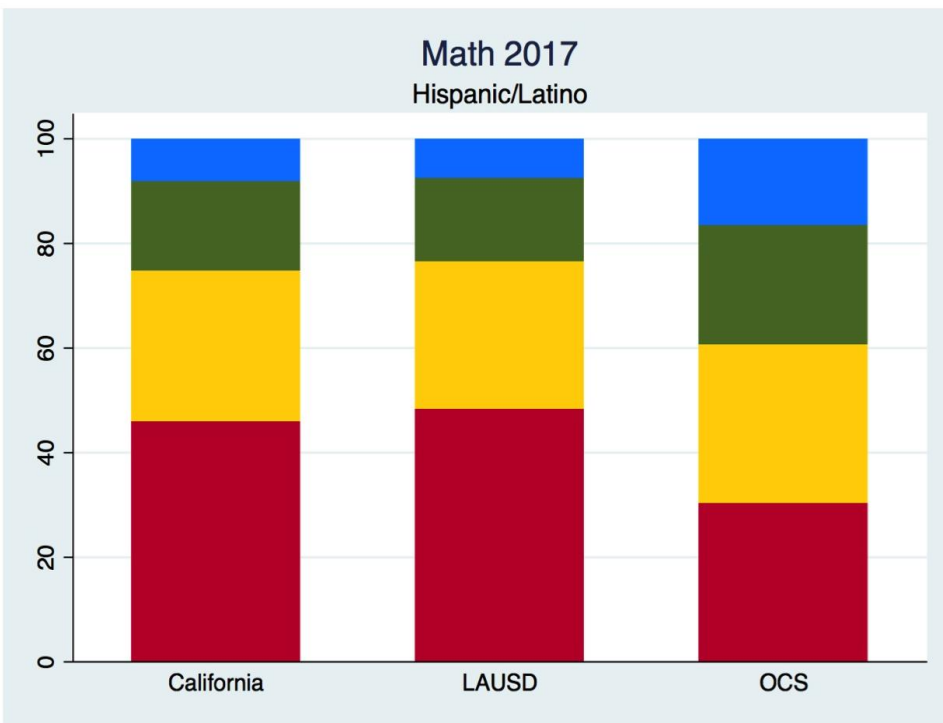


% of Hispanic Meeting and Exceeding Standards

CA = 25.2%

LAUSD = 23.65%

OCS = 39.4%



CAASPP (SBAC) DASHBOARD GROWTH RESULTS COMPARISON TO RESIDENT SCHOOLS

The resident schools, or schools OCS students would otherwise attend, are: Beethoven Elementary, Braddock Elementary, Loyola Village Elementary, Marina Del Rey Middle, Mark Twain Middle, and Wright Middle. A comparison of 2016-17 CDE Dashboard Student Group Reports indicates the following.

ELA scores show that OCS students, as a whole and in all subgroups, perform as well as or better than their counterparts in the resident schools.

Blue (Highest) Green Yellow Orange Red (lowest)

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

Math scores show that OCS students as a whole perform better than their counterparts in the resident schools. Subgroup scores for Students with Disabilities, Hispanic students, and White students indicate that OCS students perform as well as or better than their counterparts in the resident schools. Subgroup scores for Economically Disadvantaged students indicate that OCS students performed better than their counterparts at half the resident schools and worse than their counterparts at the other half of the resident schools.

SBAC MATH 2016-17	All students	Econ. Disadv.	With Disability	Hisp.or Latino	2 or more races	White
OCS	Blue	Green	Yellow	Blue	Blue	Blue
Beethoven	Red	Yellow	na	Yellow	na	Green
Braddock	Red	Red	na	Red	na	Blue
Loyola Village	Yellow	Yellow	Red	Yellow	na	na
Marina MS	Yellow	Red	Yellow	Yellow	na	na

SBAC MATH 2016-17	All students	Econ. Disadv.	With Disability	Hisp.or Latino	2 or more races	White
Mark Twain MS					na	na
Wright MS					na	

ENGLISH LEARNER RECLASSIFICATION- OCS reclassifies English Learners at a rate higher than the District average. OCS’ 2016-17 reclassification rate was 42% which was 24.8% above the District’s average of 17.2%. According to the LAUSD District Data Set run on 11/3/17 using Calpads data from 10/5/16, OCS’ reclassification rate was 31.6% while the similar schools’ reclassification rate was 21% and the resident schools’ rate was 24.5%.

Areas of Challenge

The areas of challenge for OCS based on 2017 CAASPP results are as follows:

- Decrease in ELA scores for Economically Disadvantaged students
- Decrease in ELA scores for Hispanic students
- Decrease in Math scores for students of Two or More races
- Significant decrease in Math scores for Economically Disadvantaged students
- Significant decrease in Math scores for Hispanic students

OCS’ analysis of the root causes of these decreases informs the steps OCS is taking to improve scores for all these subgroups. These steps are:

- 1) Faster identification of all students, but particularly new students, who are not yet at grade level using benchmark assessments
- 2) Earlier and more frequent intervention for students not yet at grade level, particularly students in the Economically Disadvantaged and Hispanic subgroups.
- 3) More consistent use of assessments with struggling students to track progress towards meeting grade level standards, particularly with students in the Economically Disadvantaged and Hispanic subgroups.
- 4) Increasing hours of academic support staff to be able to offer more intervention support
- 5) Providing more professional development on differentiation strategies for class teachers so they can more effectively students not yet at grade level, particularly Economically Disadvantaged and Hispanic students.

Success of the Innovative Features

The combination of innovative features that is implemented at OCS and that comes from Waldorf Education contributes directly to the strong academic performance results documented earlier. These innovative features play a large role in our low suspension rates. OCS once again received a Certificate of Achievement from the LAUSD Charter Schools Division “in recognition of the school supporting students, resulting in a 2.4% student suspension rate in 2016-17.” The strong school culture of diversity and appreciation created through these innovative features also supports

students with special needs in higher numbers than seen at most other general education public schools, both traditional and charter. Perhaps surprisingly, these same innovative features also support gifted and talented students as divergent thinkers who need to be challenged with content, acknowledged with choices, and supported with organization. Our growing number of students who are identified as gifted and talented is evidence of this support.

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

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

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

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

Although OCS serves students in TK -8th, we applied for and earned initial WASC accreditation in 2016. OCS will continue to complete the steps to full WASC accreditation.

Student Population to Be Served

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

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

As our world becomes increasingly complex and technology based, many schools attempt to meet this reality by bringing this complexity and technology focus into the school setting starting at the earliest ages. Ocean Charter, however, is founded on the understanding that children will be best prepared to deal with these complexities and take advantage of technology in ethical, productive ways in the future if they are nurtured now in an environment that cherishes and cultivates the beauty, love, and truth inherent in all children. This safe environment allows them to develop their internal capacities for ethical thinking, creativity, analysis, and problem-solving in ways that are developmentally appropriate for children, rather than seeking to make them mini-adults when they are still only children. This developmental approach is similar to that of a gardener cultivating a plant in his garden – the seed must be tended to gently, and the roots cared for appropriately and over time so that ultimately the plant can grow strong and thrive, and survive the challenges that lay ahead. OCS understands that children are more similar to other living beings, such as plants, that require this type of intentional nurturing to flourish than they are to computers that can function well when information is simply uploaded or downloaded into their network.

Thus, OCS serves students whose families are seeking such an oasis. Students in these families may have backgrounds in the arts, or may be particularly sensitive to the pace and barrage of media images in our culture, or may have a particular dedication to environmental stewardship. They may have experienced challenges dealing with prior experiences that were not developmentally appropriate in preschool settings or other schools. They may have been ostracized in other settings for being creative individuals or out of the box thinkers. Their parents may have felt dissatisfied with the mainstream approach to education based on intuition or research. Most certainly, the 600+ applicants each year are seeking an alternative educational experience for their children. OCS is proud to offer such a unique opportunity for the families of Los Angeles.

Enrollment Rollout Plan

Enrollment Rollout Plan					
Grade	2018-19	2019-20	2020-2021	2021-2022	2022-2023
K (incl. TK)	81	81	81	81	81
1	81	56	56	56	56
2	56	81	56	56	56
3	56	56	82	56	56
4	51	56	56	82	56
5	56	51	56	56	82

Enrollment Rollout Plan					
Grade	2018-19	2019-20	2020-2021	2021-2022	2022-2023
6	51	50	49	50	50
7	49	49	50	49	50
8	48	49	49	50	49
Total	529	529	535	536	536

Goals and Philosophy

Ocean Charter School Vision

Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multi-cultural, urban environment. We are committed to achieving academic excellence through experiential learning and to enhancing the growth of curiosity and imagination through the rigorous practice of an arts integrated curriculum. This approach addresses the whole child, promoting the development of healthy, responsible, and creative human beings. Our graduates will have the vision, desire and skill to live meaningful lives, balance technology and humanity, and create a sustainable future.

Ocean Charter School Mission

Ocean Charter School addresses the Common Core Standards through the mindful implementation of Waldorf Education. Our curriculum is built on a foundation of creativity and self-confidence, and grows with the child to balance imagination, critical thinking and academic excellence. This foundation, combined with a focus on ecological and social responsibility, nurtures a sense of delight and wonder about the world, as well as respect for nature and humanity. Our goal is to graduate students who will positively shape our culture, rather than merely reflecting it. Our curriculum is designed to empower each student with the knowledge that she or he matters as an individual and shapes not only her or his own life, but ultimately, our shared future

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

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

The Partnership for 21st Century Learning Skills chart below identifies many of the focus areas for 21st century success.

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

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

Research and experience have also shown that being an educated person in the 21st century is more than mastering computer skills on the devices of today. Today's top technology executives are often not sending their children to tech heavy schools. ("A Silicon Valley School That Doesn't Compute" by Matt Richtel, OCT. 22, 2011.) They are choosing to send their children to Waldorf schools where their children's imagination, creativity, focus and attention, character and empathy, powers of observation and analysis, and divergent thinking are cultivated. Children nowadays learn how to use smart phones, i.e. computers, from birth on; what they need are the skills, capacities and imagination to think beyond what current technology offers so they can not only survive in the world but actually help shape it. Of course, our students need to be computer literate and to develop digital literacy and citizenship skills. They do exactly that in our Cyber Civics program and through class projects involving research and application. These skills are critical to future success in high school, college and beyond. But the creativity and innovation that comes naturally when children are not inundated by screens for most of their waking hours cannot be regained.

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

- 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
- Has a strong grasp of the fundamental concepts in science, mathematics, and the humanities and can apply the concepts in everyday life
- Has mastery of the English language and some fluency in at least one other world language
- Understands that actions have consequences
- Experiences the richness and beauty of art and music

B. Social Intelligence

- Ability to concentrate, focus and persevere
- Works cooperatively and understands and respects individual and cultural differences
- Values relationships, respect for the other and for authority
- Through a sense of wonder and curiosity, has enthusiasm and passion for learning

- Has a sense of social justice and feels a sense of responsibility to the local and global community
- Possesses 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

Preparing Students for College and Future Careers

OCS' focus on Learning and Innovation, Digital Literacy, and Career Life skills at the developmentally appropriate time in a student's life prepares students for their future college experiences and professional careers. Our attention to developing critical thinking and problem solving skills and cultivating creativity and innovation through communication and collaboration helps our students develop these capacities for use in high school, college, and in their future careers. Their holistic foundation in digital literacy that combines information literacy with media literacy and technology enables them to both embrace the opportunities ahead in their academic careers and professional careers by giving them the tools they need not only to navigate in the digital world, but also to exercise ethical thinking to make smart choices in the digital age and to help shape new possibilities and technologies that will assist humanity in the future. Finally, OCS graduates demonstrate high degrees of flexibility and adaptability, first by making successful transitions into non-Waldorf based high school environments, and later as our older graduates have shown, throughout their college careers and beyond. They show initiative, assume leadership roles, and accept responsibility for their own actions as well as for the betterment of the people around them. As a result of their long-term relationships with a diverse group of classmates and teachers, OCS students develop highly evolved social and cross-cultural communication skills because they have lived in an environment where each person is recognized and celebrated for his/her strengths and supported in his/her areas of challenge.

How Learning Best Occurs

Ocean Charter School believes that learning occurs when 16 key elements are present. These 16 elements are research-based and come directly from the 100-year tradition of Waldorf Education. The specific research relevant for each element is cited within each description.

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.¹ The class teacher is not the only teacher the students see each day. To the degree possible, specialty teachers teach world languages, music, games, eurhythmy, movement, and handwork so students gain an appreciation for different teaching styles, an in-depth experience with specific subject areas, and an understanding of their wider school community.

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

2. Focused Concentration and Experiential Learning

Grades 1–8 commence each school morning with the “Main Lesson,” a two-hour period of intensive and focused experiential learning² 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. The goal is for students to have firsthand experience as much as the possible with the given topic of study. 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 experienced 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 complement and deepen the learning of the main lesson, as well as the support of flexible brain development.³ The children acquire a new set of practical skills and develop competence and a

¹ The LAB at Brown University, “Looping”, Providence, RI, 1997.

² Kolb, David. A., *Experiential Learning – Experience as the Source of Learning and Development*, second edition. Pearson Education, Inc., New Jersey, 2015.

³ Sylwester, Robert. *A Celebration of Neurons*. ASCD. 1995.

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

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.”⁴ The benefits of working with their own creativity are that children relax and can be more open to academic learning.⁵

The specialty subjects we currently offer include: Japanese, chorus, percussion, strings, folk dance, handwork, movement & games, and gardening. “Musical, visual, and kinetic arts enhance the important and distinct neurological systems that drive attention, emotion, perception, motivation, motor coordination, learning and memory” (Jensen, 2000).⁶

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.⁴ 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.⁷

⁴ Mitchell, D. and Livingston, P. *Will-Developed Intelligence*. 1999, AWSNA.

⁵ 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.

⁶ Jensen, Eric. *Learning with the Body in Mind*. The Brain Store, Inc. San Diego. 2000.

⁶ Carroll, Mike and McCulloch, Margaret. *Understanding Teaching and Learning in Primary Education*. Sage, 2014.

⁷ 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.

6. Electronic Media

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

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

Media literacy, an expanded conceptualization of literacy, is the ability to effectively analyze a wide variety of media. At OCS it is consciously interwoven as the study of the development of civilization unfolds: from the historical role of the printing press to present day advertising aimed at teens as consumers. Media literacy is a basic skill for students entering high school.⁸

With the new Common Core Standards that integrate technology throughout the curriculum and require computer literacy starting in 3rd grade, OCS teachers and administration are currently developing a technology plan that fully integrates this important element throughout our curriculum. Using Cyber Civics as a foundation, 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 – Allowing Sleep to Support Learning

A rhythmic approach to teaching that allows students time to sleep after learning or experiencing new information before discussing it enhances learning and memory.⁹ 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 students to "sleep" with newly acquired experiences and information, allowing deeper comprehension and longer term retention.

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.

⁸ "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.

⁹ Buckhalt, J. A., El-Sheikh, M., Keller, P. S. and Kelly, R. J. (2009), Concurrent and Longitudinal Relations Between Children's Sleep and Cognitive Functioning: The Moderating Role of Parent Education. *Child Development*, 80: 875–892. doi: 10.1111/j.1467-8624.2009.01303.x

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.¹⁰ 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).¹¹

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).^{4 above}

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).¹²

¹⁰ Goetz, Ernest and Sadowski, Mark. *Empirical Approaches to Literature and Aesthetics*. Norwood, NJ: Ablex Publishing Corp. 1996.

¹¹ Peters, Sandra. 1993. “Where have the children gone? Story Reading in Kindergarten and Pre-kindergarten Classes.” *Early Child Development & Care*. July 1-15.

¹² 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.

11. “Living” Resources Classroom

Although teachers use a wide variety of materials and resources including prepared worksheets, texts, vocabulary lists, maps, diagrams, and multimedia, it is the student-created main lesson books that are at the heart of the classroom materials. Teachers develop the main lesson from a variety of sources. Students write and illustrate what they have 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.¹³ 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.¹⁴

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 Northeast Foundation for Children.
The Responsive Classroom
. Greenfield, MA (2002)

¹⁴ Clayton, Marlynn B. & Forton, Mary Beth.
Classroom Spaces That Work
. Greenfield,
MA. Northeast Foundation for Children (2001)

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.¹⁵

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."¹⁶ Our fundamental assumption is that there is always room for improvement. We make planning, review, and ongoing educational research a creative, fruitful and effective process. Observation, reflection and analysis drive decision-making at all levels so that each individual as well as the school as an organization continue to improve.¹⁷

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.¹⁸

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.

¹⁵ Malecki, C.K., & Elliott, S.N. (2002). Children's social behaviors as predictors of academic achievement: A longitudinal analysis. *School Psychology Quarterly*, 17, 1 – 23.

¹⁶ Parker Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. 1998, Jossey-Bass, Inc. San Francisco

¹⁷ [Child Dev.](#) 2011 Jan-Feb;82(1):405-32. doi: 10.1111/j.1467-8624.2010.01564.x.

[The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions.](#)
Durlak JA¹, Weissberg RP, Dymnicki AB, Taylor RD, Schellinger KB.

¹⁸ *The Benefits of Environmental Education*. The National Education and Environment Partnership. (2002). Environmental Education and Educational Achievement: Promising Programs and Resources. Washington, DC: National Environmental Education Foundation.

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.

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

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

LCFF STATE PRIORITIES

GOAL #1

All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.

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

State Priority #1: Basic (Conditions of Learning)

Local Priorities:
:
:

Specific Annual Actions to Achieve Goal

- *Ensure all students are instructed in core subjects by teachers who are fully credentialed*
- *Ensure verification of proper credentials prior to start of employment*
- *Increase teacher salaries to attract and recruit qualified and experienced teachers*

Expected Annual Measurable Outcomes

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #2

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

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

State Priority #1: Basic (Conditions of Learning)

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

Local Priorities:
:
:

Specific Annual Actions to Achieve Goal

- School facilities are cleaned daily
- Weekly spot checks measure cleanliness
- Deficiencies are identified, documented, and corrected
- Ensure sufficient number of personnel on cleaning/maintenance team
- Recycling programs are implemented and partially led by students

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: *weekly spot checks*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	>90%	>90%	>90%	>90%	>90%	>90%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	50%	60%	70%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #3

All students, including all student subgroups (African American, Asian, Hispanic/Latino, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to enlivening, standards-aligned materials and additional instructional materials

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

Local Priorities:
:
:

State Priority #1 Basic, #2 State Standards, and #5 Pupil Engagement

Specific Annual Actions to Achieve Goal

All students will have enlivening, standards-aligned instructional materials, including ELLs needing ELD instructional materials and students not yet at grade level

Expected Annual Measurable Outcomes

*Outcome #1: 100% of students will have appropriate instructional materials
 Metric/Method for Measuring: School Accountability Report Card (SARC)*

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

LCFF STATE PRIORITIES

GOAL #4

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

State Priority #2 State Standards and #4 Pupil Achievement

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: Professional

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: Teacher lesson plans and assessments will demonstrate creative instruction and assessment of CCSS in Math and ELA as measured by weekly checks of teacher lesson plans by administration. The percentages indicate how often the goal of creative instruction and assessment of CCSS is achieved in the weekly checks.

Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	85%	90%	90%	90%	90%	90%

LCFF STATE PRIORITIES

GOAL #5

Recruit and retain more diverse families by engaging parents in decision-making about outreach efforts and involving parents in participating in outreach efforts.

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

Local Priorities:
:
:

Specific Annual Actions to Achieve Goal

- *Expand Diversity and Equity Committee membership by engaging parents in decision-making about outreach efforts*
- *Activate parent participation in outreach events*
- *Recruit families of color through personal connections, outreach events, and greater social media presence*
- *Retain families of color by developing and maintaining internal support systems, i.e. Diversity and Equity Committee, New Family Buddy System*
- *Incorporate and celebrate all forms of diversity in our community through classroom practices and culturally responsive teaching (language, vocabulary, images, and curriculum) and school festivals*

Expected Annual Measurable Outcomes

Outcome #1: *Maintain or exceed the racial/ethnic and socio-economic diversity of the neighborhoods in which our school is located*

Metric/Method for Measuring: *OCS will compare the census data and annual school race/ethnicity and economic data annually to determine if we have met our goal 100%. That is, that for each numerically significant race/ethnicity, OCS will have an equivalent percentage of students in that category as our surrounding areas. If that goal is achieved, we will meet the 100% indicated below for each race.*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%
<i>African American Students</i>	100%	100%	100%	100%	100%	100%
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%
<i>Students of Two or More Races</i>	100%	100%	100%	100%	100%	100%

Outcome #2: *Maintenance or expansion of Diversity and Equity Committee membership and deepening of committee actions*

Metric/Method for Measuring: *Number of active DEC members is at least 5, and these members reflect the diversity of our school. The percentage below indicates that each numerically significant subgroup will be represented in the DEC.*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%
<i>Students with Disabilities</i>						
<i>African American Students</i>	100%	100%	100%	100%	100%	100%
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%
<p>Outcome #3: Greater diversity felt and seen in classroom practices and curriculum Metric/Method for Measuring: Evidence in bimonthly classroom observations that the diversity of our student population is reflected in the room environment, lessons, and student participation. The percentages below reflect what percent of the time over a month this evidence is seen.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	65%	75%	85%	95%	95%	95%

LCFF STATE PRIORITIES

GOAL #6

All students, including all numerically significant student subgroups will experience growth in their mastery of English Language Arts and Mathematics standards

Related State Priorities:

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

State Priority #4 Pupil Achievement and #2 State Standards

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1: All students, including all numerically significant student subgroups, will perform as well as or better than our resident schools on the CAASPP Statewide assessment in the area of English Language Arts.

Metric/Method for Measuring: CAASPP annual results – the 100% below indicates that each numerically significant subgroup will achieve at or above the level of our resident schools

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

Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2: All students, including all numerically significant student subgroups will perform as well as or better than resident schools on the CAASPP statewide assessment in Math.

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: All students, including all numerically significant student subgroups, will perform as well as or better than our resident schools on the CAASPP Statewide assessment in the area of Mathematics

Metric/Method for Measuring: CAASPP annual results – the 100% below indicates that each numerically significant subgroup will achieve at or above the level of our resident schools

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #7

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

State Priority #4 Pupil Achievement

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>English Learners</i>	100%	100%	100%	100%	100%	100%

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

Metric/Method for Measuring: *Reclassification rates for LAUSD and OCS will be compared annually. The 100% below reflects OCS achieving a higher reclassification rate than the district for EL students each year.*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>English Learners</i>	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #8

Continue to increase positive school culture and climate

Related State Priorities:

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

State Priority #6 School Climate, #5 Pupil Engagement, and #4 Student Achievement

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1: Consistent use of positive behavior supports and conflict resolution strategies by faculty and staff that results in fewer behavioral incidents requiring disciplinary action
Metric/Method for Measuring: behavior logs, discipline referrals, and suspension rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	<i>2.4%</i>	<i>= or <</i>	<i>= or <</i>	<i>= or <</i>	<i>= or <</i>	<i>= or <</i>

Outcome #2: *greater student self-control in the classroom over the course of the year*
Metric/Method for Measuring: *teacher observation, student self-reflection when developmentally appropriate, behavior charts/logs/referrals. Percentages below reflect the percentage of the day that students exhibit self-control in the classroom.*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	<i>75%</i>	<i>78%</i>	<i>81%</i>	<i>84%</i>	<i>87%</i>	<i>90%</i>
<i>Students with Disabilities</i>	<i>75%</i>	<i>78%</i>	<i>81%</i>	<i>84%</i>	<i>87%</i>	<i>90%</i>

LCFF STATE PRIORITIES

GOAL #9

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

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

Local Priorities:
:

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

Specific Annual Actions to Achieve Goal

- Provide well-qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students
- Provide students with an array of learning experiences that engage the whole child: head, heart, and hands, as described in the school’s charter. Specific courses starting in 1st grade and continuing through 8th grade include Handwork, Woodwork, World Language, Movement, and Music. Experiences and instruction in Visual Arts, Music, Performing Arts, Social Emotional Learning, Leadership, Digital Literacy and Citizenship, and Gross and Fine Motor Integration are brought daily by class teachers.
- Overnight class trips once per year in grades 3-8.

Expected Annual Measurable Outcomes

*Outcome #1: Student enrollment in all required courses.
 Metric/Method for Measuring: Attendance records*

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	85%	85%	85%	85%	85%	85%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	85%	85%	85%	85%	85%	85%
Latino Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

**Outcome #2: Student enrollment in specialized curricular elements for grades 1 - 8.
 Metric/Method for Measuring: attendance records**

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	85%	85%	85%	85%	85%	85%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	85%	85%	85%	85%	85%	85%

<i>Latino Students</i>	100%	100%	100%	100%	100%	100%
<i>Students of Two or More Races</i>	100%	100%	100%	100%	100%	100%
<i>White Students</i>	100%	100%	100%	100%	100%	100%
Outcome #3: <i>Student participation in overnight field trips in grades 3 – 8.</i>						
Metric/Method for Measuring: <i>Trip attendance records</i>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	95%	95%	95%	95%	95%	95%

Creating and Sustaining Self-Motivated, Competent, and Lifelong Learners

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

Instructional Design

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

- Community Learning and Teaching
- Focused Concentration
- Specialty Programs
- Thematic Learning
- A Stimulating Learning Environment
- Media and Technology
- Deep Learning
- The Whole Class Dynamic
- Teaching Through Narrative
- The Use of Imagery
- A “Living” Resources Classroom

- Learning to Lead
- Respect, Tolerance and Understanding
- The Continuous Learning Community
- Living Systems Learning
- Community Service

Our educational program is staffed with highly qualified teachers who not only meet federal and state credentialing requirements but also meet or work toward Waldorf certification. Our specialty programs are staffed with qualified teachers who meet requirements specific to their field.

The design of our program is grounded in and supported by current key educational theories and research.

Research Base of Program

- 1) **Arts-integration** in every core content area on a daily basis. Arts-integration includes music, singing, movement/dance, poetry, visual arts, and theatre arts. Students in all classes perform plays annually, sing and make music daily, do creative movement daily, and recite poetry daily. Students in grades 1st -8th engage the visual arts daily in their Main Lesson Book work. This type of arts-integration has been proven to have positive effects on student achievement, engagement, and 21st Century Capacities.¹⁹ By engaging Gardner's multiple intelligences [including gross motor (movement), visual (drawing, painting), auditory (music, storytelling), inter and intra social-emotional (cooperative groups, council), and fine motor (sculpting, handwork)], OCS' instructional design engages all students in their learning, from students with special needs to EL learners to gifted students. Arts-integration aligns perfectly with Specially designed academic instruction in English (SDAIE) strategies and allows language learners to engage the curriculum, lower their affective filters, and express themselves on a daily basis. The integration of the arts also specifically meets the needs of students with special needs, including autism and attention deficit disorders (ADHD and ADD) by engaging multiple modalities, bringing a wide array of activities each day, and providing various means of showing student mastery.

As the What the Arts Change About the Learning Experience study concludes, "Involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement."²⁰ 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.

¹⁹ Ingram, D. & Meath, M. (2007). Arts for academic achievement: A compilation of evaluation findings from 2004-2006. Center for Applied Research and Educational Improvement.

²⁰ "Champions for Change." ARTSEdge: The Kennedy Center's Arts Education Network.

The arts are integrated on a daily basis through the interdisciplinary, thematic instruction in the daily Main Lesson. In addition to the benefits noted above, “arts integration holds relevance in today’s educational climate for both students and teachers, leading to increased academic achievement and student retention while nourishing teachers personally and professionally, helping them to move toward “highly qualified” criteria, and be effective and innovative in the teaching profession.”²¹

- 2) **Project-based learning** occurs at every level. Central in OCS’ curriculum is real-life experience so students can engage all their sense in experiencing, observing, and engaging with the world around them. Project-based learning supports student engagement thereby decreasing behavior issues and promoting higher quality work:
“Experienced teachers know that when students are deeply engaged by a topic or a task, a lot of classroom management issues fade away. Students who used to disrupt class behave differently when they’re doing active work on a project that engages them (Lambros, 2002). Students who previously did not do their assignments, or turned in shoddy work, become more responsible and step up their work quality when they care about a project.”²²
- 3) **Storytelling** is how much of our curriculum is shared with students. As teachers tell stories, from accounts of heroes in grade 2 to biographies of scientists and artists in grade 7, students emotions are touched in ways that the sharing of facts simply cannot replicate. Engaging the emotions activate areas in the brain that support memory, thus information shared through storytelling is much more likely to be retained than facts told in isolation. Stories connect us to each other and thus build empathy.²³ Another critical value of storytelling is that it builds imaginative forces within the mind because it allows children to create their own mental images, a key component of innovation and creativity.²⁴
- 4) **Spending time in nature and reducing time in front of screens** have been documented as effective ways to increase mental, physical and emotional health.²⁵ All OCS classes go on outdoor field trips, starting in kindergarten and continuing through grade 8. The trips become overnight trips starting in 3rd grade, and go further away and for longer periods of time each year. These experiences build independence, cooperation, self-regulation, physical health, emotional health, and connection with and appreciation for nature.²⁶
- 5) **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

²¹ 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.

²² May 2015, [Setting the Standard for Project-Based Learning](http://www.ascd.org/publications/books/114017/chapters/Why-Project-Based-Learning%C2%A2.aspx), by John Larmer, John Mergendoller and Suzie Boss, <http://www.ascd.org/publications/books/114017/chapters/Why-Project-Based-Learning%C2%A2.aspx>

²³ *Storytelling and Brain Science: This Is Your Brain on Story*. Tuesday, July 26, 2016 - by [Doug Stevenson](https://www.td.org/Publications/Blogs/Science-of-Learning-Blog/2016/07/Storytelling-and-Brain-Science-This-Is-Your-Brain-on-Story)
<https://www.td.org/Publications/Blogs/Science-of-Learning-Blog/2016/07/Storytelling-and-Brain-Science-This-Is-Your-Brain-on-Story>

²⁴ How Stories Change the Brain, By [Paul J. Zak](https://greatergood.berkeley.edu/article/item/how_stories_change_brain) | December 17, 2013, https://greatergood.berkeley.edu/article/item/how_stories_change_brain

²⁵ 2017, <https://childmind.org/article/why-kids-need-to-spend-time-in-nature/>

²⁶ [Benefits of time in nature](https://daringtolivefully.com/spend-more-time-in-nature), especially in our digital age, July 28, 2014, <https://daringtolivefully.com/spend-more-time-in-nature>

- Targeted intervention
 - Enrichment
 - Assessment results guide ongoing professional development
- 6) **Professional Learning Communities** support student growth, teacher satisfaction, and teacher retention. PLCs at OCS involve:
- 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
 - Mentoring

Collaboration among teachers creates community and supports all types of learners. As Carrie Leana states in The Missing Link of School Reform: “students showed **higher gains in math achievement** when their teachers reported frequent conversations with their peers that centered on math, and when there was a **feeling of trust or closeness among teachers**.”

Sharing best practices and collaboration occurs through formalized mentoring relationships as well. As The Center for Teaching Quality observed, “Mentoring has been shown to **increase new recruits’ pedagogical practices, teaching effectiveness, and retention**... Teachers who have consistent opportunities to work with effective colleagues also **improve in their teaching effectiveness**.”

Curriculum and Instruction

Key Features and Components of the OCS Curriculum

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

TK AND KINDERGARTEN

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

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

FIRST GRADE

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

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

English Language Development (core) Using the CA English Language Development Standards for the appropriate grade level, learning focuses on Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students are supported in moving through proficiency levels from Emerging, to Expanding, to Bridging and finally, to Lifelong Language Learning, depending on their current ELD level.

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

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

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

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

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

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

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

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

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

SECOND GRADE

Math (core) Continue with four operations of arithmetic; story problems; counting by 2,3, 5, and 10; beginning multiplication tables; graphs and tables; place value to 1,000; mental math, regrouping, estimation.

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

English Language Development (core) Using the CA English Language Development Standards for the appropriate grade level, learning focuses on Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students are supported in moving through proficiency levels from Emerging, to Expanding, to Bridging and finally, to Lifelong Language Learning, depending on their current ELD level.

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

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

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

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

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

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

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

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

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

THIRD GRADE

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

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

English Language Development (core) Using the CA English Language Development Standards for the appropriate grade level, learning focuses on Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students are supported in moving through proficiency levels from Emerging, to Expanding, to Bridging and finally, to Lifelong Language Learning, depending on their current ELD level.

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

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

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

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

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

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

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

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

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

FOURTH GRADE

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

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

English Language Development (core) Using the CA English Language Development Standards for the appropriate grade level, learning focuses on Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students are supported in moving through proficiency levels from Emerging, to Expanding, to Bridging and finally, to Lifelong Language Learning, depending on their current ELD level.

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

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

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

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

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

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

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

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

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

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

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

FIFTH GRADE

Math (core) Decimals; fractions; metric system.

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

English Language Development (core) Using the CA English Language Development Standards for the appropriate grade level, learning focuses on Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students are supported in moving through proficiency levels from Emerging, to Expanding, to Bridging and finally, to Lifelong Language Learning, depending on their current ELD level.

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

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

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

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

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

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

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

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

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

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

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

SIXTH GRADE

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

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

English Language Development (core) Using the CA English Language Development Standards for the appropriate grade level, learning focuses on Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students are supported in moving through proficiency levels from Emerging, to Expanding, to Bridging and finally, to Lifelong Language Learning, depending on their current ELD level.

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

Geography (core) European geography.

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

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

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

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

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

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

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

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

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

Technology Cyber Civics.

Electives (core) Middle school students select an elective class for each semester from the following choices: Percussion, Dance, Band, Strings, Newspaper, and Photography.

SEVENTH GRADE

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

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

English Language Development (core) Using the CA English Language Development Standards for the appropriate grade level, learning focuses on Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students are supported in moving through proficiency levels from Emerging, to Expanding, to Bridging and finally, to Lifelong Language Learning, depending on their current ELD level.

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

Geography (core) Africa, Central and South America.

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

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

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

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

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

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

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

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

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

Technology Cyber Civics.

Electives (core) Middle school students select an elective class for each semester from the following choices: Percussion, Dance, Band, Strings, Newspaper, and Photography.

EIGHTH GRADE

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

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

English Language Development (core) Using the CA English Language Development Standards for the appropriate grade level, learning focuses on Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students are supported in moving through proficiency levels from Emerging, to Expanding, to Bridging and finally, to Lifelong Language Learning, depending on their current ELD level.

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

Geography (core) World geography.

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

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

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

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

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

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

Handwork (core) Machine sewing.

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

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

Technology Cyber Civics, 8th grade project research and presentation

Electives (core) Middle school students select an elective class for each semester from the following choices: Percussion, Dance, Band, Strings, Newspaper, and Photography.

Intervention and Enrichment Programs

Intervention programs are offered for students in all grade levels based on need. Students are assessed at the start of the year, in the middle of the year, and at the end of the year. The results of these assessments combined with standardized test scores (when available), classroom work samples and assessments, and teacher observation are used to identify students needing Intervention support. Students in Intervention are assessed regularly using DIBELS, Qualitative Reading Inventory, and EasyCBM, and are moved out of Intervention when their performance indicates they no longer need the support. If students do not show adequate growth during their time in intervention, they may be referred for formal assessment.

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

Intervention services for reading include fluency practice, comprehension practice, vocabulary development, decoding practice, summarizing practice, and literary analysis. Depending on the level of the reader, different skills are emphasized and then adjusted as students progress through the stages of learning to read effectively.

Intervention services for writing include grammar and syntax (the building blocks of language); organization including graphic organizers; working through the writing process of drafting, revising, editing and publishing; expanding sentences to use more complex vocabulary and sentence structure; spelling; writing coherent single, 3-paragraph and 5-paragraph compositions; gearing writing towards a specific audience; and different genres of writing. While intervention sessions include all these skills to some extent, they target the skills most needed by the student in order for them to advance to the next level, so that as students master one skill, their focus moves to the next skill.

Intervention services for math focus on both computation skills if they are lacking, but also on mathematical thinking and problem solving. Many students struggle particularly with word problems in math, so developing strategies to tackle word problems is part of every math intervention lesson. Depending on the particular student needs, math intervention can also include practice of math facts that are not yet mastered by the students.

Enrichment programs are embedded throughout every child's day as described in the grade level descriptions. Teachers enrich lessons daily by integrating the arts into daily main lesson activities, such as singing, recorder playing, poetry recitation, movement/dance, drawing, and painting. In addition, all students in 1st – 8th grades are given enrichment experiences in bi-weekly specialty lessons, including Foreign Language, Handwork, Woodwork, and Movement/Games. Students in 4th and 5th grade are also given enrichment in Strings, while students in 6th -8th grades receive enrichment in electives that include Percussion, Dance, Band, Newspaper, Photography, and Strings.

Curricular and Instructional Materials

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

OCS' textbooks and other instructional materials that address the CCSS are listed at the end of this section. In addition to these resources, teachers at OCS draw upon a broad range of instructional resources to successfully bring standards-based Waldorf Education to their students. What follows is an overview of these additional, Waldorf-based instructional materials.

Kindergarten teachers' instructional materials are chosen to enhance the children's imaginary play, to deliver stories and songs that are rich in language and imagery, and to support the purposeful activities the children participate in daily. In the Kindergartens and lower grades, age-appropriate play materials, and instructional support tools are selected or handmade from wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made

from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding business in classroom décor. These Waldorf instructional materials support OCS arts-integration within the framework of the CCSS.

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

Standard textbooks are used directly in the classroom for math. In the lower grades up to 5th grade, the Envision series is used. In the upper grades 6th -8th, a combination of CMP3 and Scott Foresman math textbooks are used. In all other subject areas, textbooks are used as teacher resources for lesson preparation, as well as important research tools for students to augment their lessons.

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

Kindergarten Instructional Resources

This bibliography reflects many of the resources we use regularly to create and build our curriculum, develop our pedagogical understanding of our students and the curriculum, and in developing our work with parent support and education.

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Compiled by Elizabeth Seward, PhD. November 2017

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Enrichment programs are embedded throughout every child’s day as described in the grade level curriculum description. Enrichment activities in the arts are embedded in the daily morning main lessons. These include daily recorder or flute, singing, poetry, drawing, painting, theatre arts, and movement/dance. Additional enrichment experiences are offered to all students throughout the school week in the form of our specialty programs that include: Foreign Language, Handwork, Woodwork, Games/Movement, Strings, Percussion, Photography, Dance, Newspaper, and Band.

Instructional Methods and Strategies

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

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

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

Implementation and Mastery of state standards, including CCSS, NGSS, and ELD standards

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

NGSS in the OCS Curriculum

Ocean Charter School approaches the study of science taking into consideration the developmental stage of the human being. OCS uses the Next Generation Science as our guide for curricular content and sequencing throughout the grades. OCS also places tremendous emphasis on giving the children firsthand phenomenological experiences, which not only stimulate scientific curiosity, but also reinforce the beauty and wonder our universe is what we are striving for. Science is presented in a way that reaches beyond the mind and touches the heart of the students.

KINDERGARTEN

The children work with natural material and explore the outside world through play and structured walks and garden time. The children experience force phenomena through playing with material such as blocks, and bees-wax. The children develop empathy for the natural world through nature stories.

Interdependent Relationships in Ecosystems: Animals, Plants and Their Environments

Goal 1 Children will work in the outside world and describe patterns of what plants and animals need to survive.

Measureable Outcomes Teacher observation, participation in class discussion, student behaviors in outdoor spaces

Goal 2 Children will appreciate evidence for how plants and animals can change the environment to meet their needs

Measurable Outcomes Teacher observation, student behavior toward outdoor spaces

Goal 3 Children practice sustainability and understand the impact it could have on land, air and other living things on the local environment

Measurable Outcomes Children practice recycling and/or composting in the classroom

Weather and Climate

Goal 1 Children will identify different types of weather.

Measurable Outcomes Teacher observation, paintings

Goal 2 Children will prepare for different types of weather

Measurable Outcomes Student wear appropriate attire for the weather

Forces

Goal 1 Children build an intuition of force phenomena by playing with material such as blocks and beeswax

Measureable Outcomes Teacher observation, student models

Goal 2 Children develop a sense of the attributes of forces in motion, such as push and pull, through whole-class circle movements

Measurable Outcomes Teacher observation

Engineering and Design

Goal 1 Children problem solve by designing block structures and through imaginative play

Measureable Outcomes Teacher observation

FIRST GRADE

Nature stories provide the children with not only knowledge, but also build compassion for the natural world. The children in first grade are guided on nature observations in the school community as well as a few local outings. They record their observation through writing, painting and drawing. Poetry, songs, and dramatic movement are also regularly implemented to build a relationship with the natural world.

Structure, function, and Information

Processing Goal 1 Children will listen to a variety of texts on animal behavior.

Measurable Outcomes Student participation in classroom discussion/post-listening activities.

Goal 2 Children will make observations of different plants and diagram and label their parts.

Measurable Outcome Student diagrams

Space Systems: Patterns and Cycles

Goal 1 Children will understand the rhythms of the day and night sky

Measurable Outcomes Student participation in classroom discussion

Goal 2 Children note the seasonal differences

Measurable Outcome Illustrations, student participation in classroom discussion

Engineering and Design

Goal 1 Children problem solve by designing block structures and through imaginative play

Measurable Outcome Teacher observation

SECOND GRADE

Through the natural sciences, the children deepen their sense of awe, wonder and reverence for the natural world and feel inclined to stewardship. Through interdisciplinary studies drawing from stories and fables and poetry, mathematical questions and skills, and artistic expression and crafts, the students in second grade explore patterns, forces, and cycles occurring in the natural world. Scientific skills such as graphing, measuring, recording, diagramming, experimenting, and modeling are utilized to present information. Field trips out in nature enhance the classroom endeavors. These include the annual beach clean-a-thon.

Ecosystems: Interactions, Energy and Dynamics

Goal 1 Children will observe and record plant growth under a variety of conditions

Measurable Outcomes Journal, illustrations

Goal 2 Children observe and record the role of the pollinating insects on campus, such as bees and butterflies

Measurable Outcomes Journal, illustrations

Biological Evolution: Unity and Diversity**Goal 1** Children will make observations in different habitats and compare the diversity**Measurable Outcomes** Journal, illustrations**Earth Systems: Processes That Shape the Earth****Goal 1** Children observe and record the weather occurring on campus**Measurable Outcomes** Graphs, charts**Goal 2** Children observe and record the geographical impacts the weather has on the campus**Measurable Outcomes** Teacher observation, journal, illustrations**THIRD GRADE**

The Third Grade block rotation lends itself to an integrated, interdisciplinary study of the sciences. It is a rich curriculum that puts the child as a human being finding ways to live on the earth. This year draws on capacities in the student that build a strong sense of competency. The students are engaged in practical arts, which help support scientific development. Cooking, gardening, and building are regular activities in the third grade. Earth and Human Activity, Biological Evolution, Heredity, and Earth's Systems are addressed through Hebrew stories, Farming, and Shelters around the world. Forces and Motion, as well as Biological Evolution are addressed in Measurement Blocks. The shelter block builds an understanding that is later drawn upon in sixth grade through the study of mineralogy. Many experiences found in blocks such as Farming and Textiles, are also later drawn upon more formally in organic chemistry in eighth grade.

Interdependent Relationships and Ecosystems**Goal 1** Children observe the survival of different organisms through weekly gardening.**Measurable Outcomes** Teacher observation, journal writing**Weather and Climate****Goal 1** Children study climates and resources from around the world**Measurable Outcomes** Main lesson book work, projects**Goal 2** Children study shelters and create shelters that will fit particular climates**Measurable Outcomes** Main lesson book work, projects**FOURTH**

In the fourth grade, the study of local geography provides a means to understand biological relationships and geographical attributes and their contributions to the success of flora and fauna. The Animal and Man block is an integrated approach to studying and comparing characteristics that enhance survival.

Structure Function and Information Processing**Goal 1** Children research the special abilities of animals and understand special structures that support their survival**Measurable Outcomes** Reports, projects, main lesson book work**Goal 2** Children create a model and a report describing the special abilities of an animal**Measurable Outcomes** Reports, student made models, presentations**Earth Systems: Processes That Shape the Earth****Goal 1** Children study local geography and understand the effects of weather via rate of erosion**Measurable Outcome** Children create maps that describe the local patterns of the Earth's feature.

FIFTH GRADE

Force and motion become a pillar of the scientific understanding as students work on training for a re-creation of the ancient Greek pentathlon. Plant life is once again studied in a botany block. A general science block is set aside to explore concepts not covered in the regular block rotation.

Matter and Energy in Organisms and Ecosystems

Goal 1 Children support and argument that plants get the materials they need for growth chiefly from air and water

Measurable Outcomes Main lesson book work

SIXTH

This is the year when formal science is introduced, and the children approach this study in a more academic manner. Demonstration and explorations are set up in the classroom to expose the children to scientific phenomena. Observational skills are nurtured. In sixth grade the block rotation includes: Physics in which the children study optics, acoustics, light, heat, magnetism, electricity, mineralogy in which the students study biomes, minerals, fossils, and the earth and its movement. Astronomy is also explored and the students familiarize themselves with the night sky.

MS. Earth Systems

Goal 1 Children draw diagrams of layers of the Earth

Measurable Outcome Main lesson book work, block quizzes and tests

Goal 2 Children draw diagrams of the water cycle

Measurable outcomes Main Lesson, block quizzes, tests

MS. Energy

Goal 1 Children investigate how different materials hold and transfer heat

Measurable outcomes Teacher observations, student demonstrations

MS. Weather and Climate

Goal 1 Children study different biomes and gain an understanding of the relationships between the flora, fauna, and climate

Measurable Outcomes Main lesson book work, tests and quizzes, project-based models

SEVENTH

This is the year of the Renaissance and a new way of thinking for the seventh grader. To meet the inner changes of the students they study combustion, acids and bases, physiology, and physics with an emphasis on force and motion, but reviewing optics, acoustics warmth, electricity, and magnetism and linking them the to human physiology and historical progress. Astronomy is once again studied with an emphasis on scientific calculations. The students are required to document acute observations and recall scientific labs with both narrative and diagram records.

Matter and Energy: and Organisms in Ecosystem

Goal 1 Children understand the relationship between nutrition and physiology

Measureable Outcomes Main lesson book work, quizzes, tests

Goal 2 Children study and develop diagram models of the digestion system and the enzymes that work on food

Measureable Outcomes Main lesson book work, student developed models, quizzes, tests

MS. Interdependent relationships and ecosystems

Goal 1 Through studies of Charles Darwin's findings, children understand evolution

Measurable Outcomes Main lesson book work, quizzes, tests

MS. Structures and Property of Matter

Goal 1 Children diagram atomic compositions of simple molecules and extended structures

Measureable Outcomes 3-D models, main lesson book work, quizzes, tests

Goal 2 Children document observations of the properties of metals and how they respond when thermal energy is applied

Measurable Outcomes Laboratory reports, main lesson book work, quizzes, tests

Goal 3 Children observe and document different demonstrations involving combustion

Measureable Outcomes Teacher Observation, laboratory reports, main lesson book work, quizzes, tests

Ms. Chemical Reactions

Goal 1 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred

Measureable Outcomes Teacher Observation of students' success in labs, main lesson book work, quizzes, tests

Goal 2 Develop and use a model to determine how the total number of atoms does not change in a chemical reaction and thus mass is conserved

Measureable Outcomes Laboratory reports, main lesson book work, quizzes, tests

EIGHTH

The students continue to record their scientific experiences accurately, and beautifully. In eighth-grade the students revisit chemistry, but now the focus is on organic chemistry. Nutrition is once again explored, and farming, cooking, and textile experience from third grade can be revisited with a new scientific lens. Human anatomy is studied with a focus on the musculoskeletal system. Biomechanics, drawing from the understanding of force and motion gained in seventh grade can be studied. Physics is once again explored with an emphasis on hydraulics and pressure. The historical scientific contributions are also studied in the form of both the scientific revolution and the industrial revolution

Goal 1 Students record scientific experiences with accuracy

Measureable Outcomes Main lesson book work

Goal 2 Students understand and identify the main elements that make up living things

Measureable Outcomes Quizzes, tests

Goal 3 Children understand the health effects of dietary intake

Measureable Outcomes Main lesson book work, quizzes, tests

Goal 4 Students name the major bones and muscles of the human skeleton

Measureable Outcomes Oral demonstration, diagram, test

Goal 5 Children understand the fundamentals of fluid mechanics

Measureable Outcomes Main lesson book work, student projects, laboratory reports, quizzes, tests

Goal 6 Children understand the role of pressure in weather

Measureable Outcomes Main lesson book work, quizzes, tests

Development of Technology Related Skills and Student Use of Technology

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

To prepare students to take computer-based state standardized tests, students in grades 3rd - 8th take practice tests over the course of the school year. They also practice typing skills as the new tests require significant amounts of typing and students must be proficient at typing to be able to include all their thoughts in their responses. Moreover, students work online with our enVision program and Khan Academy to become facile at solving math problems on a computer.

Transitional Kindergarten

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

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

Academic Calendar and Schedules

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

Academic Calendar 2018-19

Opening Day of School	August 20, 2018
Labor Day	September 3, 2018
Fall Recess Days	September 10 and 11, 2018
Indigenous People's Day	October 8, 2018
Professional Development	November 1, 2018
Thanksgiving	November 19-23, 2018
Winter Break	December 24- January 4 2019
Martin Luther King Jr. Day	January 14, 2019
President's Day	February 18, 2019
Professional Development	March 8, 2019
Spring Break	March 29 – April 5, 2019
Memorial Day	May 27, 2019
Last Day	June 7, 2019

Academic Calendar 2018-19

Ocean Charter School 2018-2019 Calendar (Revised as of 10/17/17)

KEY

- Early Release
- Mar Vista 12:00pm
- Westchester 12:40pm
- Holiday
- Student Free Day/PD
- SBAC

Testing Month - May 2018
 Grades 3-8 will participate in State Smarter Balanced Assessment Testing in May. Please plan your family calendars accordingly.

Daily schedules –Grades 1 -8

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

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

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

TK and Kindergarten

Time	Monday	Tuesday	Wed. Schedule	Thursday	Friday
8:30am	Outdoor play	Outdoor play	Outdoor play	Outdoor play	Outdoor play
9:00am	Circle/recitation /singing/ movement/math	Circle/recitation /singing/ movement/math	Circle/recitation/ singing/movement /math	Circle/recitation/ singing/movement/ math	Circle/recitation/ singing/movement /math
9:30am	Painting, Imaginative play, snack preparation, finger knitting	Bread-making/ kneading, Imaginative play, table setting, finger knitting	Beeswax modeling, Imaginative play, snack preparation, finger knitting	Drawing, Soup-making, Imaginative play, finger knitting	Crafting/sewing, Imaginative play, finger knitting
10:30am	Cleanup, Snack	Clean up, Snack	Clean up, Snack	Clean up, Snack	Clean up, Snack
11:00am	Outdoor play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
12:15pm	Lunch	Lunch	11:55 Dismissal	Lunch	Lunch
12:40pm	ELA- Storytelling, puppet show	ELA- Storytelling, puppet show		ELA- Storytelling, puppet show	ELA- Storytelling, puppet show
1:00pm	Nap, story, music	Nap, story, music		Nap, story, music	Nap, story, music
1:45	Cleanup, prepare for dismissal	Cleanup, prepare for dismissal		Cleanup, prepare for dismissal	Cleanup, prepare for dismissal

1st – 3rd Grades

Time	Monday	Tuesday	Wed. Schedule	Wednesday	Thursday	Friday
8:00-10am	Main Lesson	Main Lesson	8:00-10:00	Main Lesson	Main Lesson	Main Lesson
10:00-10:10am	Snack	Snack	10:00-10:10	Snack	Snack	Snack
10:10-10:30am	Recess	Recess	10:10-10:30	Recess	Recess	Recess
10:30-11:15am	Math	Math	10:30-11:15	Math	Math	Math
11:15-12:00pm	ELA & ELD	ELA & ELD	11:15-12:00	ELA & ELD	ELA & ELD	Japanese
12:00-12:20pm	Lunch	Lunch	12:00-12:10	Lunch	Lunch	Lunch
12:20-12:50pm	Recess	Recess	12:10	Dismissal	Recess	Recess
12:50-1:35pm	Painting	Games	/	/	Handwork	Games
1:35-2:20pm	Council	Japanese	/	/	Handwork	Chores
2:20pm	Dismissal	Dismissal	Dismissal	/	Dismissal	Dismissal

4th- 8th Grades

Time	Monday	Tuesday	Wed. Schedule	Wednesday	Thursday	Friday
8:20-10:20	Main Lesson	Main Lesson	8:20-10:20	Main Lesson	Main Lesson	Main Lesson
10:20-10:30	Snack	Snack	10:20-10:30	Snack	Snack	Snack
10:30-10:50	Recess	Recess	10:30-10:50	Recess	Recess	Recess
10:50-11:40	Games	ELA & ELD	10:50-11:40	ELA & ELD	ELA & ELD	Chores
11:40-12:30	Math	Math	11:40-12:30	Math	Math	Math
12:30-12:50	Lunch	Lunch	12:30-12:40	/	Lunch	Lunch
12:50-1:20	Recess	Recess	/	/	Recess	Recess
1:20-	Painting	Japanese	/	/	Games	Japanese

2:10						
2:10-3:00	Handwork/ Woodwork	Electives	/	/	Electives	Handwork/ Woodwork
3:00-3:10	Closing	Closing	/	/	Closing	Closing

Regular Day Schedule with Instructional Minutes

Grade	Daily Schedule (Regular Day)	Number of Instructional Minutes per Day	Number of School Days	TOTAL MINUTES
TK and K	8:30am (start of day) - 2:00pm (end of day)	330	134	44,220
1 st -3 rd	8:00am (start of day) - 2:20pm (end of day)	310	134	41,540
4 th - 8 th	8:20am (start of day) - 3:10pm (end of day)	340	134	45,560

Early Dismissal Day Schedule with Instructional Minutes

Grade	Daily Schedule (Regular Day)	Number of Instructional Minutes per Day	Number of School Days	TOTAL MINUTES
TK and K	8:30am (start of day) - 11:55pm (end of day)	205	46	9,430
1 st -3 rd	8:00am (start of day) - 12:10pm (end of day)	230	46	10,580
4 th - 8 th	8:20am (start of day) - 12:40pm (end of day)	240	46	11,040

“Instructional Days and Minutes Calculator”

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

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	134	330	46	205					180	36000	53650	17650
1	Yes	134	310	46	230					180	50400	52120	1720
2	Yes	134	310	46	230					180	50400	52120	1720
3	Yes	134	310	46	230					180	50400	52120	1720
4	Yes	134	340	46	240					180	54000	56600	2600
5	Yes	134	340	46	240					180	54000	56600	2600
6	Yes	134	340	46	240					180	54000	56600	2600
7	Yes	134	340	46	240					180	54000	56600	2600
8	Yes	134	340	46	240					180	54000	56600	2600
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Professional Development

Teacher Recruitment

The Administration searches for the best possible candidates for available teaching positions at Ocean Charter School. Specifically, administration recruits teachers who meet the credentialing requirements according to the State of California. Secondly, we recruit teachers who are Waldorf trained, experienced with the arts, and/or willing to receive training in the arts and arts-integration into the core content areas.

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

The administration reviews the submissions looking for:

- California teaching credential
- Quality educational background
- Classroom teaching experience
- Training or familiarity with Waldorf methods
- A deep desire to teach in an arts-integrated charter school
- Background in or a passion for the arts

- Excellent professional references
- Articulate and polished cover letters
- An interest in Ocean Charter School

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

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

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

Ongoing Professional Development

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

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

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

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

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

6. Annual summer training focused on a particular grade level- This aspect of our professional development is particularly important as our teachers travel with their students over a number of years, a practice described as “looping”.
7. Peer training through classroom observations and conferences

Professional Development

Professional Development Plan for 2018-19

August:

Mandatory Reporting, Child Abuse
 CAASPP (SBAC) analysis for data based instructional planning
 Engaging Parents Meaningfully – First Parent Meetings
 Using Internal Benchmark Data effectively
 Special Education – Compliance and Meeting the Needs
 Singing and Movement

September:

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

October:

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

November:

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

December:

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

January:

Review of Internal Assessment Data
 Storytelling
 Incorporating Movement
 Winter Concert

February:

Connecting with Families – Grandparents’ Day
 CAASPP (SBAC) Test Preparation
 Singing

Environmental Stewardship – Recycling, Beach Clean-A-Thon

March:

Preparing for and Participating in IEP meetings

Council

Movement – Spring Faire dances

Differentiated Instruction in Math and ELA

CAASPP (SBAC) Test Preparation

Singing

April:

CAASPP (SBAC) Test Preparation and training

Movement – Spring Faire dances

Singing

Environmental Stewardship – Beach Clean-A-Thon

May:

End of Year Benchmark assessments

End of Year Report writing

Spring Concert

Closing Ceremonies- Rose Ceremony, Rock Ceremony, Graduation

Meeting the Needs of All Students

Meeting the Needs of All Students

English Learners

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided

- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

Process for identifying English learners

OCS will adopt and implement LAUSD's English Learner Master Plan. The school will identify potential ELLs based on the Home Language Survey responses. If the primary language is anything other than English, the student will be administered the California English Language Development Test (CELDT)/English Language Proficiency Assessment for California (ELPAC). OCS will use the overall results of the assessment to identify the student's level of proficiency in English.

Educational Program and Access to the Curriculum

ELD time is allocated based on student need. Using CELDT scores (replaced this year by ELPAC), CAASPP scores, classroom assessments and student work, ELD level is determined and support is given in relation to the need. Thus, students who are the Beginning or Early Intermediate stages of ELD receive daily ELD instruction in a small group setting, in addition to the ELD strategies used in the classroom. Students at the Early Intermediate or Intermediate levels receive targeted ELD instruction 3 times per week, in addition to the ELD strategies used in the classroom. Students in the Early Advanced and Advanced levels receive targeted ELD instruction 1-2 times per week, in addition to the ELD strategies used in the classroom. For all students, OCS ensures that students make adequate progress towards mastery of the ELD standards by monitoring student progress regularly (weekly to bimonthly).

Primary language support is given for students still developing their English language proficiency as much as possible. Classroom teachers incorporate SDAIE strategies and differentiated instruction to enhance the instructional program as well as provide ELLs access to the curriculum. 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 development, including: Total Physical Response, cooperative learning, Dictated Stories, and Learning Journals.

Using Results

OCS will use the results of the CELDT/ELPAC to inform the Language Accountability Team (LAT) of the effectiveness of the program, and to make instructional changes as needed. The LAT monitors and supports the progress of all ELLs.

Specifically, students who are identified as English Language Learners are pulled out for a richer language experience focusing on the four domains: speaking, listening, writing and reading. The frequency of their targeted ELD instruction is described above and is based on their level of English Language Development. The activities include, but are not limited to, introducing academic language, providing opportunities to perform academic tasks while speaking in English, increasing vocabulary and teaching explicitly English grammar and idioms. Instruction in the ELD program follows the ELD standards for each grade level.

Frequent progress monitoring using formative and summative assessments is used to ensure ELs are making adequate progress in attaining the levels of English proficiency and understanding the core curriculum. In addition, the ELPAC will be administered annually to ELLs. The results will be analyzed to determine progress, needs and instructional focus.

Process for annual evaluation of the school's EL program(s)

OCS Language Appraisal Team (LAT) will meet bi-annually to evaluate the effectiveness of the English Language Development program by closely examining results to determine strengths and weaknesses. Recommendations and adjustments will be determined to ensure better alignment with the English-Language Development Standards. The LAT will also analyze LTEL assessment data and plan appropriate services to accelerate their language and academic development.

Process and specific criteria for EL reclassification

OCS follows the LAUSD criteria for reclassification as outlined in Bulletin 5619.6. A summary of these criteria is below.

California Education Code Section 313[f] identifies four required criteria for reclassification, but also allows for other measures to be included. The four required criteria are:

- 1) Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
- 2) Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
- 3) Parent opinion and consultation
- 4) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

Specific criteria for all grade levels are below.

CELDT (formal assessment measure will become ELPAC in Spring 2018)

Kindergarten -Grade 1

- Overall performance level of 4 with scores of 4 or higher in Listening, Speaking, Reading and Writing

OR

- Overall performance level of 5 with scores of 3 or higher in Listening, Speaking, Reading and Writing
- Overall performance level of 4 or 5 with scores of 3 or higher in Listening, Speaking, Reading and Writing.

TEACHER EVALUATION

Achievement of meeting grade level standards in ELA on End of Year Report TK – 5th, and on trimester report cards 6th – 8th.

BASIC SKILLS ASSESSMENT

- DIBELS scores of low risk or standard met or exceeded on SBAC

Process for monitoring progress of ELs and reclassified (RFEP) students

Students reclassified as Fluent English proficient (RFEP) are monitored for a minimum of two years after reclassification or until they reach and maintain grade level proficiency. RFEP monitoring starts in the classroom, but the entire Student Support and Progress Team (SSPT) continues to play a role in monitoring RFEP students. The SST meets to review the performance and progress of RFEP students at least twice per year. Focus is centered on supporting RFEP students in transitioning successfully from the supports and differentiation provided in the EL program to the supports provide for all students. Data that is reviewed includes student classwork, classroom assessments, teacher observation, internal assessments, SBAC, DIBELS. In consideration of the whole child, the team also takes into account the academic, behavioral, and socio-emotional factors that are relevant to all students when analyzing student progress.

Process for Monitoring (LTELs) and for students At-Risk of Becoming LTELs

During the Fall semester, a conference with the P-LTEL (Potential-Long Term English Learners) and LTEL (Long-Term English Learners), parents, classroom teacher and ELD teacher will be held to determine goals for attaining reclassification criteria. All parties involved must state how they plan to support the student in reaching the goals. These commitments are documented in writing during the meeting, and all parties are given a copy of this plan. A follow-up meeting in three months is scheduled to monitor progress, to review if the plan actions have occurred and if they were successful, to adjust the plan as needed, and to determine when the team should meet again.

Gifted and Talented Students and Students Achieving Above Grade Level

Identification

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

Meeting the Needs of Gifted Students

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

classroom environment is flexible in nature and teachers provide opportunities to support the potential of gifted students from diverse backgrounds.

Gifted students exist in all populations (reference: <http://sengifted.org/talking-circles-social-emotional-impacts-on-gt-from-culturally-diverse-backgrounds/>). Students are identified as gifted using the LAUSD's gifted screening process. Throughout the grades, teachers deepen, expand and differentiate course work for children recognized and identified as gifted and talented. This is done primarily through deepening and expanding the curriculum to include opportunities for: divergent thinking, analysis, and logical problem solving. Course work is also enriched with activities such as posing open-ended questions that require higher-level thinking and modeling different problem solving strategies such as decision-making and evaluation. Examples of ways that learning is deepened and expanded include: accepting ideas and suggestions from students and expanding on them; facilitating original and independent problems and solutions; helping students identify rules, principles, and relationships and taking time to explain the nature of errors. Teachers also provide gifted and high achieving learners with opportunities for leadership and mentorship.

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

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

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

Progress Monitoring

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

General References:

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

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

Supporting the Emotional Needs of the Gifted <http://sengifted.org>

Greater Los Angeles Gifted Children's Association <http://www.giftedchildrenla.org>

Linda Silverman <http://www.positivedisintegration.com/Silverman1997.pdf>

Los Angeles Unified School District <https://achieve.lausd.net/gate>

Students Achieving Below Grade Level

Identification

Identifying students that are not at grade level includes valid, reliable assessments aligned to the student's curriculum and state standards. Students are identified as achieving below grade level by a variety of data points, including: CAASPP scores, internal benchmark assessments, teacher assessments, and student work samples.

Meeting the Needs of Students Achieving Below Grade Level

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

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.

In meeting the needs of students below grade level, differentiated and integrated instruction takes place, adapting the curriculum to reach struggling students. Another strategy includes explicit instruction, where the teacher models a clear understanding of what is being taught and the desired outcome that is expected. Another explicit reading instruction program is Targeted Reading, a research-based program that supports students mastery of all the foundational skills involved in reading. Intervention within the classroom can be addressed through small group instruction that supports students with similar academic needs. Student Success Teams comprised of an administrator, teacher, student, parents, and stakeholders, are assembled to determine the level of support needed to close the achievement gap.

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

Progress Monitoring

Progress is monitored through benchmark, formative and summative assessments; student learning portfolios; and collected work samples from each student's Main Lesson Book. Assessment data, learning portfolios, and student work samples are used to determine what curricular content needs to be revisited and reviewed for each student and to determine mastery of content areas. Formative assessments are included throughout the year including: portfolios, teacher observations, quizzes, and progress reports. Summative assessments include year-end grade level testing, end of chapter

tests, and state mandated testing. Specifically, OCS assesses with DIBELS, Qualitative Reading Inventory, Easy CBM testing, and periodic informal checkpoint quizzes to monitor short-term goals.

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

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

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

Tier III: The intervention supports described in Tier I and Tier II continue is Tier III for instruction, intervention and support, however more intensive and individualized instruction is provided to address problem behaviors, social skill deficits, and academic deficiencies.

Socio-Economically Disadvantaged/Low Income Students

Identification

When accepting a spot for student enrollment at OCS, parents/guardians complete enrollment forms in which they provide student identification information, including information about the family's economic status. This confidential information is examined by administration and shared with teachers so that specific supports and progress monitoring is provided by teachers and support staff.

Meeting the needs of Socio-economically disadvantaged students

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

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

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

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

Progress Monitoring

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

STUDENTS WITH DISABILITIES

FEDERAL LAW COMPLIANCE

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

SPECIAL EDUCATION PROGRAM

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding

of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA REORGANIZATION

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to 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 had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

MODIFIED CONSENT DECREE REQUIREMENTS

All charter schools approved by the 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 the 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 MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”)

required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Foster Youth

Identification

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

Meeting the needs of Foster Youth

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

Progress Monitoring

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

“A Typical Day”

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

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

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

The Main Lesson begins with movement work, singing, recitation, and/or playing the flute or recorder. In the first grade, children are taught to play the recorder. Other instruments are gradually introduced, leading to choir and strings ensemble in the higher grades. After this active period of expansive involvement, the students become quiet and move inward as they listen to the teacher-delivered story. These stories are specific to the child’s age and are drawn from the curriculum. In the upper grades, this narrative is often a biography, bringing the subject—be it botany, ancient India, Elizabethan literature, or Electromagnetism—to life for the students. Teachers present thematic teaching units in blocks which last several weeks. Teachers at Ocean Charter School use this Main Lesson format to address a progressive range of competencies in mathematics, language arts, science and humanities. The arts, such as drawing, beeswax modeling, performing arts, and painting are integrated throughout the Main Lesson.

After Main Lesson there is a break for snack and recess. The rest of the day is divided into Specialty Classes and practice periods. Specialty subjects are taught twice a week and include Japanese, Handwork or Woodwork, Movement/Games, Strings, or Electives. Each class is taught within the week and is linked to the thematic units of the Main Lesson. The children learn songs, games,

poems and world languages beginning in the first grade. Through the grades, the world language program expands to include reading, writing and grammar.

Lunch and recess are generally followed by practice periods where targeted skills are addressed such as specific math or language arts skills, additional science material, nature studies and Council (a group time to practice listening and speaking from the heart, as well as practice conflict resolution and/or express gratitude). After a closing poem is recited together, the day ends with another handshake at the door. This end of day ritual provides closure to the day, just as the morning handshake provides a clear beginning. Clearly identifying the beginning and ending of various segments in the day is one way OCS supports students in feeling safe and stable in our school environment. These rhythms help students feel calm, bring closure to the ending activity, settle into the next activity, and be aware of what is to come. The rhythm of the day and of the week and of the year provides predictability for students in our increasingly unpredictable world, and allows them to develop the resources they need to also deal with the surprises that life throws their way. The final act of the day, the handshake and eye contact with the teacher, reminds the student that they belong here, that their teacher knows them and cares for them, and that s/he will be here for them again tomorrow.

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

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of The Educational Program

Addressed in the LCFF table

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Addressed in the LCFF table

Other Performance Targets

OCS' curriculum includes numerous performance targets beyond the traditional academic subject. This whole-child approach is central to our pedagogy, and it gives opportunities for every child to find areas in which s/he shines and areas in which s/he needs improvement. The opportunity to experience these areas of strength, as well as challenge in themselves as well as in their classmates is another way OCS builds self-awareness, self-confidence, empathy, and community.

Because OCS' performance areas are so numerous, the grade level goals and measurable objectives for each program area are included in this petition as appendices. Overviews of each component are included below.

OCS World Language Program – Japanese Grades 1 - 8

The teaching of world languages plays an important part in the Waldorf approach towards education. Ocean Charter School strives to teach each student two world languages from the 1st grade through the 8th grade as an eight-year continuous language program. Currently, we are only providing one language, Japanese, while planning to add Spanish in the future.

Developing the ability to communicate in the target language is an important goal we strive to achieve, however, the purpose of teaching world language in our school is to raise the student's social consciousness and cultivate an interest in and respect for others. World language study is seen as a window into the soul of another culture, allowing the student to realize the similarities and differences when compared to his/her own language and culture. This realization strengthens the student's identity, develops his/her empathy to understand others and gives him/her a different perspective to see the world.

The teacher brings the target language to the students in an experiential way through repetitive imitation, literature, music, artistic projects, games and movements – all in the target language. The students are surrounded by sense impressions of the foreign culture, mentality and linguistically. In the lower grades the students are engaged in songs, games, recitation and play to reach the feeling life – to surround the students with beautiful impressions and to stimulate the will activity by enlivening the lesson with movements and games. As the grade levels progress, students still learn by the experiential approach to acquire their linguistic skills with the four elements of the target language: listening, speaking, reading and writing.

The uniqueness of Ocean Charter School's world language program is the integration with the main lesson curriculum. The teacher strives to create lessons that integrate the main lesson theme into the language class. For example, the 8th grade students study American Modern history and World War II during their main lesson. At the same time, during the Japanese class, the students are learning about the life of Japanese Americans in the internment camp or the life of Japanese people living in Japan during that time. Through this integrative teaching of their main lessons and the world language lessons, the students can be exposed to a wider perspective from which to learn their subject matter such as history, literature, geography, or even science.

As a whole community, we support our cultural exchange program and in house celebrations to strengthen the students' experience of diversity. We created relationships with schools in Japan to exchange letters, a school-wide Japanese student visit and an OCS families' homestay program. In addition to these cultural exchange experiences we celebrate Japanese culture in a variety of ways which include the seasonal festivals, cultural presentations such as Taiko drum

performances, Japanese flower arrangement classes, the 4th grade one-hour Japanese play and the language class field trips which are the highlights of the World language program.

<h2 style="margin: 0;">Innovative Feature: World Language – Japanese Grades 1-8</h2>
<h3 style="margin: 0;">1st Grade</h3>
<p>Japanese is introduced through the immersion method. The children take everything in a mood of wonder and empathy through their teacher’s tone of voice, face expression and the gestures. Imitative genius is still active in the first grade child, making this an ideal time to learn foreign languages. So the focus is only on teaching through two elements, listening and speaking. There is a strong tendency for the whole class to repeat everything as one, though this should not prevent individuals from speaking alone. Music, drawing, crafts (such as Origami), storytelling and games are integrated into the daily lessons. Vocabulary is mainly focused on nouns and simple adjectives. The student will also learn simple phrases and daily expressions such as greetings, introducing themselves by name, age and grade. The students learn everything thoroughly in a simple, rhythmical, artistic, and practical format. The curriculum is designed to nourish the feeling life of the child and allow the child to experience another culture’s folk soul.</p> <p style="padding-left: 40px;">Measurable outcomes are based on 90% of the students, who are regularly participating in two Japanese classes per week, acquiring the above skills by the end of the 1st grade</p>
<h4 style="margin: 0;">Goal 1 - 1st Grade</h4>
<p>Sing Japanese songs and recite poems and verses with gestures</p>
<p>Measurable Outcome #1 Be able to sing all the introduced songs (narrative, seasonal, finger game, counting, target vocabulary) with gestures, comfortably as a group chorally.</p> <p>Measurable Outcome #2 Be able to recite all the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) with gestures, as a group chorally</p>
<h4 style="margin: 0;">Goal 2 - 1st Grade</h4>
<p>Understand and use basic conversational vocabulary</p>
<p>Measurable Outcome #1 Know and be able to name the main colors, 10 plants and animals, 6 family members, 10 classroom objects, four seasons, 10 names of body parts (nouns)</p> <p>Measurable Outcome #2 Know and be able to use simple sizes and shapes (adjectives)</p> <p>Measurable Outcome #3 Know and count numbers 1-50</p> <p>Measurable Outcome #4 Know and use simple phrases – Greetings, Thank you, You’re welcome, Good bye, etc...</p>
<h4 style="margin: 0;">Goal 3 - 1st Grade</h4>
<p>Respond appropriately to simple commands</p>
<p>Measurable Outcome #1 Be able to act upon simple commands – stand, sit, touch hands to your head, etc...</p>
<h4 style="margin: 0;">Goal 4 - 1st Grade</h4>
<p>Respond to basic questions</p>
<h4 style="margin: 0;">Measurable Outcome #1</h4>
<p>Be able to answer basic questions – names, age, grade, family members, etc...</p>
<h4 style="margin: 0;">Goal 5 - 1st Grade</h4>
<p>Understand simple nature stories and folk tales told in Japanese</p>

<p>Measurable Outcomes #1 Be able to draw a picture from a scene of a Japanese story</p> <p>Measurable Outcomes #2 Be able to retell the story in English</p>
<p>Goal 6 - 1st Grade</p>
<p>Develop skills to create simple Japanese crafts</p>
<p>Measurable Outcomes #1 Be able to create a seasonal origami project</p>
<p>Goal 7 - 1st Grade</p>
<p>Become familiar with Japanese culture</p>
<p>Measurable Outcome #1 Actively participate in celebrating seasonal festivals – singing, drawing, dancing, etc...</p>
<p>2nd Grade</p>
<p>Repetition is the key to learning a foreign language for small children. We are still focused on only listening and speaking. Activities from the first grade are to be continued and enlarged upon: poems, songs, drawings, crafts, music, storytelling and vocabulary. The second grade students have a much stronger tendency to communicate with the teacher, so the teacher creates not only choral response lessons, but also more individual question and answer opportunities for the class. An element of dualism is necessary during the 2nd grade, in yes/no, in question and answer, in I/you. The lesson is designed with a strong rhythmical element in both the lesson structure and the nature of the activities, with clear contrasts and dynamic balance between quiet and loud, big and small, soft and strong, speaking and listening. Japanese seasonal festivals are celebrated with artistic activities through Origami craft or performing a small play from a story.</p> <p>Measurable outcomes are based on 90% of the students, who are regularly participating in two Japanese classes per week, acquiring the above skills by the end of the 2nd grade.</p>
<p>Goal 1 - 2nd Grade</p>
<p>Sing Japanese songs and recite poems and verses with gestures.</p>
<p>Measurable Outcome #1 Be able to sing all the introduced songs (narrative, seasonal, finger game, counting, target vocabulary) with gestures, comfortably as a group chorally</p> <p>Measurable Outcome #2 Be able to recite all the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) with gestures, as a group chorally</p>
<p>Goal 2 - 2nd Grade</p>
<p>Understand and use basic conversational vocabulary.</p>
<p>Measurable Outcome #1 Know and be able to name colors (15), nature features (15), animals (20), family members (10), classroom objects (10), seasons, body parts (15), clothing (10) - Nouns</p> <p>Measurable Outcome #2 Know and be able to use simple adjectives to explain sizes, shapes and colors (20)</p> <p>Measurable Outcome #3 Know numbers 1-100 and skip counting by 2, 3, 4 and 5 with movements</p> <p>Measurable Outcome #4 Know and use simple phrases – “blessing on the meal.” “....., please.” you are welcome</p>
<p>Goal 3 - 2nd Grade</p>
<p>Respond appropriately to simple commands</p>

<p>Measurable Outcome #1 Be able to act upon simple commands – “stand up and turn right” “touch your nose with your left hand”</p> <p>Measurable Outcome #2 Point out and name different items in their environment</p>
<p>Goal 4 – 2nd Grade</p>
<p>Respond appropriately to simple commands</p>
<p>Measurable Outcome #1 Be able to answer basic questions about themselves – name, age, grade, families’ name...</p> <p>Measurable Outcome #2 Be able to respond to a question – using their learned vocabulary (not necessary in sentence form)</p>
<p>Goal 5 – 2nd Grade</p>
<p>Understand simple fables and legends told in Japanese</p>
<p>Measurable Outcome #1 Be able to draw a picture from a scene of a Japanese story</p> <p>Measurable Outcome #2 Be able to retell the story line in English</p>
<p>Goal 6 – 2nd Grade</p>
<p>Develop skills to create traditional Japanese crafts and activities</p>
<p>Measurable Outcome #1 Completes seasonal origami projects</p> <p>Measurable Outcome #2 Be able to demonstrate cats in the cradle, which they have already learned</p>
<p>Goal 7 – 2nd Grade</p>
<p>Become familiar with Japanese culture</p>
<p>Measurable Outcome #1 Actively participate in celebrating seasonal festivals by singing, drawing and dancing - Moon festival, Setsubun (lunar New Year, early spring), Girl’s day, Boy’s day, Star festival</p>
<p>3rd Grade</p>
<p>This year is an exciting milestone for the students as they are introduced to the first of three Japanese writing systems, “<i>Kanji</i>” – pictorial characters. The children are ready to face this new challenge and demonstrate their skill and dedication by creating a beautiful “<i>Kanji</i>” book. The first part of the lesson is focused on oral exercises. The students are able to answer individually using simple conversational skills. Verbs are practiced using body movements to reinforce their meaning as action words. At this age level the foreign language lesson is still largely absorbed through imitation, repetition and rhythm. The students actively participate in oral exercises, moving their bodies with joy and enthusiasm. During the last half of the lesson time the students create their “<i>Kanji</i>” book. Its ideographical shapes stimulate the student’s imagination to learn how the letters were created in ancient times and about the transformation of the “<i>Kanji</i>” characters by drawing the objects from which they were derived. Celebrating Japanese seasonal festivals are an important part of the program. The 3rd grade students demonstrate a leadership role for the younger grades during each festival’s activities and celebration.</p> <p>Measurable outcomes are based on 90% of the students, who are regularly participating in two Japanese classes per week, acquiring 80 % of the above skills by the end of the 3rd grade.</p>
<p>Goal 1 – 3rd Grade</p>
<p>Become familiar with Japanese music and poems</p>

<p>Measurable Outcome #1 Be able to sing all the introduced songs (seasonal, finger game, counting, target vocabulary) with gestures, comfortably as a group chorally</p> <p>Measurable Outcome #2 Be able to sing in a round as a group chorally</p> <p>Measurable Outcome #3 Be able to play simple music on a recorder</p> <p>Measurable Outcome #4 Be able to recite all of the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) with gestures, as a group choral</p>
<p>Goal 2 – 3rd Grade</p>
<p>Understand and use basic conversational vocabulary</p>
<p>Measurable Outcome #1 Know and be able to use the new vocabulary (Nouns) – day of the week, dates, months, time of the day (morning, evening...), clock times, weather, foods and drinks, places, directions, mean of transportations, money, shops</p> <p>Measurable Outcome #2 Know and be able to use simple adjectives – shapes, sizes, textures, temperatures, speeds</p> <p>Measurable Outcome #3 Know and be able to use simple verbs with gestures and movements</p> <p>Measurable Outcome #4 Know numbers up to 1,000 and be able to count in a variety of ways with movements</p> <p>Measurable Outcome #5 Know and use simple phrases – “ May I?” “ ” What is ____?” “ That’s (this is)_____.”</p>
<p>Goal 3 – 3rd Grade</p>
<p>Develop the ability to speak in sentences</p>
<p>Measurable Outcome #1 Be able to answer basic questions in sentence form – (Subject, Object, Verb)</p> <p>Measurable Outcome #2 Be able to use the target vocabulary in sentence form</p>
<p>Goal 4 – 3rd Grade</p>
<p>Build basic Japanese grammar unconsciously through activities</p>
<p>Measurable Outcome #1 Be able to recite verbs with active movements</p> <p>Measurable Outcome #2 Be able to answer a question using the correct verb tense</p> <p>Measurable Outcome #3 Be able to speak simple sentences in the correct word order</p>
<p>Goal 5 – 3rd Grade</p>
<p>Become familiar with Japanese <i>Kanji</i></p>
<p>Measurable Outcome #1 Complete individual <i>Kanji</i> Book by the end of the 3rd grade</p> <p>Measurable Outcome #2 Be able to identify 25 <i>Kanji</i> characters</p>
<p>Goal 6 – 3rd Grade</p>
<p>Become familiar with Japanese stories and culture</p>

<p>Measurable Outcome #1 Have knowledge of Japanese seasonal events and cultural festivals</p> <p>Measurable Outcome #2 Be able to retell Japanese stories which were told in Japanese (legends, mythology, creation stories)</p> <p>Measurable Outcome #3 Actively participate in celebrating seasonal festivals by singing, drawing, dancing at the opportunities of celebrations - Moon Festival, <i>Setsubun</i>, Girl’s day, Boy’s day, Star festival</p>

<p>4th Grade</p>
<p>The students are now facing an important transition time in Japanese class with the addition of reading and writing practice to our lessons. After the nine-year change, learning a second language moves from an imitative oral focus and is now becoming more intuitive and interactive.</p> <p>The students are introduced to a new Japanese writing system, “<i>Hiragana</i>” which uses phonetic letters that evolved from the Japanese characters called “<i>Kanji</i>” (pictorial characters they began studying in the 3rd grade). We use a big Hiragana chart and practice reading each letter. Once the students have established their phonetic sense to read each letter, they are challenged to read the words on the board that they have been hearing and speaking from the past three years.</p> <p>The 4th graders actively practice oral exercises that include tongue twisters, reciting verses, poems and songs. Basic conversational skills, useful expressions and new vocabulary are practiced more interactively using a question and answer style directed towards individual students versus previous years choral approach, allowing each student to begin to express themselves more in Japanese.</p> <p>The highlight of the 4th grade year is the Japanese play including their Taiko performance. The students enthusiastically face this great challenge and proudly present their 60-minute play, “<i>Momotaro – The Peach Boy</i>”.</p>

<p>Goal 1 – 4th Grade</p>
<p>Become familiar with Japanese music and poems</p>

<p>Measurable Outcome #1 Be able to sing all the introduced songs (seasonal, counting, target vocabulary, story) with gestures, comfortably as a group chorally or solo</p> <p>Measurable Outcome #2 Be able to sing in a round as a group chorally</p> <p>Measurable Outcome #3 Be able to play simple music on a recorder</p> <p>Measurable Outcome #4 Be able to recite all of the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) with gestures</p>

<p>Goal 2 – 4th Grade</p>
<p>Develop the ability of simple conversations</p>

<p>Measurable Outcome #1 Be able to answer simple questions about the topics in sentence form Topics: day of the week, dates, months, clock times, weather, favorite foods and drinks, families, about their project animal (size, color)</p>
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<p>Goal 3 – 4th Grade</p>
<p>Perform during a 60-minute Japanese play</p>

Measurable Outcome #1

Be able to sing all the Japanese songs in the play

Measurable Outcome #2

Be able to play a song on the recorder during the play

Measurable Outcome #3

Have knowledge of the story and recite the full story line in Japanese chorally with gestures

Measurable Outcome #4

Be able to project their voice well and speak clearly as a group and individually

Measurable Outcome #5

Understand his or her role's character well and act with Japanese lines

Measurable Outcome #6

Be able to perform harmoniously

Goal 4 – 4th Grade

Build basic Japanese grammar more consciously through activities

<p>Measurable Outcome #1 Be able to recite verbs with different tenses</p> <p>Measurable Outcome #1 Be able to answer a question using the correct verb tense</p> <p>Measurable Outcome #2 Be able to speak simple sentences in the correct word order</p>
<p>Goal 5 – 4th Grade</p>
<p>Become familiar with <i>Hiragana</i>, a Japanese phonetic lettering system</p>
<p>Measurable Outcome #1</p> <p>Measurable Outcome #1 Be able to read a chart in both order of “gyo” (10) and “dan” (5)</p> <p>Measurable Outcome #2 Have knowledge of Japanese vowel (5) and consonant (41) sounds</p> <p>Measurable Outcome #3 Be able to write simple words which they already learnt using the chart</p>
<p>Goal 6 – 4th Grade</p>
<p>Deepen their experience with Japanese seasonal events and cultural festivals</p>
<p>Measurable Outcome #1 Have knowledge of Japanese seasonal events and cultural festivals</p> <p>Measurable Outcome #2 Be able to retell Japanese stories which were told in Japanese</p> <p>Measurable Outcome #3 Actively participate in celebrating seasonal festivals by singing, drawing, dancing at the opportunities of celebrations - Moon Festival, <i>Setsubun</i>, Girl’s Day, Boy’s Day, Star Festival</p>
<p>5th Grade</p>
<p>The concepts of the language become much more prominent during this year. The students begin to see the world objectively. This is a time that we can study basic grammar in a little more conscious manner.</p> <p>The first half of the class we focus on oral exercises including reciting verses, poems, tongue twisters and songs all learnt by heart and repetition. The students practice a variety of seasonal Japanese songs, singing them with harmonies and in a round. They enjoy reciting the tongue twister called “<i>Jugemu Jugemu</i>” – <i>the longest name in Japan</i>, taken from the Japanese Noh theatre’s most famous <i>Kyogen</i>. These types of oral exercises, incorporating difficult sounds, increase their verbal flexibility. Many varied verses and poems are introduced and practiced orally without explaining the detailed meanings of each word but imbued by using their imagination though simplified introductions. The reciting of poetry cultivates in them more clear pronunciation and the concept of the sentence’s melody, also helping them to learn idiomatic vocabulary.</p> <p>The 5th grade students build up a much greater vocabulary and basic conversational skills. The students regularly ask questions of each other and now they can ask or answer questions about subjects such as their favorites, weekend activities and what are their holiday plans.</p> <p>The last half of each lesson is dedicated to reading and writing practice. This year, all 46 basic <i>Hiragana</i> letters were introduced and practiced. Each student creates a beautiful <i>Hiragana</i> binder. The students challenge themselves to transform already learned words, poems, songs and stories into writing with <i>Hiragana</i> letters.</p> <p>Measurable outcomes are based on 80% of the students, who are regularly participating in two Japanese classes per week, acquiring 80% of the skills by the end of the 5th grade.</p>
<p>Goal 1 – 5th Grade</p>
<p>Become familiar with Japanese music; understanding the mood and image of the songs</p>

<p>Measurable Outcome #1 Be able to sing all the introduced songs (seasonal, counting, target vocabulary) comfortably as a group chorally or individually</p> <p>Measurable Outcome #2 Be able to sing in a round and harmony as a group chorally</p> <p>Measurable Outcome #3 Be able to play simple music on a recorder</p>
<p>Goal 2 – 5th Grade</p>
<p>Develop their verbal flexibility, cultivate clear pronunciation and understand a sentence’s melody</p>
<p>Measurable Outcome #1 Be able to recite all of the introduced tongue twisters as a group chorally</p> <p>Measurable Outcome #2 Be able to recite all of the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) as a group chorally</p>
<p>Goal 3 – 5th Grade</p>
<p>Develop the ability for simple conversations</p>
<p>Measurable Outcome #1 Be able to answer simple questions about the topics in sentence form Topics: daily activities, transportation, giving directions, weekend activities, seasons, weather and temperature, etc.</p> <p>Measurable Outcome #2 Be able to ask simple questions using the correct sentence. (5Ws and 1H - when, where, who, what, why and how)</p>
<p>Goal 4 – 5th Grade</p>
<p>Build basic Japanese grammar more consciously through activities</p>

<p>Measurable Outcome #1</p> <p>Measurable Outcome #2</p> <p>Be able to use and identify present, past and future tenses of the verbs learnt</p> <p>Measurable Outcome #3</p> <p>Know adjectives and be able to use them in the correct position (12 adjectives)</p> <p>Measurable Outcome #4</p> <p>Know adverbs and be able to use them in the correct position (10 adverbs)</p> <p>Measurable Outcome #5</p> <p>Be able to speak simple sentences in the correct word order</p>
<p>Goal 5 – 5th Grade</p>
<p>Become more familiar with <i>Hiragana</i> letters both reading and writing</p>
<p>Measurable Outcome #1</p> <p>Measurable Outcome #1</p> <p>Be able to read 46 basic <i>Hiragana</i> letters</p> <p>Measurable Outcome #2</p> <p>Be able to write on the paper from the board - Japanese songs, verses, poems and stories which they already learnt, and read as a group chorally</p> <p>Measurable Outcome #3</p> <p>Complete their <i>Hiragana</i> letter binder</p> <p>Measurable Outcome #4</p> <p>Complete their word dictionary book (12 different categories, 10 words per category)</p>
<p>Goal 6 – 5th Grade</p>
<p>Deepen their experience with Japanese seasonal events and cultural festivals</p>
<p>Measurable Outcome #1</p> <p>Have knowledge of Japanese seasonal events and cultural festivals</p> <p>Measurable Outcome #2</p> <p>Be able to retell Japanese stories which were told in Japanese</p> <p>Measurable Outcome #3</p> <p>Actively participate in celebrating seasonal festivals by singing, drawing, dancing at the opportunities of celebrations - Moon Festival, <i>Setsubun</i>, Girl’s Day, Boy’s Day, Star Festival</p>
<p>6th Grade</p>
<p>Sixth graders practice poems, tongue twisters and short stories orally. At this grade level the class is not only reciting after the teacher, but also fully understanding the content and context of the stories and poems they recite which allows them to express their feelings with their recitation. During conversational practice we choose subjects from their daily lives and for three to four weeks we practice this topic as a block lesson. One example is students practice restaurant and shop conversations and table manners in Japanese. At the end of the block the class visits local ethnic shops and a restaurant to practice their language skills in a real life situation. Reading material including idiom expressions, proverbs and maxims lead the student to learn and experience the uniqueness of the culture. Order, structure and visible planning are important in 6th grade students; therefore, we discuss their progress and plan together regularly. Weekly homework, simple quizzes and trimester grades start from this grade.</p> <p>Measurable outcomes are based on the following criteria: By the end of the 6th grade, 80% of the students who are studying Japanese three years or more and regularly participating in two Japanese classes per week should have 80% acquisition of the following skills.</p>
<p>Goal 1 – 6th Grade</p>
<p>Students will develop four elements of fundamental communicational skills</p>

<p>Measurable Outcome #1 Speaking, listening and conversational skills</p> <ul style="list-style-type: none"> a) Recite learned verses and poems comfortably both as a group and individually b) Sing Japanese songs with harmonies or in a round comfortably both as a group and individually c) Be able to answer simple questions in sentence form– favorite sports, subjects, weekend activities, weather, hobbies, etc... d) Be able to order at a restaurant and shop in Japanese during the field trip e) Be able to retell a simple story <p>Measurable Outcome #2 Reading and writing skills</p> <ul style="list-style-type: none"> a) Be able to read and write the basic 46 Hiragana letters, <i>Daku-on and Yo-on</i> using a letter chart b) Be able to read poems, verses, songs and stories which they’ve learned in previous years using a letter chart occasionally c) Have established a good phonetic sense to dictate Japanese words d) Be able to write very simple sentences
<p>Goal 2 – 6th Grade</p>
<p>Students will develop fundamental Japanese grammar</p>
<p>Measurable Outcome #1 Be able to use verbs with the correct tenses in their conversational and writing work</p> <p>Measurable Outcome #2 Be able to speak and write with the correct word order and sentence</p>
<p>Goal 3 – 6th Grade</p>
<p>Students deepen their knowledge of Japanese poetry and figurative language</p>
<p>Measurable Outcome #1 Understand the meaning behind a word and be able to translate it into English</p> <p>Measurable Outcome #2 Be able to find the correct situation to use idiom expressions, proverbs and maxims</p>
<p>Goal 4 – 6th Grade</p>
<p>Students become familiar with Japanese history and geography</p>
<p>Measurable Outcome #1 Understand the Japanese feudal system and know the similarities and differences as compared to Europe’s medieval feudal system</p> <p>Measurable Outcome #2 Have a good imaginative picture of the position, size and shape of Japan</p>

7th Grade

The students' need to be awakened to the conceptual structures of language and to a systematic overview of what they have learned and have yet to learn. We discuss our short and long-term goals and how we should proceed to achieve these goals. The students are aware of their progress by their performance on individual recitations of verses and poems, individual questions and answer practices and once a week writing homework and quizzes. More adjectives and proverbs are introduced and practiced to modify nouns and verbs. Now the students are able to create a greater variety of simple sentences, adding both color and expression when talking about their daily lives. Also they begin asking questions of other students and are able to continue simple conversations. The teacher's handwritten readers are used for their reading practice and vocabulary arising out of the reader is introduced. Simple comprehension questions about the reading material or on other topics are practiced first orally with the whole class, then individually. After this exercise, the questions will be in written form.

In both oral and writing practice, grammar can now be learned at a more conscious level by using the comparative method, comparing Japanese to English. The 7th graders are introduced to a new Japanese phonetic lettering system, *Katakana*, which is used to write foreign words in Japanese or Japanese words adopted from other countries. Students experience various Japanese cultural events such as, inviting Japanese students into their classrooms, Tea ceremony, flower arrangement, origami projects, Taiko drumming field trips and assemblies. At this age they start to understand and discuss the similarities and differences with their own people, customs and culture. The 7th grade students start the writing of letters to their Japanese pen pals who will be visiting them once they become 8th graders.

Measurable outcomes are based on the following criteria:

By the end of the 7th grade, 80% of the students who are studying Japanese three years or more and regularly participating in two Japanese classes per week should have 80% acquisition of the following skills.

Goal 1 – 7th Grade

Students will develop the four elements of fundamental communication skills: speaking, listening, reading and writing

Measurable Outcome #1

Speaking, listening and conversational skills

- a) Recite learned verses and poems comfortably both as a group and individually
- b) Sing Japanese songs with harmonies or in a round comfortably both as a group and individually
- c) Be able to answer simple questions in sentence form – time and daily activities, my family, hobbies, weekend and holiday reports, future dreams etc. . .
- d) Present a two minutes speech about himself/herself
- e) Be able to retell a simple story

Measurable Outcome #2

Reading and writing skills

- a) 70% Mastery of the 46 Hiragana letters, also *Daku-on and Yo-on* letters both to read and write
- b) Be able to read poems, verses, songs and short stories written in *Hiragana* letters
- c) Be able to use *Katakana* letters appropriately using letter chart
- d) Be able to transform the simple speech work into the written form
- e) Complete Japanese letters to his/ her pen pal
- f) Be able to read and understand the letter from his/ her pen pal

<p>Goal 2 – 7th Grade</p>
<p>Students will develop fundamental Japanese grammar</p>
<p>Measurable Outcome #1 Acquire a firm grasp of sentence structure</p> <p>Measurable Outcome #2 Know 20 verbs and be able to conjugate: present, past, affirmative and negative</p> <p>Measurable Outcome #3 Know 20 adjectives and be able to conjugate: present, past, affirmative and negative</p> <p>Measurable Outcome #4 Be able to speak and write with the correct word order</p> <p>Measurable Outcome #5 Be able to use postpositional particles correctly in a short sentence</p>
<p>Goal 3 – 7th Grade</p>
<p>Students will be familiar with Japanese people, customs and culture, compare and contrast with their own</p>
<p>Measurable Outcome #1 Shows an effort to communicate with visiting Japanese students using any means; gestures, speaking Japanese and English, be a good host in class</p> <p>Measurable Outcome #2 Be able to actively participate in in-house Japanese cultural events such as Origami and brush calligraphy activities, flower arrangement, tea ceremony, Taiko drumming assemblies</p> <p>Measurable Outcome #3 Participate in discussions during our cultural study lessons such as prefecture research presentations, End of year and New Year celebrations, Japanese holidays, etc...</p>
<p>8th Grade</p>
<p>The students both review and practice question and answer dialogue and simple phrases using the 5Ws and 1H to carry on conversations with a partner or group. They also actively practice expressing themselves clearly in simple sentences in a range of everyday situation. Both formal and informal forms, idiomatic and colloquial language are also introduced at this age. 8th grade students experience a true cultural exchange, hosting their pen pals from Japan. They spend the day together and exchange performance ‘gifts’ with each other during a middle school assembly. Meeting, struggling to communicate and spending time with their own pen pal friend, whom they began writing to in the 7th grade, gives the students a true feeling of familiarity and connection with each other, building empathy towards different peoples and cultures.</p> <p>There is a strong emphasis on cultural, geographical, historical and topical themes in the 8th grade Japanese lessons. Students learn the customs and lifestyle of Japan with a fresh and clear image through the teacher’s anecdotes and historical storytelling. World War II study is one of the major themes in the 8th grade class. The students hear the stories from both the perspective of Japanese people living in Japan and the Japanese Americans who lived in the local area, Los Angeles. Guest speakers who experienced life in an internment camp are invited and the students hear their life stories. The students also visit the Japanese American National Museum to expand their knowledge. Through these experiences, the students learn about this historical event from a unique perspective and start to think and discuss themes such as human justice and the meaning of peace.</p> <p>The 8th grade students continue their essential studies of the four elements of the Japanese language: listening, speaking, reading and writing along with more basic grammar and new vocabulary. The students are encouraged to express themselves more freely in Japanese both in their speech and writing work.</p> <p>Measurable outcomes are based on the following criteria: By the end of the 8th grade, 80%3 of the students who are studying Japanese three years or more and regularly participating in two Japanese classes per week should have 80% acquisition of the following skills.</p>

Goal 1 – 8th Grade
Students will develop the four elements of fundamental communication skills: speaking, listening, reading and writing
<p>Measurable Outcome #1 Speaking, listening and conversational skills</p> <ul style="list-style-type: none"> a) Be able to recite verses and poems comfortably both as a group and individually b) Sing Japanese songs with harmonies or in a round, comfortably both as a group and individually c) Be able to answer simple questions in sentence form – birthdays and plans for the day, Japanese and American seasonal events and holidays, holiday customs, my biography and future dreams etc... d) Be able to ask question using 5Ws and 1H with correct tenses e) Be able to retell a story in simple Japanese sentences <p>Measurable Outcome #2 Reading and writing skills</p> <ul style="list-style-type: none"> a) Master all 46 Hiragana letters, also <i>Daku-on and Yo-on</i> letters both to read and write b) Be able to read poems, verses, songs and short stories written in <i>Hiragana</i> letters c) Be able to read and write <i>Katakana</i> letter words d) Be able to understand simple Japanese stories and write a basic summary in Japanese
Goal 2 – 8th Grade
Students will develop fundamental Japanese grammar 3
<p>Measurable Outcome #1 Acquire a firm grasp of sentence structure and correct word order</p> <p>Measurable Outcome #2 Know 30 verbs (both dictionary form and <i>Masu</i> form) and be able to conjugate: present, past, affirmative, negative, want to and <i>Te</i>-form</p> <p>Measurable Outcome #3 Know 30 <i>I</i>-adjectives, 10 <i>Na</i>-adjectives and be able to conjugate: present, past, affirmative and negative</p> <p>Measurable Outcome #4 Be able to use interrogative pronoun (who, what, which), interrogative proverb (when, where, why, how) correctly and make question sentences</p> <p>Measurable Outcome #15 Be able to use conjunctions, postpositional particles correctly in a sentence</p>
Goal 3 – 8th Grade
Students understand different perspectives to see historical events, deepen their knowledge of human justice and contemplate the meaning of peace

<p>Measurable Outcome #1 Write a summary of the book “Farewell to Manzanar”</p> <p>Measurable Outcome #2 Be able to join the question and answer discussion when we host guest speakers</p> <p>Measurable Outcome #3 Proactively participate in the museum tour and raise questions for the docents</p> <p>Measurable Outcome #4 Be able to understand and perform the Japanese story “One Flower” in our classroom reader theatre</p>
<p>Goal 4– 8th Grade</p>
<p>Further develop a familiarity with the Japanese people and culture</p>
<p>Measurable Outcome #1 Proactively communicate with their Japanese pen pal friends when they visit</p> <p>Measurable Outcome #2 Continue reading and writing letters in Japanese and English with their pen pal in Japan</p> <p>Measurable Outcome #3 Show interest and actively participate during in house cultural events – Flower arrangement, brush calligraphy, Taiko drumming assembly</p>

OCS Games and Movement Program Grades 1 - 8

Movement Education and Games in the Waldorf curriculum springs from the same understanding of a child’s development that underlies the academic curriculum in a Waldorf school. This deeper understanding is taken into account when choosing the activities, the shapes that are used in the group games, and the emphasis of the class (for instance, whether games are played with an emphasis on fun, or with an emphasis on playing by the rules). Each class contains a rhythm of joining together and moving apart, highly active games balanced with quieter games, working together as a group and taking a few moments to reflect on one’s own body and movement. Games in First and Second Grade are relatively unstructured and have the gesture of the circle, keeping the children protected and as part of the whole. Progressing through the grades, the children are slowly entering into their individuality, and the games curriculum reflects this by, for instance, adding line games in the third grade to the now familiar circle games. In fifth grade there is a focus on beauty and form, and in the spring Fifth Graders participate in the Greek Games, a gathering of Fifth Grade classes from several regional Waldorf schools. In grades 6, 7 and 8 more conventional sports are brought into the curriculum, because only now can the children have a real respect for the law of rules, and an understanding of how a team works together while at the same time developing their own self-discipline and competitive nature. They are aspiring upwards in terms of exactness, technique, timing and the spirit of the law, while also becoming more aware of the world around them. In a culture where organized team sports hold such high status, children can sometimes think of movement only in these terms. The Movement Education curriculum tries to give the children basic coordination and movement skills that will help them when they decide to play organized sports. Depending on the grade, the children will play games or do relay races that serve to develop a skill that is also required for a conventional sport such as basketball. String games, jump rope and a balloon relay are all activities that develop skills that can be used in many different sports. Not only do movement classes provide the opportunity for the children to play games and have fun, these classes also work with their social interactions by teaching them to play with one another before they play against one another, to acknowledge one another, to play safely, and to gain an appreciation for all kinds of movement.

<p>Innovative Feature: Games and Movement Program - Grades 1-8</p>
<p>1st Grade</p>
<p>Formal schooling begins in the first grade. Since the child is developmentally still in a dreamy stage, learning occurs through imagination, imitation and activity. They learn to recognize as well as memorize through movement, verses, drawing, and writing. The intellect is allowed to awaken via the artistic approach. The children are introduced to what Steiner refers to as “the good habits” of classroom life and work that will form the basis for all subsequent learning in elementary school.</p> <p>1 - Course Description: The first grade focus on circle form, careful tag and beginning line games. Good listening skills and full class participation are encouraged. We work on gross motor skills, balance, and coordination through playing various games and relays. Positive participation by all students is strongly encouraged.</p> <p>1A – CA State Standards: Moving through time and space. Gross motor movement such as skipping, hopping, galloping, starting and stopping are practiced; and matching these movements to pace and rhythm. Beginning ball handling skills.</p> <p>1B – Waldorf Methodology: Children begin to experience that they live in a body. Games are simple and repetitive, building security and confidence. Students enjoy games with obstacles that have a clear beginning and clear ending. Up to the seventh year students are imitative.</p>
<p>Goal 1 – 1st Grade (Cognitive)</p>
<p>Through practice and feedback students’ performance of Pentathlon events improve.</p>
<p>Measurable Outcome #1 Students will develop a better understanding of a movement lifestyle and fitness through the imagination and games.</p>
<p>Goal 2 – 1st Grade (Cognitive)</p>
<p>Students will understand at least five different forms of movements.</p>
<p>Measurable Outcome #1 Students will identify games where motor skills, stillness, and balance are used with 70% accuracy through verbal quizzes</p>
<p>Goal 3 – 1st Grade (Physical)</p>
<p>Students will be able to perform motor skills.</p>
<p>Measurable Outcome #1 Students will be able to physically perform motor skills such as skipping, jumping, hopping, running, and galloping for 50 feet consecutively as observed by the teacher</p>
<p>Goal 4 – 1st Grade (Physical)</p>
<p>Students will participate in cooperative/team activities successfully</p>
<p>Measurable Outcome #1 Individually, in partners and in teams, students will be able to throw or roll different size balls, pass rings, and toss wands with at least 70% accuracy.</p>
<p>Goal 5 – 1st Grade (Emotional)</p>
<p>Students will be able to resolve conflicts amongst each other.</p>
<p>Measurable Outcome #1 Students will be able to resolve conflicts with other students through verbal communication, positive body language, listening to each other, shaking hands and complimenting each other as observed by the teacher.</p>
<p>Goal 6 – 1st Grade (Social)</p>
<p>Students will be able to show good sportsmanship, self-responsibility, and group dynamics.</p>

<p>Measurable Outcome #1 Students will willingly participate, be able to show good sportsmanship by treating others with respect individually and in groups, take care of classmates, and follow game and classroom rules as observed by the teacher.</p>
<p style="text-align: center;">2nd Grade</p> <p>The children are becoming more aware and are noticing what happens around them. The second graders experience a mood of contrast or polarization. One can observe this in the way that they relate to each other. The students are helped through this stage via stories that show contrasting human qualities and characteristics, such as heroes in legends and animals in fables. Strong leadership is needed from the teacher through consistency of approach and the power of imagination. Up to the seventh year students are imitative.</p> <p>2 - Course Description: The second grade focus is on circle, tag and line games built on similar games learned in first grade. Better listening skills and being a part of the group is more important. We continue to work on gross motor skills, balance, and coordination through playing various games, and relays; both familiar and slightly different. Positive participation by all students is strongly encouraged.</p> <p>2A – CA State Standards: How we move in space. Gross motor movement such as skipping, hopping, galloping, jumping, sliding, and identifying open spaces; and matching these movements to pace and rhythm. Static and dynamic balance skills begin to increase. Students begin to take pride in their accomplishments as well as understand and accept differences in others. Continued ball handling skills.</p> <p>2B – Waldorf Methodology: Interest in polarities and opposites of their lives; inner and outer awareness are stimulated; increased awareness of rhythms and their complexities. Continued awareness and development of gross motor capacities. Exploration of the body capabilities through circle and line games.</p>
<p style="text-align: center;">Goal 1 – 2nd Grade (Cognitive)</p> <p>Students will develop a better understanding of a movement lifestyle and fitness through the imagination and games.</p>
<p>Measurable Outcome #1 Students will be able to name at least five different games including rules with 70% accuracy through verbal quizzes.</p>
<p style="text-align: center;">Goal 2 – 2nd Grade (Cognitive)</p> <p>Students will understand five different forms of movements and identify muscles being used.</p>
<p>Measurable Outcome #1 Students will identify games where motor skills, stillness, and balance are used with 70% accuracy through verbal quizzes.</p>
<p style="text-align: center;">Goal 3 – 2nd Grade (Physical)</p> <p>Students will be able to perform motor skills.</p>
<p>Measurable Outcome #1 Students will be able to physically perform motor skills such as skipping, jumping, hopping, running, and galloping for 50 feet consecutively as observed by the teacher.</p>
<p style="text-align: center;">Goal 4 – 2nd Grade (Physical)</p> <p>Students will be able to manipulate objects such as a ball, wand, and rings.</p>
<p>Measurable Outcome #1 Individually, in partners and in teams, students will be able to throw or roll different size balls, pass rings, and toss wands with at least 70% accuracy.</p>
<p style="text-align: center;">Goal 5 – 2nd Grade (Emotional)</p> <p>Students will be able to resolve conflicts amongst each other.</p>
<p>Measurable Outcome #1 Students will be able to resolve conflicts with other students through verbal communication, positive body language, listening to each other, shaking hands and complimenting each other as observed by the teacher.</p>

Goal 6 – 2nd Grade (Social)
Students will be able to show good sportsmanship, self-responsibility, and group dynamics.
Measurable Outcome #1 Students will willingly participate, be able to show good sportsmanship by treating others with respect individually and in groups, take care of classmates, and follow game and classroom rules as observed by the teacher.
3rd Grade
In third grade, the child experiences noticeable physiological, psychological and cognitive changes. Steiner refers to these changes as “the nine year change”. The students become more aware of themselves and the environment in which they live, and they gain a renewed interest in the practical material world. The class as a whole gets involved in working together in building, farming, cooking and other work projects. With that, the teacher facilitates a transformation of the student’s initial feeling of separateness from the physical world, into a feeling of responsibility for it. Teachers establish clear guidelines and expectations. The students should have a strong sense of social unity of the class.
3 - Course Description: Third grade games class employs physical activity to explore social interactions as individuals or teams. We work on gross motor skills, balance, coordination and space awareness through activities such as relays, running, throwing, catching, chasing, fleeing, tumbling, and various games. Good sportsmanship and positive participation is expected.
3A – CA State Standards: Continuity and change in movement. Students move from movement skills to movement order and sequence through a variety of rhythm, dance, tumbling, and games. Students become self-reliant, develop a self-image, work independently, and monitor their own progress.
3B – Waldorf Methodology: Child undergoes a major change, questioning all that was previously taken for granted, awakening of individuality. Utilizing balance in: running, chasing, dodging, and tag games. 360 degree awareness around their body. Students continue imitative stage, but lean more towards guidance and options.
Goal 1 – 3rd Grade (Cognitive)
Students will develop a better understanding of a movement lifestyle through fitness, imagination, games, rhythm, and dance.
Measurable Outcome #1 Students will be able to name at least five different movement lifestyles with 70% accuracy through verbal quizzes.
Goal 2 – 3rd Grade (Cognitive)
Students will understand and demonstrate three types of dances.
Measurable Outcome #1 Students will compare and contrast folk, line, and circle dance with 70% accuracy through verbal quizzes.
Goal 3 – 3rd Grade (Physical)
Students will be able to perform motor skills in a movement sequence.
Measurable Outcome #1 Students will be able to physically perform motor skills for a period of time in a movement sequence consecutively as observed by the teacher.
Goal 4 – 3rd Grade (Physical)
Students will be able to manipulate objects such as a ball, wand, and ring.
Measurable Outcome #1 Individually, in partners and in teams, students will be able to throw, roll or dribble different size balls, pass rings, and toss wands with at least 70% accuracy.
Goal 5 – 3rd Grade (Emotional)
Students will be able to resolve conflicts amongst each other.

<p>Measurable Outcome #1 Students will be able to resolve conflicts with other students through verbal communication, positive body language, listening to each other, shaking hands and complimenting each other as observed by the teacher.</p>
<p style="text-align: center;">Goal 6– 3rd Grade (Social)</p> <p>Students will be able to show good sportsmanship, self-responsibility, and group dynamics.</p>
<p>Measurable Outcome #1 Students will willingly participate, be able to show good sportsmanship by treating others with respect regardless of differences and ability individually and in groups, take care of classmates, and follow game and classroom rules as observed by the teacher.</p>
<p style="text-align: center;">4th Grade</p> <p>In fourth grade, the student is in between childhood and youth. Motor skill performance does not improve very much between boys and girls, but hand-eye coordination, fine motor skills, and muscle strength increases. There are also improvements in reaction time and balance. Students focus more on proper form and refinement of motor skills. Attention spans and curiosity begin to increase as well. Defensive and offensive strategies are important principles and concepts learned in grade four. Rules are challenged and tested due to growth in self-confidence. Students experience expressions of conflict and separation, of confrontation, indicating paths for healthy resolution and integration. The class also prepares for a Maypole dance for the Spring Fair and next year’s Pentathlon.</p> <p>4- Course Description: The fourth grade games class focus is on bringing awareness to the students about the importance of teamwork through emphasized boundaries and rules. By playing varied games, the students work on refining gross and fine motor skills, game strategies, running, coordination, balance, and listening to instruction. Utilization of the periphery as it relates to hand-eye coordination, dodging, and evading; more fine motor skill development. Students have the ability to react to stimulus from 360 degrees. Students focus on development of endurance and cardiovascular capacity via running, jumping, throwing games, relays, variations of traditional games and Co- Operation games. Students work on increased ability to control their own movement. (spacial orientation = frontal plane/forwards~backwards)</p> <p>4A – CA State Standards: Manipulative skill practice takes on a much greater role. Students improve their throwing, catching, kicking, punting, striking, serving, foot- dribbling, trapping, and volleying. Space while playing is important and students begin to spread out and use strategy in offensive and defensive situations by communicating. Students are able to describe similarities and differences in skills and situations. Students are able to demonstrate proper form and alignment for muscle strength and endurance through traditional fitness activities. Students can identify concepts and principles to improve health and performance such as F.I.T.T. (frequency, intensity, time, type). Students become responsible for goals setting and monitor progress. Last, students are able to understand winning and losing as well as include others in activities.</p> <p>4B – Waldorf Methodology: The child becomes more inward and independent the heartbeat slows to 4:1 ratio with breathing, which is the same as an adult. Student begins to experience peer pressure from others. They also begin to have feelings of helping others and through fairness. Students are able to handle more responsibility and maturity levels increase. Students are able to resolve issues with less adult intervention. Students become highly opinionated and challenge rules. Hygiene and body awareness begins as well due to changes in body during pre-puberty.</p>
<p style="text-align: center;">Goal 1 – 4th Grade (Cognitive)</p> <p>Students will develop a better understanding of a movement lifestyle and proper skill form through fitness, imagination, games, rhythm, dance.</p>
<p>Measurable Outcome #1 Students will be able to name at least five different movement lifestyles and skills used with 70% accuracy through verbal quizzes.</p>
<p style="text-align: center;">Goal 2 – 4th Grade (Cognitive)</p> <p>Students will understand and demonstrate three types of dances.</p>
<p>Measurable Outcome #1 Students will compare and contrast folk, line, and circle dance with 70% accuracy through verbal quizzes.</p>

Goal 3 – 4th Grade (Physical)
Students will be able to perform motor skills in a movement sequence.
Measurable Outcome #1 Students will compare and contrast folk, line, and circle dance with 70% accuracy through verbal quizzes.
Goal 4 – 4th Grade (Physical)
Students will be able to develop and perform a circuit using the five fitness components.
Measurable Outcome #1 Students will be able to plan a circuit and perform movements with proper form covering the five fitness components with 70% accuracy.
Goal 5 – 4th Grade (Emotional)
Students will be able to resolve conflicts amongst each other.
Measurable Outcome #1 Students will be able to resolve conflicts with other students through verbal communication, positive body language, listening to each other, shaking hands and complimenting each other as observed by the teacher.
Goal 6 – 4th Grade (Social)
Students will be able to show good sportsmanship, self-responsibility, and group dynamics.
Measurable Outcome #1 Students will willingly participate, be able to show good sportsmanship by treating others with respect regardless of differences and ability individually and in groups, take care of classmates, and follow game and classroom rules as observed by the teacher.
5th Grade
The fifth grade games class focus is on two main areas: the enhancement of the grace, balance, and form of movement, and preparation for their culminating event—the Pentathlon. During the Pentathlon block, the students work on skills in running, relays, discus, javelin, Greek wrestling, wrestling games, and the standing broad jump. The students refine their beauty, grace, style, and fluidity of movement. The Pentathlon also serves as an introduction to competition, though it is competition with oneself rather than others. Lead-up games introduce students to sports like basketball, baseball, soccer, volleyball, and flag football, while still being appropriate for the developmental level of the students. Skills like kicking, striking, dribbling, throwing, and catching are used with intention as opposed to general play. ³
Goal 1 – 5th Grade
Through practice and feedback students’ performance of Pentathlon events improve.

<p>Measurable Outcome #1 By the end of the year, students will be able to throw a discus further than their initial attempt, using correct form.</p> <p>Measurable Outcome #2 By the end of the year, students will be able to throw a javelin further than their initial attempt, using correct form.</p> <p>Measurable Outcome #3 By the end of the year, students will be able to jump further than their initial attempt, using correct form.</p> <p>Measurable Outcome #4 By the end of the year, students will be able to run a relay faster than their initial attempt, using good handoff technique.</p> <p>Measurable Outcome #5 By the end of the year, students will be able to use balance and a wide base of support to stay in the wrestling ring longer than their initial attempt, using correct form.</p>
<p>Goal 2 – 5th Grade</p>
<p>Students will recognize the changes our bodies experience during physical activity.</p>
<p>Measurable Outcome #1 Students will be able to describe the feelings of increased heart rate, breathing rate, and body temperature caused by exercise.</p>
<p>Goal 3 – 5th Grade</p>
<p>Students will actively participate in the lessons and games during class.</p>
<p>Measurable Outcome #1 By teacher observation, students will appear physically active or involved with the lesson or game for 90% of class time.</p>
<p>Goal 4– 5th Grade</p>
<p>Students will participate in cooperative/team activities successfully.</p>
<p>Measurable Outcome #1 Students will be considered successful if they are sharing ideas, actively listening, and offering encouragement to peers 90% of the time.</p>
<p>6th Grade</p>
<p>The sixth grade student becomes more competitive, takes bigger physical risks, and plays more strategically. These changes allow us to play more structured sports that more closely resemble the mature version. The social aspects of being part of a team, being a good opponent, and playing with integrity become central themes.</p> <p>In their main lesson, students are learning about the knights of the Medieval era. The culminating event of the 6th grade is the Medieval Games, during which students compete in archery, jousting, tug-o-war, and an obstacle course. Our games lessons prepare them for these events.</p>
<p>Goal 1 – 6th Grade</p>
<p>Through practice and feedback, students’ performance of Medieval Games events improves.</p>
<p>Measurable Outcome #1 Students will be able to pull as a group during tug-o-war to move the opposing team.</p> <p>Measurable Outcome #2 Students will demonstrate an improvement in archery by having tighter groupings of arrows and/or moving their grouping closer to the center of the target.</p>
<p>Goal 2 – 6th Grade</p>
<p>Students will demonstrate an understanding of the structure of games and the need for rules that address safety and fairness.</p>
<p>Measurable Outcome #1 Students will create and teach a game to their peers that is safe, active, and includes everyone.</p>

Goal 3 – 6th Grade
Students will utilize strategies offensive and defensive strategies effectively during games.
Measurable Outcome #1 During a net game (volleyball, badminton, tennis, etc.) students will use the defensive strategy of returning to home position in 80% of observations.
Measurable Outcome #2 During an invasion game (capture the flag, football, basketball, etc.) students will use the offensive strategy of moving to open space in 80% of observations.
Goal 4 – 6th Grade
Students will actively participate in the lessons and games during class.
Measurable Outcome #1 By teacher observation, students will appear physically active or involved with the lesson or game for 90% of class time.
Goal 5– 6th Grade
Students will model the qualities of a good competitor that align with the knightly values of courage, nobility, justice, mercy, and generosity.
Measurable Outcome #1 The student will demonstrate each of these qualities during observed game play.
7th Grade
These students begin to discover that they are capable of physical feats that they could not do before and they are determined to break personal records. In games class this exploration of physical ability is encouraged during various sports, fitness activities, and the culminating event, a track and field meet. Emotionally and socially, students are more bonded to each other. They must learn to resolve conflicts, accept differences in physical and skill, and take responsibility for their effect on the dynamic of their group/team.
Goal 1 – 7th Grade
Through practice and feedback, students’ performance of Track and Field events improves.
Measurable Outcome #1 Improvement will be assessed periodically throughout the school year to track progress and finally at the Track and Field Meet using the metric appropriate for the event (i.e. height for high jump, distance for long jump) and teacher’s observation of form.
Goal 2 – 7th Grade
Students will demonstrate mature forms of skills like throwing, catching, striking, etc., while adjusting to dynamic factors like opponents and the physical environment.
Measurable Outcome #1 The teacher will observe students performing these skills with mature form during game play in 80% of observations.
Goal 3 – 7th Grade
Students will actively participate in the lessons and games during class.
Measurable Outcome #1 By teacher observation, students will appear physically active or involved with the lesson or game for 90% of class time.
Goal 4 – 7th Grade
Students will resolve conflicts with peers by sharing their concerns, listening to the perspective of the other persons involved, accepting their role in the conflict, and coming to an agreement about an appropriate resolution.

<p>Measurable Outcome #1 Through observation by the teacher, class discussions, and one-on-one check-ins, the student will demonstrate each of these steps for conflict resolution.</p>
<p style="text-align: center;">8th Grade</p> <p>Physically, eighth grade students are capable of vigorous activity over a long period of time and training with the intention of building fitness. Their independence and developing self-identity allows them to set personal goals based on their interests and values. Games class provides opportunities for them to express their individuality by assuming different roles within team games and by personalizing training to address individual strengths and weaknesses. Using an intramural style of play, students get to act as coaches, referees, and trainers for their own teams.</p> <p>For their culminating event, the eighth grade students once again compete in a Track and Field Meet. Having already learned the fundamentals for each of the events as seventh graders, students get to personalize their practice by specializing in the events that interest them and suit their skills and abilities</p>
<p style="text-align: center;">Goal 1 – 8th Grade</p> <p>Students will recognize the role that physical fitness plays in the performance of the Track and Field events.</p>
<p>Measurable Outcome #1 Students will recognize the role that physical fitness plays in the performance of the Track and Field events.</p> <p>Measurable Outcome #2 Using the results of their pre- and post- FITNESSGRAM fitness tests, students will look for correlations between upper body muscular strength and throwing event performance.</p> <p>Measurable Outcome #3 Using the results of their pre- and post- FITNESSGRAM fitness tests, students will look for correlations between cardiovascular endurance and running event performance.</p>
<p style="text-align: center;">Goal 2 – 8th Grade</p> <p>Students will recognize weaknesses in fitness and/or sport performance and create and implement a personal program to strengthen the self-identified areas for growth.</p>
<p>Measurable Outcome #3 Using the results of their pre- and post- FITNESSGRAM fitness tests and/or their results from their 7th grade Track and Field Meet, students will identify areas for improvement, set goals, develop a fitness plan that supports these goals, and put the plan into action. Periodic assessment of their progress towards their goals will give them information about the effectiveness of their fitness plans and allow them to adjust the plans accordingly.</p>
<p style="text-align: center;">Goal 3 – 8th Grade</p> <p>Students will actively participate in the lessons and games during class.</p>
<p>Measurable Outcome #3 By teacher observation, students will appear physically active or involved with the lesson or game for 90% of class time.</p>
<p style="text-align: center;">Goal 4 – 8th Grade</p> <p>Students will model the qualities of a good teammate by sharing their strengths with the team, recognizing the accomplishments of others, and working cooperatively to achieve the goals of the group.</p>
<p>Measurable Outcome #3 Through observation by the teacher, class discussions, and one-on-one check-ins, the student will demonstrate each of these qualities.</p>

OCS Handwork Program Grades 1 - 8

Handwork offers the students a rare opportunity to experience a quiet, contemplative and productive activity. The projects reflect a pendulum swing between creative and practical; short and long-term projects; personal satisfaction and altruism, providing the students an opportunity to experience the value of altruism and community service from first grade on.

Handwork provides an age-appropriate physical encounter with the material world and equips the students with useful skills to manage the practical affairs of life and develop an ecological and moral sense of responsibility for the environment.

Innovative Feature: Handwork Grades 1-8
1st Grade
<p>Learning through doing is the basis of Waldorf Education, and this is most visible in the handwork curriculum, begun formally in first grade. Handwork is done not for its own sake, but in order to develop future intellectual, logical and practical capacities of the children.</p> <p>Jean Piaget stated that schooling intricate manual skills is essential for the development of intelligence, and modern brain researchers and neurobiologists confirm that both practical abilities and cognitive skills are supported through bodily movement. Knitting trains awareness and dexterity of both hands, and awakens and promotes the mental powers of the children as they transform a one dimensional thread into a two-dimensional fabric which has a three dimensional purpose.</p> <p style="padding-left: 40px;">Around seven years old, most children’s motor skills can cope with the challenge of the intricate process of knitting. They practice coordination, fine-tune motor skills and use logical thinking. We begin the year with the children making their own tools (knitting needles) and learning basic skills such as winding a ball of yarn</p>
Goal 1 - 1st Grade
Perseverance and follow-through with a planned project.
Measurable Outcome #1
Transform 1- dimensional yarn to 2- dimensional fabric to 3- dimensional item.
Goal 2 - 1st Grade
Awareness and dexterity of both hands. Fine motor control, supporting writing and reading
Measurable Outcome #1
Basic sewing, forming and stuffing 3-dimensional items. Threading a needle, sewing knot; running stitch, overcasting, lock stitch.
Goal 3 - 1st Grade
Prepare tools and supplies. Focus and attention for 30 – 40 minutes.
Measurable Outcome #1
Make knitting needles, wind yarn, learn to knit, then cast off and on. Slip knot and weaver’s knot.
Goal 4 - 1st Grade
Learn and practice additional, more advancing skills as needed.
Measurable Outcome #1
Some children will learn to purl towards the end of the year.

2nd Grade
In second grade, the children continue knitting, usually showing a great deal of skill and enthusiasm, and almost all the children master purling. The children make a challenging and very satisfying and beautiful flute case, (a few children make an extra for new students or slower knitters). At this stage, the curriculum calls for items made from one piece of fabric, formed or shaped by sewing or filling. Several children learn to crochet the hat for their ‘mini-man’ or ‘mini-miss’ in readiness for more third grade crochet projects. The activity of crochet supports the developmental stage of the ‘9-year-old-change’.
Goal 1 – 2nd Grade
More independent judgment and personal decision-making. Allow one hand to establish a more dominant role.
Measurable Outcome #1
Learn to crochet in mid second grade (around February/ March).
Goal 2 – 2nd Grade
Making a useful item from one piece of fabric formed or shaped by sewing or filling.
Measurable Outcome #1
Flute case: master purling, garter and stockinet stitch. Counting rows, changing color to form stripes, harmonious choice of color. Knitted “mini-man” and “mini-miss”: form, sew, stuff and shape.
3rd Grade
The children learn to crochet which addresses many developmental milestones. Crochet emphasizes the use of the dominant hand which helps support the children as they learn cursive writing. Crochet also demands that the children choose where to place their crochet hook every time they create a stitch. This repeated decision-making enhances their ability to trust their own judgment as they begin to see themselves in the context of a larger world.
Goal 1 – 3rd Grade
Support the increasing individuation of the children at this stage (“9-year-old change”).
Measurable Outcome #1
Crochet; one or more geometrically shaped cotton potholders, a beach bag, and some freely chosen items for faster workers such as granny squares, baskets, net bag for grocery shopping.
Goal 2 – 3rd Grade
Familiarity with use and care of natural materials.
Measurable Outcome #1
Learning to spin wool and other fibers into serviceable yarn. Spin a minimum of approximately 20 yards of wool yarn on a drop spindle. Many fiber-related stories from multi-cultural and historical sources.
Goal 3 – 3rd Grade
Introduction to collectively turning single strands of yarn into large cloth and its story.
Measurable Outcome #1
Basic tabby weaving on an upright “Navajo” tapestry loom as a community group.

<p>4th Grade</p> <p>The main handwork in the 4th grade curriculum is embroidery and cross-stitch. The students design their monograms to embroider onto a Handwork bag. This bag will hold their class work through grade 8. The children stitch decorative, useful and meaningful interlacing patterns using various new and familiar stitches.</p> <p>The students then craft a shoulder bag or needle book; embroidering individual cross-stitches into a cloth laid out with perfect squares. Within this structure the children are free to explore the concepts of form, color, value and symmetry. The cross-stitch technique is very stabilizing and containing for children in this initial phase of becoming independent.</p>
<p>Goal 1 – 4th Grade</p> <p>Further fine motor development on a practical and artistic item. Patience, focus, perseverance, time-manage, problem-solve, measure, learn and teach fellow classmates, and flexibly complete project(s). Use of various sewing tools.</p>
<p>Measurable Outcome #1</p> <p>Refined use of sewing skills and tools: scissors, sewing needles, pins. Appropriate selection of paper vs. fabric scissors. Appropriate selection of needles to threads (i.e. embroidery, cross-stitch, sewing). Cutting sewing thread an ergonomic length measured by individual arm span or length depending on thread thickness. Threading various needles with varied threads. Learning and practicing starting and finishing knots, running stitch, backstitch and blanket stitch.</p>
<p>Goal 2 – 4th Grade</p> <p>Ability to visually plan, design and construct a pattern of colors, values, shapes and/or images on cloth and stitch.</p>
<p>Measurable Outcome #1</p> <p>Completion, usability, durability, creativity and self-satisfaction of a hand embroidered and sewn Handwork bag, cross-stitch bag or cross-stitched needle book. Bags and booklets are finished with lining, backing; and finger crocheted and/or hand-corded bag straps.</p>
<p>Goal 3 – 4th Grade</p> <p>Knowledge of fibers and materiality.</p>
<p>Measurable Outcome #1</p> <p>Use of medium cotton sewing (upholstery) and embroidery threads, gridded cross-stitch cloth, thin cotton lining, thick wool felt backing, cotton strap yarns.</p>
<p>5th Grade</p> <p>This year the curriculum is about learning to see the world from different perspectives. The handwork program supports this work by teaching the children how to design and knit three-dimensionally using 4 double-pointed knitting needles simultaneously. Using this technique the students knit hats, slippers and/or water bottle carriers. The slippers project is remarkably challenging technically. Even more important, it requires the children to rely on their inner resources and perseverance to start and finish their second sock after completing the first. These projects require the constant use of math and geometry. Often the children read and knit simple patterns; and even graph their own imagery, writing or patterns on paper and translate onto their knitted projects.</p>
<p>Goal 1 – 5th Grade</p> <p>Ability to read, visualize and hand draw 2-D graphed patterns, images and colors and translate them into a 3-D usable item.</p>
<p>Measurable Outcome #1</p> <p>Reading, visualizing and/or drawing 2-D graphed knitting patterns to create colors, patterns, images and/or letters/words onto a 3-D knitted hat.</p>
<p>Goal 2 – 5th Grade</p> <p>Ability to visualize, design, plan, construct, time-manage, focus, problem solve, persevere, learn and teach fellow classmates, and flexibly complete a useful and artful project. Applied math skills for measuring: addition, subtraction, multiplication, division, fractions and proportions.</p>

<p>Measurable Outcome #1 Hand sanding and polishing 4 double-pointed knitting needles to use in the 3-D knitting of a hat, slippers and/or a water bottle carrier. Completion, usability, durability, creativity and self-satisfaction.</p>
<p style="text-align: center;">Goal 3 – 5th Grade</p> <p>Advancing knowledge of fibers and materiality. Furthering fine motor development.</p>
<p>Measurable Outcome #1 Use of various fibers in varying difficulty of materiality from thicker wool hat yarn to thinner wool slipper yarn, both with some stretch for ease in the required tension of knitting. Finally medium sized cotton water bottle yarn with no elasticity, which makes for a more challenging knitting tension created by multiple fingers and positioning.</p>
<p style="text-align: center;">6th Grade</p> <p>In 6th grade the children hand-sew animals of their own design. The children use their imagination, experience and knowledge of animals, drawing skills and geometry to design, draft patterns and construct life-like three-dimensional animals. The activity of sewing something from the inside and turning it right-side out supports their inner development as they begin to share more of their inner being in their outer world.</p>
<p style="text-align: center;">Goal 1 – 6th Grade</p> <p>Ability to imagine, draw, draft, plan, craft and complete a material representation of an animal of their own choice.</p>
<p>Measurable Outcome #1 Detailed recollection of the visual appearance and subtle qualities of a chosen animal into a qualitative drawing from memory and/or a photo. Measured translation of that drawing into a simple working 2-D pattern of every part of the 3-D animal using rulers, tape measures, French curves and paper.</p>
<p style="text-align: center;">Goal 2 – 6th Grade</p> <p>Precise tracing, cutting, pinning, hand sewing, turning and stuffing of the final 3-D animal from cloth. Completion, durability, creativity and self-satisfaction.</p>
<p>Measurable Outcome #1 Use of thick and dense wool felt cloth with edges that do not unravel when cut, in preparation for more challenging fibers in the coming years.</p>
<p style="text-align: center;">Goal 3 – 6th Grade</p> <p>Advancing knowledge of fibers and materiality.</p>
<p>Measurable Outcome #1 Use of thick and dense wool felt cloth with edges that do not unravel when cut, in preparation for more challenging fibers in the coming years.</p>
<p style="text-align: center;">7th Grade</p> <p>The handwork curriculum helps support the children as they approach physical maturity. Their increased awareness of their changing bodies is channeled into their work as they make dolls and doll clothing to support their studies of human development as they reach puberty. They create these projects while incorporating all the hand-sewing techniques they have learned throughout the years.</p>
<p style="text-align: center;">Goal 1 – 7th Grade</p> <p>2-D to 3-D visualization, plan, pattern and construction of a useful and artful item.</p>
<p>Measurable Outcome #1 Visualize, plan, draft and construct a 12-inch doll and doll clothing.</p>
<p style="text-align: center;">Goal 2 – 7th Grade</p> <p>Advancing fine motor skills and knowledge of more refined hand sewing.</p>

<p>Measurable Outcome #1 Precise 2-D pattern tracing, cutting and pinning. Refine hand backstitching, stuffing with ball and blind stitching. Similar skills in making doll clothing, a precursor to full sized clothing construction in 8th grade.</p>
<p style="text-align: center;">Goal 3 – 7th Grade</p> <p>Patience, focus, perseverance, problem solve, time manage, measure, learn and teach fellow classmates, and flexibly complete the project(s).</p>
<p>Measurable Outcome #1 Completion, creativity, quality, durability and self-satisfaction.</p>
<p style="text-align: center;">Goal 4 – 7th Grade</p> <p>Use of more challenging; thinner, elastic and fraying cloth.</p>
<p>Measurable Outcome #1 Ability to recognize the grain and stretch on jersey knit cotton, and manage the challenges of working with this fraying and moving cloth on less than 12-inch doll parts.</p>
<p style="text-align: center;">8th Grade</p> <p>As they begin their transition towards high school, the children start to understand the concept of cause and effect and have an increased desire to understand how mechanical things work. Students study the Industrial Revolution during their Main Lesson, and are then introduced to the use of the sewing <i>machine</i>. They hear and discuss the stories of how the machines were invented and used, practice and learn its parts and purpose and how to care for them while making clothing for their changing bodies. They will make pajama tops and bottoms to bring home and wear. Often they are so proud of their work, they wear them to school! The children who have participated in the handwork program from an early grade develop great respect for what can be created with the use of their hands and are in a unique position to appreciate the dramatic changes that occurred due to the Industrial Revolution. To practice old and new skills, the students make a patchwork square to contribute to a larger quilt. This collective quilted blanket is an annual gift to their 8th grade class teacher, presented at their graduation ceremony</p>
<p style="text-align: center;">Goal 1 – 8th Grade</p> <p>Knowledge of the history of the garment and cloth industries, sewing machines and the impact of the Industrial Revolution.</p>
<p>Measurable Outcome #1 Class discussion of relevant histories, sewing machine parts and written test.</p>
<p style="text-align: center;">Goal 2 – 8th Grade</p> <p>Knowledge of the sewing machine parts, purpose and implications Daily sewing machine repair techniques</p>
<p>Measurable Outcome #1 Practice fixing sewing machines as needed.</p>
<p style="text-align: center;">Goal 3 – 8th Grade</p> <p>Ability to measure ones own body to match read and select clothing patterns. Understanding of basic applied geometries from clothing patterns to human form. Precise tracing, cutting and pinning 2-D patterns. Machine sewing parts together inside out, turning right side out to make the whole 3-D garment. Fitting and making measured alterations.</p>
<p>Measurable Outcome #1 Hand measured/cut and machine-sewn patchwork square in a challenging pattern of spiraling rectangles that increase in size from the center. Machine sewn pajama shirt and pants; often with additional pockets and hoods.</p>
<p style="text-align: center;">Goal 4 – 8th Grade</p> <p>Advanced knowledge of fibers and materiality.</p>
<p>Measurable Outcome #1 Use of thinner, fraying flannel cotton and possibly other cottons on a larger scale.</p>

Goal 5 – 8th Grade
Patience, focus, perseverance, time-manage, problem-solve, learn and teach fellow classmates, and flexibility to complete projects.
Measurable Outcome #1
Completion, wearability, durability, creativity and self-satisfaction.

OCS Woodworking Program Grades 4 - 8

The Woodworking Program at Ocean Charter School starts in 4th grade and continues through 8th grade. The primary goal of the Woodworking Program is to immerse the students in the process of creating a real wood artifact from their imagination. The 4th grade child's independence is starting to emerge, which makes them developmentally ready to expand their skills and interests. The children will strengthen their skills and deepen their understanding of the process as they progress into the middle school.

It is a magical process to use one's hands and imagination to create something out of a piece of wood. The student's eyes, their will and their hands work together simultaneously as the aroma of the wood fills up the studio. Each step of the project will combine sensory experiences with their developing eye-hand coordination and fine motor skills. Their concentration, perseverance and patience will be required every time they do their work. The learning process and experience they gain in this 5 year woodworking program is more important than the beautiful projects they create. The woodworking progression from 4th to 8th grades supports the students' mental and physical development at different stages and ingrates and deepens the work of the main teachers.

Innovative Feature: Woodworking Program Grades 4-8
4th Grade
The 4 th grade curriculum focuses on balance as both hands learn to work together in harmony. The amount of strength exerted by one hand must be met by the action of the opposite hand in order for students to complete their projects. These activities help balance the work they are doing with their head, wakes up their sense of touch, and teaches them an appreciation for the amazing qualities, capabilities and the power they hold in their hands.
Goal 1 – 4th Grade
Ability to stay on task.
Measurable Outcome #1
Egg
– Sawing a rectangle piece of wood
– Using rasp to shape it into an oval shape
– Smoothing the oval surface by using sand paper
– The final step is waxing the egg
Measurable Outcome #2
Stepping Stool – making something personal & functional while preparing for more complicated projects in 5 th grade
– Cut 5 pieces of wood in 2 different sizes
– Assemble them together with screws
– Sand them with sand paper
Measurable Outcome #3
Hedgehog
– Cut a rectangular shape

<ul style="list-style-type: none"> - Use a rasp to smooth 3 sides and leave one side flat - Use a small hand-held chisel to make the spikes - Use heated pen to make eyes, nose and mouth
<p>Goal 2 – 4th Grade</p>
<p>Ability to picture “the project” in their mind and carry through with their hands.</p>
<p>Measurable Outcome #1 Egg</p> <ul style="list-style-type: none"> - Sawing a rectangle piece of wood - Using rasp to shape it into an oval shape - Smoothing the oval surface by using sand paper - The final step is waxing the egg <p>Measurable Outcome #2 Stepping Stool – making something personal & functional while preparing for more complicated projects in 5th grade</p> <ul style="list-style-type: none"> - Cut 5 pieces of wood in 2 different sizes - Assemble them together with screws - Sand them with sand paper <p>Measurable Outcome #3 Hedgehog</p> <ul style="list-style-type: none"> - Cut a rectangular shape - Use a rasp to smooth 3 sides and leave one side flat - Use a small hand-held chisel to make the spikes - Use heated pen to make eyes, nose and mouth
<p>Goal 3 – 4th Grade</p>
<p>Ability to use/develop their fine and gross motor skills.</p>
<p>Measurable Outcome #1 Egg</p> <ul style="list-style-type: none"> - Sawing a rectangle piece of wood - Using rasp to shape it into an oval shape - Smoothing the oval surface by using sand paper - The final step is waxing the egg <p>Measurable Outcome #2 Stepping Stool – making something personal & functional while preparing for more complicated projects in 5th grade</p> <ul style="list-style-type: none"> - Cut 5 pieces of wood in 2 different sizes - Assemble them together with screws - Sand them with sand paper <p>Measurable Outcome #3 Hedgehog</p> <ul style="list-style-type: none"> - Cut a rectangular shape - Use a rasp to smooth 3 sides and leave one side flat - Use a small hand-held chisel to make the spikes - Use heated pen to make eyes, nose and mouth
<p>Goal 3 – 4th Grade</p>
<p>Ability to follow directions and work safely.</p>
<p>Measurable Outcome #1 Egg</p> <ul style="list-style-type: none"> - Sawing a rectangle piece of wood - Using rasp to shape it into an oval shape

- Smoothing the oval surface by using sand paper
- The final step is waxing the egg

Measurable Outcome #2

Stepping Stool – making something personal & functional while preparing for more complicated projects in 5th grade

- Cut 5 pieces of wood in 2 different sizes
- Assemble them together with screws
- Sand them with sand paper

Measurable Outcome #3

Hedgehog

- Cut a rectangular shape
- Use a rasp to smooth 3 sides and leave one side flat
- Use a small hand-held chisel to make the spikes

Use heated pen to make eyes, nose and

5th Grade

The 5th grade curriculum is about to see the world from different perspectives and discovering new ways to integrate this experience. This year, students will continue to deepen their existing skills and to create more precise and fun work.

Goal 1 – 5th Grade

Ability to stay on task

Measurable Outcome #1

Toolbox

- Cut 5 pieces of wood in 3 different sizes
- Cut 1 ½ inches long pegs (14 pieces)
- Cut a handle bar 2 inches long than the length of the toolbox
- Rasp 2 half inch circular round shape on the side pieces
- Drill holes (to match the holes precisely on different pieces of wood)
- Put pegs into the drilled holes and glue pieces together
- Sand the toolbox
- Put the handle on

Measurable Outcome #2

2-D animal or car with wheels - either using pattern animal or from their own drawing

- Cut out the shape of the object by using a different saw (coping saw)
- Sanding
- Attach wheels

Goal 2 – 5th Grade

Ability to work accurately and independently

Measurable Outcome #1

Toolbox

- Cut 5 pieces of wood in 3 different sizes
- Cut 1 ½ inches long pegs (14 pieces)
- Cut a handle bar 2 inches long than the length of the toolbox
- Rasp 2 half inch circular round shape on the side pieces
- Drill holes (to match the holes precisely on different pieces of wood)
- Put pegs into the drilled holes and glue pieces together
- Sand the toolbox
- Put the handle on

Measurable Outcome #2

<p>2-D animal or car with wheels - either using pattern animal or from their own drawing</p> <ul style="list-style-type: none"> - Cut out the shape of the object by using a different saw (coping saw) - Sanding -Attach 3
<p>Goal 3– 5th Grade</p>
<p>Ability to work more precisely</p>
<p>Measurable Outcome #1 Toolbox</p> <ul style="list-style-type: none"> - Cut 5 pieces of wood in 3 different sizes - Cut 1 ½ inches long pegs (14 pieces) - Cut a handle bar 2 inches long than the length of the toolbox - Rasp 2 half inch circular round shape on the side pieces - Drill holes (to match the holes precisely on different pieces of wood) - Put pegs into the drilled holes and clue pieces together - Sand the toolbox - Put the handle on <p>Measurable Outcome #2 2-D animal or car with wheels - either using pattern animal or from their own drawing</p> <ul style="list-style-type: none"> - Cut out the shape of the object by using a different saw (coping saw) - Sanding -Attach wheels
<p>Goal 4 – 5th Grade</p>
<p>Ability to process more instructions (more steps in an instructional setting)</p>
<p>Measurable Outcome #1 Toolbox</p> <ul style="list-style-type: none"> - Cut 5 pieces of wood in 3 different sizes - Cut 1 ½ inches long pegs (14 pieces) - Cut a handle bar 2 inches long than the length of the toolbox - Rasp 2 half inch circular round shape on the side pieces - Drill holes (to match the holes precisely on different pieces of wood) - Put pegs into the drilled holes and clue pieces together - Sand the toolbox - Put the handle on <p>Measurable Outcome #2 2-D animal or car with wheels - either using pattern animal or from their own drawing</p> <ul style="list-style-type: none"> - Cut out the shape of the object by using a different saw (coping saw) - Sanding -Attach wheels
<p>6th Grade</p>
<p>Students will channel their creative ideas through their hands and woodworking tools. They will use his/her creativity to make practical wooden items for daily use. This work requires more developed and patient use of their fine motor skills and more hand tools. In this year, they will learn to balance beauty and function.</p>
<p>Goal 1 – 6th Grade</p>
<p>Ability to stay on task for a long time, sustain interest in work (in each step)</p>
<p>Measurable Outcome #1 Serving Spoon</p> <ul style="list-style-type: none"> - Cut a 14 inches long piece of wood

- Use rasp to round 2 corners
- Draw the spoon shape and their personal style handle
- Cut out 2 sides from the handle area by sawing
- Use chisel and mallet to make the concave shape on the spoon head
- Turn the wood into spoon shape by rasp
- Sand the spoon by using sandpaper #80, #120 and #220
- Wash the spoon

Measurable Outcome #2 (Optional)

Serving Fork or Spork

The steps are similar to making the serving spoon. Students can work independently and also practice and deepen their existing skills

Measurable Outcome #3 (Optional)

Eating Spoon

The steps are similar to making the serving spoon. There are 2 different tools used for this project: one for the concave shaped spoon head and the carving knife for shaping the spoon handle and the entire spoon

Goal 2 – 6th Grade

Ability to self-correct work

Measurable Outcome #1

Serving Spoon

- Cut a 14 inches long piece of wood
- Use rasp to round 2 corners
- Draw the spoon shape and their personal style handle
- Cut out 2 sides from the handle area by sawing
- Use chisel and mallet to make the concave shape on the spoon head
- Turn the wood into spoon shape by rasp
- Sand the spoon by using sandpaper #80, #120 and #220
- Wash the spoon

Measurable Outcome #2 (Optional)

Serving Fork or Spork

The steps are similar to making the serving spoon. Students can work independently and also practice and deepen their existing skills

Measurable Outcome #3 (Optional)

Eating Spoon

The steps are similar to making the serving spoon. There are 2 different tools used for this project: one for the concave shaped spoon head and the carving knife for shaping the spoon handle and the entire spoon

Goal 3 – 6th Grade

Ability to work independently

Measurable Outcome #1

Serving Spoon

- Cut a 14 inches long piece of wood
- Use rasp to round 2 corners
- Draw the spoon shape and their personal style handle
- Cut out 2 sides from the handle area by sawing
- Use chisel and mallet to make the concave shape on the spoon head
- Turn the wood into spoon shape by rasp
- Sand the spoon by using sandpaper #80, #120 and #220
- Wash the spoon

Measurable Outcome #2 (Optional)

Serving Fork or Spork

<p>The steps are similar to making the serving spoon. Students can work independently and also practice and deepen their existing skills</p> <p>Measurable Outcome #3 (Optional) Eating Spoon</p> <p>The steps are similar to making the serving spoon. There are 2 different tools used for this project: one for the concave shaped spoon head and the carving knife for shaping the spoon handle and the entire spoon</p>
<p>Goal 4 – 6th Grade</p>
<p>Ability to express their creativity</p>
<p>Measurable Outcome #1 Serving Spoon</p> <ul style="list-style-type: none"> – Cut a 14 inches long piece of wood – Use rasp to round 2 corners – Draw the spoon shape and their personal style handle – Cut out 2 sides from the handle area by sawing – Use chisel and mallet to make the concave shape on the spoon head – Turn the wood into spoon shape by rasp – Sand the spoon by using sandpaper #80, #120 and #220 – Wash the spoon <p>Measurable Outcome #2 (Optional) Serving Fork or Spork</p> <p>The steps are similar to making the serving spoon. Students can work independently and also practice and deepen their existing skills</p> <p>Measurable Outcome #3 (Optional) Eating Spoon</p> <p>The steps are similar to making the serving spoon. There are 2 different tools used for this project: one for the concave shaped spoon head and the carving knife for shaping the spoon handle and the entire spoon</p>
<p>7th Grade</p>
<p>As students approach maturity during this transitional year, they tend to turn more inward. These projects will help them honor the inner space but also leave space open at the top. Students will meet the strong natural resistance from the wood and focus on the balance of the rim; which is the space that unites the inner space to the outer form. Students will practice, polish and deepen their existing skills; and also, they can focus more on their creativity and artistic side. They will learn to use some new tools in order to keep student's interest.</p>
<p>Goal 1 – 7th Grade</p>
<p>Ability to be self-motivated</p>
<p>Measurable Outcome #1 Bowl</p> <ul style="list-style-type: none"> – Cut a square shape form a block of woodworking – Using saw to change the square shape into a round, oval shape or the other shape they like – Using chisel and mallet to hollow out the inside – Rasp the outside of the bowl – Sand the entire bow using sand paper – Wax/oil it <p>Measurable Outcome #2 (Optional) Handheld Mirror or Box</p> <p>The handheld mirror project's steps are similar to the serving spoon project. The box project's steps are similar to the toolbox project</p>
<p>Goal 2 – 7th Grade</p>
<p>Ability to sustain interest in each step</p>
<p>Measurable Outcome #1</p>

<p>Bowl</p> <ul style="list-style-type: none"> - Cut a square shape form a block of woodworking - Using saw to change the square shape into a round, oval shape or the other shape they like - Using chisel and mallet to hollow out the inside - Rasp the outside of the bowl - Sand the entire bow using sand paper - Wax/oil it <p>Measurable Outcome #2 (Optional) Handheld Mirror or Box The handheld mirror project's steps are similar to the serving spoon project. The box project's steps are similar to the toolbox project</p>
<p>Goal 3 – 7th Grade</p>
<p>Ability to express their creativity</p>
<p>Measurable Outcome #1 Bowl</p> <ul style="list-style-type: none"> - Cut a square shape form a block of woodworking - Using saw to change the square shape into a round, oval shape or the other shape they like - Using chisel and mallet to hollow out the inside - Rasp the outside of the bowl - Sand the entire bow using sand paper - Wax/oil it <p>Measurable Outcome #2 (Optional) Handheld Mirror or Box The handheld mirror project's steps are similar to the serving spoon project. The box project's steps are similar to the toolbox project</p>
<p>Goal 4 – 7th Grade</p>
<p>Ability to work independently</p>
<p>Measurable Outcome #1 Bowl</p> <ul style="list-style-type: none"> - Cut a square shape form a block of woodworking - Using saw to change the square shape into a round, oval shape or the other shape they like - Using chisel and mallet to hollow out the inside - Rasp the outside of the bowl - Sand the entire bow using sand paper - Wax/oil it <p>Measurable Outcome #2 (Optional) Handheld Mirror or Box The handheld mirror project's steps are similar to the serving spoon project. The box project's steps are similar to the toolbox project</p>
<p>8th Grade</p>
<p>As students start to understand the concept of cause of effect, they become excited to learn how mechanical things work. So this year, the students will be introduced to the use of mechanical tools, which ties in to their study of the Industrial Revolution.</p>
<p>Goal 1 – 8th Grade</p>
<p>Ability to recall and draw a “form drawing” from 7th grade</p>
<p>Measurable Outcome #1 3-Legged Stool</p> <ul style="list-style-type: none"> - Cut a square shape from a block of wood

- Cut 3 legs, no longer than 17 inches and no shorter than 12 inches
- Turn the square shape into round, hexagon or any shape if desire by sawing
- Smooth the edges/corners by rasping
- Make 3 holes on the top by drilling and rasping
- Cutting, rasping the legs to fit in to the holes
- Sand the entire stool by sing sand paper or electric sander
- Use heated pen to do the design
- Oil the 3-legged stool

Measurable Outcome #2

Group Design Project for the School

As a group, students design and create a project, which they will gift to the school upon their graduation. They have to work together to mutually agree on an idea, design, translate to paper, plan each step of the way and follow-through to create the project.

Goal 2 – 8th Grade

Ability to be self- motivated

Measurable Outcome #1

3-Legged Stool

- Cut a square shape from a block of wood
- Cut 3 legs, no longer than 17 inches and no shorter than 12 inches
- Turn the square shape into round, hexagon or any shape if desire by sawing
- Smooth the edges/corners by rasping
- Make 3 holes on the top by drilling and rasping
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Measurable Outcome #2

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As a group, students design and create a project, which they will gift to the school upon their graduation. They have to work together to mutually agree on an idea, design, translate to paper, plan each step of the way and follow-through to create the project.

Goal 3 – 8th Grade

Ability to work independently

Measurable Outcome #1

3-Legged Stool

- Cut a square shape from a block of wood
- Cut 3 legs, no longer than 17 inches and no shorter than 12 inches
- Turn the square shape into round, hexagon or any shape if desire by sawing
- Smooth the edges/corners by rasping
- Make 3 holes on the top by drilling and rasping
- Cutting, rasping the legs to fit in to the holes
- Sand the entire stool by sing sand paper or electric sander
- Use heated pen to do the design
- Oil the 3-legged stool

Measurable Outcome #2

Group Design Project for the School

As a group, students design and create a project, which they will gift to the school upon their graduation. They have to work together to mutually agree on an idea, design, translate to paper, plan each step of the way and follow-through to create the project.

Goal 4 – 8th Grade
Ability to work in a group
<p>Measurable Outcome #1 3-Legged Stool</p> <ul style="list-style-type: none"> – Cut a square shape from a block of wood – Cut 3 legs, no longer than 17 inches and no shorter than 12 inches – Turn the square shape into round, hexagon or any shape if desire by sawing – Smooth the edges/corners by rasping – Make 3 holes on the top by drilling and rasping – Cutting, rasping the legs to fit in to the holes – Sand the entire stool by sing sand paper or electric sander – Use heated pen to do the design – Oil the 3-legged stool <p>Measurable Outcome #2 Group Design Project for the School</p> <p>As a group, students design and create a project, which they will gift to the school upon their graduation. They have to work together to mutually agree on an idea, design, translate to paper, plan each step of the way and follow-through to create the project.</p>

OCS Music Program Grades TK - 8

Music is an important element of the Waldorf curriculum, awakening and nurturing the deep inner life of the child. According to Rudolf Steiner, the human being is a musical being, and the making of music is essential in experiencing what it is to be fully human.*

As the main lesson curriculum follows very specific stages of child development, so does the music curriculum. Engaging the soul activities of thinking, feeling, and willing in the child, the study and experience of the various elements in music arouse and cultivate the inner forces necessary for children to meet the challenges of the world with enthusiasm and confidence.

The music program in each Waldorf-inspired school reflects the specific skills, talents, and interests of the class teachers and the music faculty. The size and configuration of the school buildings, the number of students, and the funding available also play a role. At Ocean Charter School we realize that music is necessary and essential to the entire Waldorf school experience.

<h2 style="margin: 0;">Innovative Feature: Music Program Grades K-8</h2>
<h3 style="margin: 0;">Kindergarten</h3>
<p>It is at this level that Waldorf music education looks most different from traditional music education. It is not obvious that the children are acquiring musical skills. They are not yet reading lyrics or keeping time to an obvious beat. Instead, with conscious attention to bringing the right lesson at the right time, the kindergarten teacher subtly weaves music into every activity and transition, throughout the school day. This takes the form of humming softly as she/he works, singing lilting transitional cues, sharing nursery rhymes, finger plays, sing-song accompaniments to stories and puppet plays, and playing the lyre or glockenspiel along with nap time lullabies. The soundscape of the Waldorf kindergarten is infused with the music of cooperative work and play.</p>
<h4 style="margin: 0;">Goal 1 - Kindergarten</h4>
<p>Students learn rhythm, tone, style and language through the use of their own voices.</p>
<p>Measurable Outcome #1 Students sing daily, playing with rhythm, tone, style and language in their singing.</p>
<h4 style="margin: 0;">Goal 2 - Kindergarten</h4>
<p>Students internalize music through the rhythms of the day.</p>
<p>Measurable Outcome #1 Students sing daily, playing with rhythm, tone, style and language in their singing.</p>
<h4 style="margin: 0;">Goal 3 - Kindergarten</h4>
<p>Students develop familiarity and enthusiasm for seasonal songs throughout the year from many cultures around the world.</p>
<p>Measurable Outcome #1 Students sing for seasonal class and school-wide festivals throughout the school year.</p>
<h3 style="margin: 0;">1st Grade</h3>
<p>Unison singing in the “mood of the fifth”—pentatonic melodies that employ open intervals of the fifth, moving around the central tone of A—brings the floating, unfinished quality of music that is appropriate for the first grader. The children sing and move to songs about nature, the seasons, and the elemental world of elves, gnomes, and fairies. All music is learned by imitation, without reading music or lyrics. First graders also learn to play the pentatonic flute. This simple wooden instrument possesses only the tones of the scale that create the larger, open intervals. Often, the lyre is introduced this year, as well. Above all, the experience of listening is purposefully cultivated.</p>
<h4 style="margin: 0;">Goal 1 – 1st Grade</h4>
<p>Music permeates all areas of the student’s life in and out of the classroom. A part of this is the constant expansion of the repertoire of songs that may include: seasonal and nature songs, songs about the rhythm of the day and multi-cultural songs.</p> <p>Students develop an awareness of the tones, high and low. Echo songs/games help students match pitch and rhythm. Songs are flowing and pentatonic. Children learn to sing in their “high” voice, echo correctly, and learn melodies by the imitating the instructor. Circle games with hand motions and movement get children into their bodies, developing rhythm. Singing is presented without written words or music; they learn by listening through this process they development their musical ear. Singing and flute playing are combined.</p>
<p>Measurable Outcome #1 Participation in singing as measured by the teacher.</p> <p>Measurable Outcome #2 Students are able to copy the instructor with 75% accuracy during rhythmic and hand games as measured by the teacher.</p>

<p>Goal 2 – 1st Grade</p>
<p>First graders learn to play the flute in the pentatonic scale (CDEGAC). Students begin pentatonic flutes halfway through the year. They learn the fingerings of three or four tones, and play simple songs and games using those tones. The focus is on how to hold the flutes, and posture and tone.</p> <p style="padding-left: 40px;">In this scale all the notes have a harmonious sound in any order they are played. The songs often come out of seasonal moods. Aside from a rich musical experience, playing the pentatonic flute develops finger coordination, concentration and breath control. Music periods are devoted to singing and playing the pentatonic flute, which also help develop finger dexterity.</p>
<p>Measurable Outcome #1</p> <p>Students will be able to hold and produce a tone using the flute by mimicking the teacher in 6/10 trials.</p>
<p>2nd Grade</p>
<p>Here, music continues to be presented so that it appeals to the feeling life of the child. Music in the “mood of the fifth” is gradually replaced by more purely pentatonic melodies. By the end of second grade, the teacher introduces pentatonic songs that have a definite tonic ending—pentatonic major on G and pentatonic minor on E. Work with the Choroi pentatonic flute continues, where some preparatory experiences are introduced as a prelude to composition and traditional notation. Songs about nature and the seasons, legendary heroes and fable characters, reflect themes encountered in the main lesson blocks and foreign language classes.</p>
<p>Goal 1 – 2nd Grade</p>
<p>The second grade curriculum is an extension from first grade. Songs are mostly pentatonic, with an introduction to diatonic songs: pentatonic major on G and minor on E. Songs are more grounded and rhythmic. Second grade may include: seasonal songs, legendary heroes, fable characters, and reflect themes encountered in the Main Lesson Block and the foreign language classes.</p>
<p>Measurable Outcome #1</p> <p>Students will participate in singing as observed by the teacher.</p>
<p>Goal 2 – 2nd Grade</p>
<p>Children continue with the flute, learning all of the tones and playing longer and more difficult songs using those tones. Some preparatory experiences are introduced as a prelude to composition and traditional notation. Children continue learning by ear.</p>
<p>Measurable Outcome #1</p> <p>Students will be able to hold and produce a song using the flute by mimicking the teacher in 6/10 trials.</p>

3rd Grade

During the third grade, most children go through the inner transformation that Rudolf Steiner called the “nine-year change.” The child leaves the seemingly idyllic world of early childhood, and experiences him/herself as an independent being separate from the world and others. A number of new musical experiences are now appropriate: singing songs in a major diatonic key; playing the soprano recorder; and learning the rudiments of musical notation in an imaginative way. The keynote C is central now composition and traditional notation. Songs about nature and the seasons, legendary heroes and fable characters, reflect themes encountered in the main lesson blocks and foreign language classes.

Sacred songs and folk songs are featured, as are songs about house building, cooking, gardening, and telling time—key subjects in the third-grade curriculum. As preparation for part-singing, the children learn songs in which they can experience call-and-response, rounds, and other steps toward singing in harmony. Simple percussion instruments are used to explore beat, rhythm, and other qualities of tempo. They might also make music lesson books that contain their growing musical vocabulary and show their new skills in reading and writing traditional musical notation.

A note about performing:

For the younger child, performing for an audience engenders too much self-consciousness. It is more appropriate to “share” the class workings at an assembly or other small classroom venue for parents, with the children in their own circle, rather than facing an audience, whose gaze and focus is on them. After the “nine-year change,” the child’s awareness of her own individuality has developed sufficiently to meet this experience in the healthiest way.

Goal 1– 2nd Grade

Songs are diatonic, and singing in rounds, call-and-response, and harmony may be introduced. Most songs are in the major mode. Students occasionally receive lyric sheets or music to follow along with when singing. “Soflege” (do re mi fa sol la ti do) is used to orient the students to the diatonic scale and melodies. Third grades songs may include: house building, cooking, gardening, and telling time.

Measurable Outcome #1

Students will participate in singing as observed by the teacher.

Measurable Outcome #2

Students will participate in performing a small audience as observed by the teacher.

Goal 2 – 2nd Grade

In grade 3, students begin instruction on the soprano recorder and are introduced to written staff (treble clef). The recorder is an instrument that shapes and differentiates the stream of breath. Students receive their recorders in grade 3 and receive written music to read as they play. By the end of the year, they should know the C major scale on the recorder.

Measurable Outcome #1

Students will be able to hold and produce a song using the recorded in the C major scale in 6/10 trials.

3rd Grade

During the third grade, most children go through the inner transformation that Rudolf Steiner called the “nine-year change.” The child leaves the seemingly idyllic world of early childhood, and experiences him/herself as an independent being separate from the world and others. A number of new musical experiences are now appropriate: singing songs in a major diatonic key; playing the soprano recorder; and learning the rudiments of musical notation in an imaginative way. The keynote C is central now composition and traditional notation. Songs about nature and the seasons, legendary heroes and fable characters, reflect themes encountered in the main lesson blocks and foreign language classes.

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For the younger child, performing for an audience engenders too much self-consciousness. It is more appropriate to “share” the class workings at an assembly or other small classroom venue for parents, with the children in their own circle, rather than facing an audience, whose gaze and focus is on them. After the “nine-year change,” the child’s awareness of her own individuality has developed sufficiently to meet this experience in the healthiest way.

Goal 1– 3rd Grade

Songs are diatonic, and singing in rounds, call-and-response, and harmony may be introduced. Most songs are in the major mode. Students occasionally receive lyric sheets or music to follow along with when singing. “Soflege” (do re mi fa sol la ti do) is used to orient the students to the diatonic scale and melodies. Third grades songs may include: house building, cooking, gardening, and telling time.

Measurable Outcome #1

Students will participate in singing as observed by the teacher.

Measurable Outcome #2

Students will participate in performing a small audience as observed by the teacher.

Goal 2– 3rd Grade

In grade 3, students begin instruction on the soprano recorder and are introduced to written staff (treble clef). The recorder is an instrument that shapes and differentiates the stream of breath. Students receive their recorders in grade 3 and receive written music to read as they play. By the end of the year, they should know the C major scale on the recorder.

Measurable Outcome #1

Students will be able to hold and produce a song using the recorded in the C major scale in 6/10 trials.

4th Grade

Having moved through the “nine-year change,” the fourth grader is ready for a new set of musical experiences, especially those in which one must hold his/her own part, even while listening to the other and the whole. If preparation has been provided for part-singing and harmony in third grade, the children will now be able to sing simple rounds, descants, and quodlibets (partner songs) with grace and ease. Songs in minor and major keys are utilized, and the moods they engender are explored. Musical selections reflect the main lesson curriculum: Norse myths, local geography, and local history. The children often learn their state song, local folk songs, and songs having to do with their regional geography.

Students at Ocean Charter School also begin to play a stringed instrument (violin, viola, or cello) in the fourth grade. Work on the C-recorder is continued, incorporating harmony parts to accompany the singing, or part reading on the instrument itself.

Fourth graders continue their study of music notation, where the main lesson block on fractions often nicely complements the learning of the time signatures. Various meters are experienced and studied. By the end of the year, some children may be able to sight-read simple melodies, both vocally and instrumentally.

By the end of grade four students have acquired important basic musical skills. Their children’s joyful participation in these lessons expresses their growing physical strength, awakening mental vitality, and deepening inner life.

Goal 1 – 4th Grade

Recorders and string instruments accompany the singing and thus form a musical community. Central to music in the 4th year is the connection between notation and fractions. Students continue with note reading, until all notes on treble clef are learned. Basic rhythms are introduced in connection with the fraction block. Students sing in rounds, minor and major keys, and begin partner songs (two melodies that can be sung at the same time).

Measurable Outcome #1

Students will participate in singing as observed by the teacher.

Measurable Outcome #2

Students will participate in performing for an audience as observed by the teacher.

Measurable Outcome #3

Students will be able to read basic sheet music of familiar songs as observed by the teacher.

Goal 2 – 4th Grade

In grade 4, students also begin instruction in violin, viola or cello.

Measurable Outcome #1

Students will be able to participate in playing a stringed instrument as observed by the teacher.

Measurable Outcome #2

Students will take responsibly for and independently practice their instrument as observed by the teacher

5th Grade

In Waldorf circles, grade five is often referred to as “the Golden Age of Childhood,” where the children approach a certain harmony and balance in their physical and emotional development. In addition to a sweeping survey of ancient India, Persia, Mesopotamia, and Egypt, an exploration of the inspirational culture of ancient Greece—with its ideal of grace, beauty, and balance—is at the heart of the fifth-grade curriculum.

Musical selections and activities bespeak harmony and balance in form, from Olympic hymns to songs and movement games from the rich American folk music tradition. Singing in two or three parts, the children practice singing together, noting how each part is important to the whole.

Students continue their work on the soprano recorder with their Class Teacher. Some music teachers introduce the alto recorder, since its range is more like that of the fifth grader’s natural singing voice. The Strings program is continued, taught by a specialist, and can be expanded to include ensembles of varied skill levels. Fifth graders also deepen their awareness of the basic principles of composition, learning how to create a simple score using the traditional notation introduced in grade three.

<p>Goal 1 – 5th Grade</p> <p>Music lessons continue to involve the grammar of music, linked to arithmetic lessons in which fractions are studied, note lengths and time value are now added. Students continue with song note and rhythm reading. They are introduced to descants, and basic two-part songs noting how each part is important to the whole. Students add choreography to some songs. There is an increased emphasis on performance skills.</p>
<p>Measurable Outcome #1 Students will participate in singing as observed by the teacher.</p> <p>Measurable Outcome #2 Students will participate in performing for an audience as observed by the teacher.</p>
<p>Goal 2 – 5th Grade</p> <p>In grade 5, students also continue instruction in violin, viola or cello.</p>
<p>Measurable Outcome #1 Students will be able to participate in playing a stringed instrument as observed by the teacher.</p> <p>Measurable Outcome #2 Students will take responsibly for and independently practice their instrument as observed by the teacher.</p>
<p>Goal 3 – 5th Grade</p> <p>In grade 5, students continue instruction in soprano recorder. Alto may begin in this grade.</p>
<p>Measurable Outcome #1 Students will be able to read sheet music of familiar songs as observed by the teacher.</p>
<p>6th Grade</p> <p>With its focus on the study of ancient Rome, sixth grade is a good time for students to experience the Latin language through rounds and marching songs. Marching patterns and forms can be created together by the students and teacher and carried out with precision and intention.</p> <p>The Middle Ages is another focus of study in the main lesson, so music curriculum can draw on a rich repertoire of cannons and chants found in medieval music. Since the changing male voice is often very limited in its range, creating drones or ostinati (a repeated musical phrase or rhythm) is a way to give the boys something they can sing successfully. This not only contributes greatly to the musical experience, but is also in keeping with the style and quality of medieval music. Other aspects of music important during the Middle Ages are introduced, such as the relationship of text to music, the spread of music around Europe, and the development of formal music notation.</p> <p>The sixth graders study acoustics as part of their physics main lesson. This affords the teacher an opportunity to integrate the music curriculum with the study of natural science by introducing experiences featuring various aspects of sound perception, production, and notation.</p> <p>The children can now learn to play any of the four most commonly used recorders—soprano, alto, tenor—and, if their hands are large enough, the bass. The recorder appeared and came to prominence in the Middle Ages, and the medieval repertoire for the instrument is rich with beautiful two-, three-, and four-part pieces to play.</p> <p>As an optional choice at Ocean Charter School, sixth graders may choose to participate in a number of mixed grade-level (grades six, seven, and eight) music elective offerings. Depending on staff and budget, these courses can include Strings, Jazz Band, Orchestra, Guitar, Percussion, and Chorus.</p>
<p>Goal 1 – 6th Grade</p> <p>Music as art is the focus of 6th grade. This includes folk songs, music theory, inventing melodies, improvising, and how different motifs belong to different epochs of history. Two-part singing is done regularly. Rhythm dictation and identification games are played, which may include the study of acoustics.</p>
<p>Measurable Outcome #1 Students may participate a musical elective as observed by the teacher.</p>

<p>Goal 2 – 6th Grade</p> <p>In grade 6, multi-age electives are introduced that may include percussion, string orchestra, band, and chorus.</p>
<p>Measurable Outcome #1 Students may participate a musical elective as observed by the teacher.</p>
<p>Goal 3 – 6th Grade</p> <p>In grade 6, as students sing increasingly difficult songs they will play more difficult recorder pieces. Students may also be introduced to the alto, tenor, and bass recorder. Students have their first ensemble experiences.</p>
<p>Measurable Outcome #1 Students will be able to read sheet music as observed by the teacher.</p>
<p>7th Grade</p> <p>A key focus of study in grade seven is the Renaissance, so students experience the rich vocal and instrumental repertoire of the age. Since the recorder was an important instrument during the Renaissance, the seventh graders continue to play, often with all four standard versions of the instrument—soprano, alto, tenor, and bass. As the explorers of the Renaissance traveled the world, discovering things new and different, so the seventh grader can experience other cultures through world music and folk songs from around the globe.</p> <p>Many of the children, both boys and girls, experience changing voices during this year. While their vocal instrument is delicate and fragile at this time, it is very important that they continue singing through the change. Much can be lost if the voice goes unexercised. The teacher honors the process of change, explains it, and supports it by providing music that the changing voice can successfully sing, specifically, songs with a limited vocal range in the middle to lower parts, as well as ostinati and drones.</p> <p style="padding-left: 40px;">As an optional choice at Ocean Charter School, seventh graders may choose to participate in a number of mixed grade-level (grades six, seven, and eight) music elective offerings. Depending on staff and budget, these courses can include Strings, Jazz Band, Orchestra, Guitar, Percussion, and Chorus.</p>
<p>Goal 1 – 7th Grade</p> <p>Multi-age electives continue in 7th grade. Instruction may include question and answer ballads, duets, world music, music theory, rhythmical improvisation, musical pieces with spoken text, and biographies of composers. Students sing in three parts.</p>
<p>Measurable Outcome #1 Students will participate in singing as observed by the teacher.</p>
<p>Measurable Outcome #2 Students will participate in performing for an audience as observed by the teacher.</p>
<p>Measurable Outcome #3 Students will participate in singing songs with multiple parts without losing their part as observed by the teacher.</p>
<p>Goal 2 – 7th Grade</p> <p>In grade 7, multi-age electives are continued that may include percussion, string orchestra, band, and chorus.</p>
<p>Measurable Outcome #1 Students may participate a musical elective as observed by the teacher.</p>
<p>Goal 3 – 7th Grade</p> <p>The alto, tenor, or bass recorder may be continued or introduced. Students continue to play and sing increasingly difficult pieces. Ensemble participation is expected.</p>
<p>Measurable Outcome #1 Students will be able to read sheet music and participate in an ensemble as observed by the teacher.</p>

<p>8th Grade</p> <p>The eighth grade is a year of challenges and changes. The students study the great revolutions— American, French, Russian, and Industrial—and the human striving after freedom and the realization of ideals. In their own development, the students are reaching the end of the seven-year cycle that began at age seven and are now entering adolescence.</p> <p>Music lessons during grade eight attempt to meet this turbulent, often disturbing, always inward, quality of the budding adolescent. It should reflect the profound changes that the student is going through in his experience of the world and of himself. Ponderings about death, loss, and the struggle to know oneself can be brought in song to meet this inward process. Songs that include riddles, puzzles, or humor are also welcome as they lighten the sometimes grave mood of the eighth grader.</p> <p>Continued work with the changing voice is featured, as is more increasingly complex part-singing. Ensemble work is important in the eighth grade, to include all the instruments introduced so far. Students of similar skill levels can form string quartets and other smaller groups, including vocal ensembles.</p> <p>As an optional choice at Ocean Charter School, seventh graders may choose to participate in a number of mixed grade-level (grades six, seven, and eight) music elective offerings. Depending on staff and budget, these courses can include Strings, Jazz Band, Orchestra, Guitar, Percussion, and Chorus. Various ensembles may provide music for school festivals, assemblies, and special events throughout the year. They may also perform in the larger community, at a nursing home, for example, at community fairs, or at another school. Such performances give the students the experience of sharing their creative endeavors for the benefit of the larger whole.</p> <p style="padding-left: 40px;">Music in the Waldorf curriculum seeks to bring the living, healing presence of music into the life of the child and creates many opportunities for each student to experience both their own individuality and their relationship to community.</p>
<p>Goal 1 – 8th Grade</p> <p>Students continue singing in three parts. Emphasis is placed on performance skills and performing. Students are encouraged to write original songs as they continue to sharpen all musical skills. The alto and/or tenor recorder continue in grade 8. Ensemble participation is expected.</p>
<p>Measurable Outcome #1 Students will participate in singing as observed by the teacher.</p> <p>Measurable Outcome #2 Students will participate in performing for an audience that may include a community performance as observed by the teacher.</p> <p>Measurable Outcome #3 Students will be able to read sheet music and participate in an ensemble as observed by the teacher.</p>
<p>Goal 2 – 8th Grade</p> <p>In grade 8, multi-age electives are continued that may include percussion, string orchestra, band, and chorus.</p>
<p>Measurable Outcome #1 Students may participate a musical elective as observed by the teacher.</p>

OCS Visual Arts Program Grades 6 - 8

The entire curriculum at Ocean Charter School is infused with the visual arts. Ocean Charter School emphasizes the importance of teaching in an artistic way, not to develop future artists, but to feed the imagination, develop the will, and enrich the feeling life. Art awakens the students’ intelligence. The artistic experience heightens awareness of the world, and develops observational skills and discernment. Children are supplied with high quality and naturally sourced art materials for painting, sculpture/modeling, drawing, and other visual art experiences.

Innovative Feature: Visual Arts Program Grades 1-8

1st Grade

The children experience the quality and mood of color as guided by teacher led color stories and watercolor painting exercises. Drawing in first grade often starts with two basic forms: the straight line and curved line. This is “Form Drawing.” Working with lines that do not depict an object, but meet the impulse for movement within the children develops their feeling for form and composition, and prepares them for writing letters and numbers. Following teacher examples, students illustrate story content from the main lesson curriculum with crayon drawings and modeling. The children’s awareness, experience of the seasons and natural rhythms, are awakened through seasonal crafting using natural materials with attention to honoring multiple cultures.

Skills: Drawing with crayons, watercolor painting, beeswax/clay modeling and seasonal crafting.

Goals – 1st Grade

Form Drawing: Students develop spatial awareness: a sense of symmetry, balance, pattern and rhythm. Students develop a vocabulary to describe the qualities of lines and forms.

Figure Drawing: Students develop pre-writing skills by illustrating a story; emphasizing the colored surface and not an outline.

Painting: Students experience the foundations of color theory. Students develop practical work habits for setting up and techniques for working with the tools: paint brush, paint jars, paper.

Modeling: Students develop fine motor skills and awaken an understanding of form through the hands.

Seasonal Crafting: Students experience and establish a class-wide awareness of seasonal and cultural celebrations.

Measurable Outcomes

Form Drawing: The children imitate the teacher’s model of geometric forms and patterns emphasizing symmetry and reflection.

Figure Drawing: In figure drawing, the children illustrate story content from the main lesson curriculum.

Painting: In painting lessons, the children work on wet paper, which allows the color to move with ease. By painting color stories the children get to know the characteristics of the three primary colors and how they interact.

Modeling: Children model three-dimensional geometric and forms from nature working from a whole that can be changed or shaped.

Seasonal Crafting: Students are able to follow the step-by-step instructions to complete the seasonal art/craft.

2nd Grade

Art studies in second grade are a continuation of those introduced in first grade and are expanded upon. Form Drawing includes symmetry exercises with children reflecting curved and straight forms across a vertical line, then a horizontal line. In watercolor painting, children experience color harmonies and transformation of color. Representational painting may be introduced that illustrates narrative content from the main lesson, with form coming out of color and color carrying the mood. Crayon drawings, guided by the teacher, depict scenes from story material.

Skills: Drawing with crayons, watercolor painting, beeswax/clay modeling and seasonal crafting

Goals – 2nd Grade

Form Drawing: Students develop spatial awareness, balance and contrast. Students practice continuous forms combining straight lines and curved lines that travel across a horizontal line as a precursor to cursive handwriting.

Figure Drawing: Students follow teacher guided drawing lessons to illustrate scenes from main lesson story content.

Painting: Students paint color studies and scenes from main lesson story content. Students experience form and mood coming out of color.

Modeling: Children model three-dimensional geometric and natural forms working from a whole that can be changed or shaped.

Seasonal Crafting: Students experience and establish a class-wide awareness of seasonal and cultural celebrations.

Measurable Outcomes

Form Drawing: Students practice a variety of forms, including running forms. Running forms are used as borders around pages of written work or illustrations.

Figure Drawing: The students illustrate story content from the main lesson curriculum, based on teacher’s examples.

Painting: The students work on wet paper, which allows the color to move with ease. Children experience various color harmonies.

Modeling: Children model three-dimensional geometric and natural forms working from a whole that can be changed or shaped.

Seasonal Crafting: Students are able to follow the step-by-step instructions to complete the seasonal art/craft.

3rd Grade

The emphasis in third grade is on living on the earth and answers the question of how things came to be. Farming, building and shelters, and the story of creation are taken up as units of study. The visual arts support the third grade curriculum and provide the child with a growing experience of his or her own competency. Skills introduced in first grade and elaborated on in second, are further developed. Students practice drawing symmetric and asymmetric forms and strive for balance through harmony and contrast. Painting continues with an expanding color palette through color studies and representation of themes and scenes from main lesson material. A sense for harmony, balance and contrast in color are developed.

Skills: Drawing with crayons, watercolor painting, beeswax/clay modeling and seasonal crafting.

Goals – 3rd Grade

Form Drawing: Students practice symmetries of forms mirrored across both horizontal and vertical lines. This leads to lines that cross over each other. Third graders eventually practice asymmetrical reflections of forms across a curved line to display an inner imagination of corresponding form or inversions. Metamorphosis of forms is practiced in a series of drawings, for example: a triangle gradually becoming a circle or circle gradually turning inside out.

Figure Drawing: Students draw scenes, diagrams and themes based on main lesson content.

Painting: Students paint the seven days of Creation, contrasting dark and light, depicting above and below, water and land, sea and land animals and the human figure using painterly means. Students continue to paint color studies. Students paint seasonal themes and scenes from main lesson material using color to create space and mood and form.

Modeling: Students model three-dimensional geometric and natural forms working from a whole that can be changed or shaped. Students build models of typical dwellings from various ecosystems and cultural traditions.

Seasonal Crafting: Students experience and establish a class-wide awareness of seasonal and cultural celebrations.

Measurable Outcomes

Form Drawing: Students practice form drawing exercises that emphasize symmetry, balance and transformation.

Figure Drawing: Students draw scenes, diagrams and themes based on main lesson content.

Painting: Students paint creation stories, seasonal themes and scenes from main lesson material and color studies.

Modeling: Students model three-dimensional geometric and natural forms. Students build models of typical dwellings from different eco-systems and cultural traditions.

Seasonal Crafting: Students are able to follow the step-by-step instructions to complete the seasonal art/craft.

4th Grade

Main lesson content includes story material taken from Norse Mythology, local and state history and social studies, and zoology studies. Fourth grade curriculum is regularly recapitulated in visual art experiences. Drawing with crayons continues, but becomes secondary to drawing with colored pencils and learning to use the pencils skillfully. Skills: Drawing with crayons and colored pencils, watercolor painting, beeswax/other natural modeling materials, and seasonal crafting.

Goals – 4th Grade

Form Drawing: Students practice forms from previous grades, made more complex with layered forms, creating the illusion of three-dimension with lines that pass over and under and by using shading techniques. Students practice drawing interweaving forms, knots and braided forms.
 Figure Drawing: Students illustrate story content from main lessons, including gods and goddess from Norse myths, draw maps, landscapes, and animals in their natural settings. Students use colored pencils and various shading techniques, with crayon used secondarily.
 Painting: Students paint maps, landscapes, the human figure and animals using primary, secondary and complementary colors and allowing colors to blend or maintain their integrity.
 Modeling: Students model animals from zoology studies to gain a greater understanding and appreciation of the animals’ gesture and nature.
 Seasonal Crafting: Students experience the changing seasons, rhythms of the year and multi-cultural traditions through crafting projects.

Measurable Outcomes

Form Drawing: Students practice drawing interweaving weaving form, knots, and braided forms.
 Figure Drawing: Students illustrate main lesson content using colored pencils.
 Painting: Students paint maps, landscapes, the human figure and animals using primary, secondary and complementary colors and allowing colors to blend or maintain their integrity.
 Modeling: Students model animals from zoology studies.
 Seasonal Crafting: Students are able to follow the step-by-step instructions to complete the seasonal art/craft.

5th Grade

The fifth-grade year encompasses a wider scope of study than any previous grade. The children are growing in their intellectual capacities, and the curriculum meets this expansion with the study of ancient cultures, both mythic and historic, from ancient India to classical Greece. Botany and North American Geography are also subjects of study. The students’ work reflects this new depth of understanding and questioning in artistic experiences. Skills: Drawing with crayons, pastels/chalk, and colored pencils, watercolor painting, beeswax/other m=natural modeling materials, and seasonal crafting.

Goals – 5th Grade

Form Drawing: Form drawing of fourth grade continues in fifth grade and is broadened to include exploration of motifs from ancient cultures that appeared in art and architecture, including labyrinths and mazes. Freehand geometric drawing grows out of previous grades work and experience with the straight line and the curve. Students practice basic geometric construction: the circle and its symmetries, points and straight lines in relation to the circle, triangles in a circle, overlapping triangles, for example.
 Drawing with crayons, pastels/chalk, and colored pencils: Students draw maps, landscapes, examples from the plant kingdom and people from ancient mythologies and cultures—all subjects drawn from main lesson material.
 Painting: Students paint from main lesson material. Students paint more formal color studies as color wheels and incorporate color theory in their representational paintings.
 Modeling: Students may model maps, geometric forms and forms from main lesson material.
 Seasonal Crafting: Students continue to experience and anticipate seasonal and cultural celebrations through art/craft activities such as making clay oil lamps for Diwali.

<p>Measurable Outcomes</p> <p>Form Drawing: Students practice drawing motifs from ancient cultures. Students practice freehand geometric drawing.</p> <p>Drawing with crayons, pastels/chalk, and colored pencils: Students illustrate main lesson content and themes.</p> <p>Painting: Students paint from main lesson material. Students paint examples from the plant kingdom. Students paint a formal color wheel.</p> <p>Modeling: Students model maps, geometric forms and forms from main lesson material.</p> <p>Seasonal Crafting: Students are able to follow the step-by-step instruction to complete the seasonal art/craft.</p>
<p style="text-align: center;">6th Grade</p> <p>At around age of twelve, girls and boys stumble into periods of developmental crisis in which strong upward growth of the limbs leads to awkwardness in their whole organism. Physiologically, their judgments become both fierce and emotional. A certain aspect of their childhood is lost, yet there is no solid ending in sight. The visual arts at this point can open up a new world of representation, offering a solid ground upon which new skills and abilities can be discovered. A shift is seen from watercolor painting to a further focus on nuances of light and shade between black and white, as a way of coming to meet pupils' fluctuating emotional life at this age. Such drawing should call for refined motor skills as well as observational skills. Art in the sixth grade typically complements the main lesson blocks, particularly the science block and geometric drawing block. This is the year when students learn to work with new materials such as charcoal, graphite, pastels and chalk.</p> <p>Skills: Drawing with pastels/chalk, charcoal, graphite, and colored pencils,</p>
<p style="text-align: center;">Goal 1 – 6th Grade</p> <p>Drawing with pastels, chalk, charcoal, and graphite: Students experience a variety of blendable mediums such as pastels, chalk, and charcoal as a means to complement the main lesson curriculum.</p>
<p>Measurable Outcome #1</p> <p>Students work on exercises that complement the main lesson curriculum. Examples include: pastel/chalk drawings of observations such as for the 6th grade Astronomy Main Lesson Block and charcoal and graphite projects during the light portion of the Physics curriculum.</p>
<p style="text-align: center;">Goal 2 – 6th Grade</p> <p>Drawing with colored pencils: Students enhance their main lesson books using light to dark colored pencil shading techniques.</p>
<p>Measurable Outcome #1</p> <p>Students complete geometric drawings during the Geometry Main Lesson Block with a focus on using colored pencil shading, dark to light techniques.</p>
<p style="text-align: center;">Goal 3 – 6th Grade</p> <p>Painting: Students continue painting using color theory, with a focus on tones, tints, and color contrast.</p>
<p>Measurable Outcome #1</p> <p>Students experiment with color contrast by painting with opposing colors, complementary colors, and adding tints and shades to paintings. Examples of sixth grade paintings include monochromatic paintings and paintings using two complementary colors.</p>
<p style="text-align: center;">Goal 4 – 6th Grade</p> <p>Modeling: Students mature fine motor skills and awaken the understanding of form.</p>
<p>Measurable Outcome #1</p> <p>Students model basic geometric shapes with the intention of forming figures from the big idea to the small. Examples include sculpting/modeling figures such as Julius Caesar for the Roman Main Lesson block, spheres for astronomy studies, etc.</p>
<p style="text-align: center;">Goal 5 – 6th Grade</p> <p>Seasonal Crafting: Students experience and establish a class wide awareness of seasonal and cultural celebrations.</p>

<p>Measurable Outcome #1 Students are able to follow the step-by-step instructions to complete the seasonal art/craft. Examples include: candle dipping and nature crafts to enhance the studies of mineralogy.</p>
<p style="text-align: center;">7th Grade</p> <p>In seventh grade, students are in the midst of puberty. This time is associated with a time of feeling misunderstood and uncomfortable. Their changing appearances and physical maturity often make them feel withdrawn, and or confrontational. These changes rarely allow them to stand confidently and easily in the world. Artistic work can help to build bridges here through precise observation, powerful design and intentionally beautiful composition in black and white drawings. Refining color experience through observation of the external world supports perception. Linear perspective drawing and inspired by the Renaissance, allows students to use spatial picturing. With all Waldorf curriculum, there is an emphasis on complementing the main lesson curriculum with the visual arts.</p> <p>Skills: Drawing with pastels/chalk, charcoal, and colored pencils, watercolor painting, beeswax/ other natural modeling materials, and seasonal crafting.</p>
<p style="text-align: center;">Goal 1 – 7th Grade</p> <p>Drawing with pastels, chalk, charcoal, graphite, colored pencils: Students draw using numerous techniques with a variety of blendable mediums.</p>
<p>Measurable Outcome #1 Students complete exercises using black and white drawings of spatial solids and natural objects as well as still lifes. Students use graphite and colored pencils to complete precise drawings using linear perspective techniques.</p>
<p style="text-align: center;">Goal 2 – 7th Grade</p> <p>Painting: Students paint with attention to color perspective.</p>
<p>Measurable Outcome #1 Students paint landscapes with an understanding of color theory related to perspective. For example, students paint with cool colors to give the impression of being further away, or receding, and warm colors to bring objects towards us.</p>
<p style="text-align: center;">Goal 3 – 7th Grade</p> <p>Modeling: Students mature fine motor skills and awaken the understanding of form.</p>
<p>Measurable Outcome #1 Students model three-dimensional geometric and natural forms such as sculptures of Renaissance figures to complement the history Main Lesson curriculum.</p>
<p style="text-align: center;">Goal 4 – 7th Grade</p> <p>Seasonal Crafting: Students experience and establish a class wide awareness of seasonal and cultural celebrations.</p>
<p>Measurable Outcome #1 Students are able to follow the step-by-step instructions to complete the seasonal art/craft such as Day of the Dead crafts.</p>
<p style="text-align: center;">8th Grade</p> <p>At around age 14, not a great deal has altered in teenagers in comparison to the previous year. Practicing accuracy in perception and thinking can continue to help them form a clear relationship with the world and their new ideas. In eighth grade, the students study the skeletal structure of the human body. Art is used to explore the mechanics of the movements of the human body. Themes from Main Lesson (Revolutions, Anatomy, Geography) provide inspiration for paintings and drawings. By grade eight, we repeatedly look for opportunities to lead precise drawings, with the intention of meeting their desire to express their own ideas through their art.</p> <p>Skills: Drawing with pastels/chalk, charcoal, graphite, and colored pencils, watercolor painting, beeswax/other natural modeling materials, and seasonal crafting.</p>
<p style="text-align: center;">Goal 1 – 8th Grade</p> <p>Drawing with pastels, chalk, charcoal, graphite, and colored pencils: Students draw precisely with teacher led art lessons as well as free form drawings.</p>

<p>Measurable Outcome #1 Students draw anatomical models of the human and animal form to complement their studies of physical sciences in their Physiology and Anatomy Main Lesson Blocks.</p>
<p style="text-align: center;">Goal 2 – 8th Grade</p> <p>Painting: Students paint with a variety of mediums, perhaps layering paint with other mediums.</p>
<p>Measurable Outcome #1 Students further develop technique by painting portraits, landscapes and still lifes. Students in grade eight may paint portraits related to historical figures studied in their history blocks such as portraits of figures in the American Revolution.</p>
<p style="text-align: center;">Goal 3 – 8th Grade</p> <p>Modeling: Students mature fine motor skills and awaken the understanding of form.</p>
<p>Measurable Outcome #1 Students model three-dimensional geometric and natural forms such as vertebrae for their anatomical studies and the Statue of Liberty during their history studies.</p>
<p style="text-align: center;">Goal 4 – 8th Grade</p> <p>Seasonal Crafting: Students experience and establish a class wide awareness of seasonal and cultural celebrations.</p>
<p>Measurable Outcome #1 Students are able to follow the step-by-step instructions to complete the seasonal art/craft such as Day of the Dead crafts. Students often assist reading buddies or class buddies in seasonal crafts such as pumpkin carving, card making, candle dipping, etc.</p>

OCS Social Emotional Development Program Grades TK – 8th

Why do we focus on social emotional development at OCS?

At Ocean Charter School, our whole curriculum is centered upon the developmental milestones of each age and stage of childhood, mirroring and directing our instruction to meet the needs of each period.

Social and emotional development is imbedded into our every day. The grades children all begin and end their school day by shaking hands with their teacher, making eye contact, and checking in. The children have the chance of developing strong bonds and attachments, staying with their kindergarten teacher for two years, and with their Grades teacher for at least three years. The students also stay together as a class, becoming an extended family where successes are celebrated and troubles are discussed and handled. We expect and support cooperative, positive behavior built on the foundation of safety, kindness and respect. Children thrive when they feel safe and seen. This is our primary goal at Ocean Charter School.

Cultivating social skills and social competence is at the heart of what we do. We believe that the way to learn social skills and competence is through action, discussion and example, not by buzz-words or posters. At OCS, social awareness is built into the organization and governance of the school and every person is asked to work with mutually agreed-upon principles of behavior that demonstrate the values we think are important. The OCS curriculum also teaches social competence by offering a balance of collaborative and self-directed work. Pupils learn to listen and speak with empathy and care. OCS weaves being a person that takes responsibility for his/her own self-development, and who is socially aware and environmentally responsible into every activity and aspect of the curriculum.

Research Basis for Social Emotional Learning

Much research has been done about the importance of social emotional learning on children's overall health and their academic performance. Specifically, CASEL, the Collaborative for Academic, Social, and Emotional Learning, is an organization whose mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. (casel.org) CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of these five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

These five competencies are carefully observed by OCS teachers over the course of a child's journey at OCS, whether that journey be from TK -8th grade or some shorter segment. During this time, teachers deliberately and carefully observe their students and take note of both areas of strength and areas for growth in the social emotional realm. Having common language to discuss social emotional competencies aids teachers' practice of observation as well as conversations with parents, and with students when they are older. Part of what makes OCS' ability to help students grow in the social emotional realm is our practice of looping whereby teachers stay with a class for multiple years. Staying together for many years allows teachers to truly note student growth over time, and to nurture the areas that need cultivation. This practice allows teachers to take into account student's individual circumstances and identity so students are truly seen and known. This aspect of OCS' practice is central to creating self-motivated, competent learners who are empowered to make positive change in the world. Evidence of our success in this area is demonstrated annually when our graduates return for our annual Alumni Night to share about their transition to high school and beyond.

OCS Leadership Program Grades 6 - 8

An important facet of the Ocean Charter School is the involvement of the larger community. This has been accomplished by establishing relationships with community groups, other educational institutions, as well as through community service projects. Our aim is to both serve and be served by the community. We invite guest teachers, take field trips, and become an outlet for people who want to make artistic, social, and cultural contributions of performances, sports, etc. to the children of our city.

One of our goals at Ocean Charter School is to educate children in such a way that they are able to envision and create a peaceful world as adults. 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. Ocean Charter School utilizes resources on the internet recommended by the *Alliance for Childhood*²⁷ such as “Teachers Resisting Unhealthy Children’s Entertainment” (www.truceteachers.org) which prepares an annual guide to help parents choose good toys and *The Lion and Lamb Project* (www.lionlamb.org) which focuses on how to avoid toys of violence. Other resources for global understanding are the *Karuna Center for Peacebuilding* (www.karunacenter.org) *Facing History and Ourselves* (www.facinghistory.org) and the *Public Conversations Project* (www.publicconversations.org).

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. Taking care and beautifying a corner of the school property, or making a contribution to a school festival celebration are appropriate tasks for the early grades. This introduces them to the satisfaction of doing something practical that benefits others and where they can see an immediate effect.

²⁷ “Eight Steps for Peace Education: From the Alliance for Childhood, December 2002
www.allianceforchildhood.net.

Innovative Feature: OCS Leadership Program Goals & Measurable Outcomes Grades 6-8

6th – 8th Grades

One of our goals at Ocean Charter School is to educate children in such a way that they are able to envision and create a peaceful world as adults.

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.

Examples of possible leadership and community service projects:

- Buddies reading program
- Neighborhood and beach clean-ups
- Pie-making for OPCC Thanksgiving dinner
- Art projects with Westside Children’s Center
- Flower arrangements from school gardens for a senior center
- Salad day for the local residents with produce from school learning gardens

Goals – 6th Grade

1. Increased ability to take another’s perspective
2. Learning to work in small groups as an active listener, leader and participant
3. Ability to work with people in the community who are different from oneself
4. Increased empathy for people with disabilities
5. Increased sense of leadership potential
6. Awareness of community service agencies and their role in our lives

Measurable Outcomes

1. Participation in mentor position with younger students in “buddy” class
2. Ability to articulate personal growth as a result of service opportunities
3. Increased willingness to serve in a classroom leadership role
4. Participation in all community service activities
5. Ability to articulate the perspective of someone who is different from self

Goals – 7th Grade

1. Understanding of the positive and negative aspects of peer pressure
2. Participate in buddy class program as a mentor for younger students.
3. Create a recycling program and goals for the school
4. Learn to work in small and large groups and take on multiple different roles (leader, listener and participant)
5. Increased empathy for the elderly
6. Demonstrate self- sufficiency through completion of daily planner

Measurable Outcomes

1. Is able to describe the pros and cons of peer pressure with 90% accuracy
2. Student will develop mentor relationship with buddy
3. Students as a group will develop recycling program to be implemented throughout the school
4. Students will participate in volunteer experience or assignment linked to developing a relationship with an elderly individual
5. Academic planner is fully complete and accurate 80% of the time

Goals – 8th Grade

1. By volunteering as a buddy/tutor to a younger child, either at Ocean Charter or at a local agency serving children, students will learn to take another's perspective and develop empathic leadership and mentoring skills
2. By researching a local charity or community agency, students will gain insight into the role and function of service agencies
3. Taking on more leadership roles in all-school community events
4. Increased sense of self as capable of making healthy decisions, in concert with or despite personal circumstances

Measurable Outcomes

1. When tested on our democratic form of government, students will answer correctly 80% of the time.
2. 85% attendance at all tutoring/mentoring opportunities
3. 85% preparation for tutoring/mentoring responsibilities
4. Completion of 90% of assignments related to analysis of community/social service agencies
5. Willingness to take on leadership roles in all-school community events 80% of the time
6. Ability to list five things the student does well

OCS Life Skills Program Grades 6-8

In accordance with the Health Framework for California Public Schools and The California Healthy Youth Act, Education Code (EC) sections 51930-51939, Ocean Charter School is developing a collaborative, comprehensive program to teach health, nutrition, and life skills education. The curriculum focuses on the developmental tasks of early adolescence, health education, nutrition, and life skills education. The Life Skills program at Ocean Charter School explores the innate mysteries of individuality as well as nurtures the interpersonal connections that make us human.

Students in 5th - 8th grade participate in process-oriented course work that explores issues of self-esteem, self-awareness, and appreciation of others. Individuation tasks in the formation of identity, cognitive skills such as perspective taking, and skills necessary for making good choices regarding health, sexuality, and nutrition are examined.

During the years between 5th and 8th grade, students study Human Development and Sexuality, with an age-appropriate emphasis on puberty and the physical, emotional and social changes of adolescence. When human reproductive organs are included, permission of a parent or guardian is obtained (Education code, Section 51550).

In the 6th, 7th and 8th grade years, student study the use of technology and social media and its impact on their lives. In the award winning *Cyber Civics* curriculum we implement, students learn the principles of good citizenship and how they relate to their digital footprint.

In 6th and 7th grades, health, nutrition, and reproduction are introduced just before the students enter puberty, while they are still relatively less self-preoccupied and can experience the nature of the human being in a general way.

During 7th grade, as the students' developmental shifts take them further from the realm of family and closer to independence, life skills course work focuses on making healthy life choices. Drug education, examination of cultural and social messages and their impact on teen consumers, as well as a focus on organizational/study skills prepares young people to navigate their personal and

school lives in a healthy manner.

8th graders continue their study of health, fitness, and nutrition with the added elements of HIV awareness, stress reduction, and gender issues.

Innovative Feature: OCS Life Skills Program Goals & Measurable Outcomes Grades 6-8	
Goals – 6th Grade	
<ol style="list-style-type: none"> 1. Students will understand the dangers of tobacco products 2. Increased skills in mindfulness and relaxation techniques 3. Understanding of the physical and emotional changes of puberty 4. Examination of the differences between friendship and dating 5. An increased ability to take another’s perspective 6. Students will learn the principles of being a good citizen and how it relates to digital communities 7. Understanding the role of nutrition in personal health 8. Increased understanding of the impact of media on our attitudes and values 9. Articulation of personal health values 	
Measurable Outcomes	
<ol style="list-style-type: none"> 1. 80% correct on tests and quizzes about tobacco products and puberty 2. Teacher observation of students participation in group discussions on puberty, relationships and health related issues. 3. Role playing to describe friendship and dating dilemmas 4. Articulation, written, oral, dramatic of the impact of media messages 5. Students will actively participate in cyber civics lessons 6. Participation in and practice with mindfulness and relaxation sessions 7. Menu development for a family of four for one week 8. Completion of pre-post personal health values questionnaire 	
Goals – 7th Grade	
<ol style="list-style-type: none"> 1. Understanding of the positive and negative aspects of peer pressure 2. Participate in buddy class program as a mentor for younger students. 3. Create a recycling program and goals for the school 4. Learn to work in small and large groups and take on multiple different roles (leader, listener and participant) 5. Increased empathy for the elderly 6. Demonstrate self- sufficiency through completion of daily planner 	
Measurable Outcomes	
<ol style="list-style-type: none"> 1. Is able to describe the pros and cons of peer pressure with 90% accuracy 2. Student will develop mentor relationship with buddy 3. Students as a group will develop recycling program to be implemented throughout the school 4. Students will participate in volunteer experience or assignment linked to developing a relationship with an elderly individual 5. Academic planner is fully complete and accurate 80% of the time 	

Goals – 8th Grade

1. Awareness of personal values as they inform decision-making
2. An understanding of a digital community and their personal digital presence
3. Understanding that abstinence is the only perfect form of contraception
4. An understanding of different forms of contraceptives that can be used to prevent pregnancy and/or prevent sexually transmitted diseases
5. Knowing about STD/HIV transmission, prevention and treatments
6. Being able to describe the characteristics of healthy and unhealthy relationship
7. Knowing the definitions for sexual abuse and harassment
8. Defining the role of peer pressure in our lives
9. An understanding of the variance in gender identity
10. Able to describe the effects of alcohol, drugs, and tobacco
11. Knowing what constitutes a risky situation
12. Understand the role and location of support services for teens
13. Understanding the components of a healthy life style including: nutrition, rest, exercise, stress management
14. Awareness of the world of work in all its glorious variety
15. Awareness of skill sets required by different jobs

Measurable Outcomes

1. 90% of the time students can list 5 personal values
2. Listing at least 5 characteristics of a healthy relationship
3. Having a plan for dealing with an unhealthy relationship
4. Listing at least 3 characteristics of sexual abuse and sexual harassment
5. Ability to debate the pros and cons of peer pressure
6. 80% accuracy on a test about STD/HIV and contraceptives
7. Participation in hypothetical role plays exploring the dilemmas of adolescence
8. Can describe some aspects of gender identity variance with 80% accuracy
9. 80% accuracy on a test about drugs and alcohol
10. Can rate hypothetical situations for risk with 80% accuracy
11. Able to list at least two community resources for teens and how to access them
12. Can describe a personal plan for a healthy lifestyle when asked to do so
13. Reflecting accurately on personal strengths, weaknesses and interests

OCS Environmental Stewardship Program Grades TK - 4

Area of Study	TK-Kindergarten	Grade 1 and 2	Grade 3	Grade 4
Study of the natural world	<p>Observation and exploration of “Outdoor Classroom” and of local surroundings during weekly nature walks</p> <p>Listen to and reenact stories with ecological themes</p>	<p>On-going Nature Studies class: observation and exploration of local surroundings, nature activities and seasonal crafts.</p> <p>Listen to and reenact stories with ecological themes in Grade 1, and animal fables and Native American tales of nature in Grade 2</p> <p>Life Cycle studies</p> <p>Trips to pumpkin farm, ocean, local open spaces, etc.</p>	<p>Geography of our local surroundings</p> <p>Farming and Gardening Shelters Clothing and Fibers</p> <p>(2 day organic farm trip)</p>	<p>Geography of our state and region</p> <p>Zoology</p> <p>Trip to zoo or animal park</p>
Study of human being’s relationship with the environment			<p>Cultural history of dwelling, food, clothing, measurement, and farming methods around the world Weekly gardening and cooking classes</p> <p>Host or trips to observe artisans and crafts people</p> <p>(Local trip, survival skills)</p>	<p>Cultural history of local region and state, biographies of key environmental figures</p> <p>Emphasis on importance of human’s responsibility for animals in Zoology studies</p>
Promoting healthy living habits	<p>Help teachers w/daily environmentally conscious responsibilities separating trash, care of indoor/outdoor plants</p> <p>Cooking Baking Cleaning Gardening Local walks</p>	<p>Daily environmentally conscious responsibilities</p> <p>Composting Cooking Baking Cleaning Gardening Local walks</p>	<p>Daily environmentally conscious responsibilities</p> <p>Development of self-sufficiency through building, textiles, cooking, gardening blocks</p> <p>Local walks</p>	<p>Daily environmentally conscious responsibilities</p> <p>Native garden tending</p>

OCS Environmental Stewardship Program Grades TK - 4

Area of Study	Grade 5	Grade 6	Grade 7	Grade 8
Study of the natural world	Geography of our continent Botany Study of Insects Trips to (Catalina Island) and to botanical gardens to study botany	World Geography through Earth Science (Biomes) Geology Physics Astronomy (Hiking trip to mountains; astronomy overnight trip)	World Geography and History Physics Anatomy and Physiology and Nutrition Inorganic Chemistry Wilderness experience	World Geography: Peoples of the Earth Meteorology Physics Anatomy and Physiology Organic Chemistry (River trip)
Study of human being's relationship with the environment	Cultural histories and biographies of environmental stewards in relation to regions of the United States Cultural histories/ technological developments of ancient India and Middle East to Age of Greece (Trips to wastewater treatment center, beekeeper, plant nurseries)	Cultural histories/ technological developments of Roman History – Middle Ages and in relation to geography of Europe, Asia, Africa and Arabian Peninsula Biographies of environmental stewards Developing an eco-friendly business in Business Math (Trip to landfill facility)	Cultural histories/ technological developments of Renaissances and Reformations around the world Study of human being as synthesis through Anatomy and Physics studies (Tall ship sailing experience)	Cultural histories/ technological developments of Revolutions- present day; Biographies of environmental stewards; visit environmental HS and/or sustainable community Application of scientific principles in industry (Trips to factories, museums)
Promoting healthy living habits	Daily environmentally conscious responsibilities Gardening	Daily environmentally conscious responsibilities Leadership of school's recycling and composting	Daily environmentally conscious responsibilities Nutrition and hygiene addressed in Human Anatomy and Physiology and Chemistry	Daily environmentally conscious responsibilities Nutrition and hygiene addressed in Anatomy and Physiology and Chemistry

<p>Innovative Feature: Environmental Stewardship Program Goals and Measurable Outcomes Grades TK-8</p>
<p>TK and Kindergarten</p>
<p>Goal 1</p>
<p>Students will rhythmically experience and become familiar with their natural building surroundings.</p>
<p>Measurable Outcome #1 Students will be able to sort and manipulate various types of natural materials and use descriptive language to express their sensations.</p>
<p>Measurable Outcome #2 Students will assist with snack at least once a month in a manner that conserves resources.</p>
<p>1st Grade</p>
<p>Goal 1</p>
<p>Students will understand the value of sorting and recycling various materials in their classroom.</p>
<p>Measurable Outcome #1 Students participate in weekly recycling and re-use program as part of their regular classroom jobs/chores.</p>
<p>2nd Grade</p>
<p>Goal 1</p>
<p>Expanding their understanding of the value of sorting and recycling various materials both in their own classroom and beyond.</p>
<p>Measurable Outcome #1 Students participate in weekly recycling and re-use program as part of their regular classroom jobs/chores, and collect and deposit items appropriately from other classrooms as well.</p>
<p>3rd Grade</p>
<p>Goal 1</p>
<p>Students share their growing understanding of recycling and reuse with students in other grades.</p>
<p>Measurable Outcome #1 In addition to the ecological focus of the year (food, clothing, shelter), students visit other classes school wide as “recycling ambassadors” to educate classes on the proper use and concept of the recycle boxes and bins. Students give brief presentations with visuals to at least one other classroom.</p>
<p>Goal 2</p>
<p>Students observe seasonal events in the garden.</p>
<p>Measurable Outcome #1 Students work in the garden at least 1x/week.</p>
<p>4th Grade</p>
<p>Goal 1</p>
<p>Students will learn to conserve based on their knowledge of how Native Californians lived.</p>
<p>Measurable Outcome #1 Students will participate in a recycling, restoration, or preservation initiative off-campus for at least 2 months.</p>
<p>5th Grade</p>
<p>Goal 1</p>
<p>Through their intensive study of botany, students will understand how the interconnectedness of our planet and its species.</p>
<p>Measurable Outcome #1</p>

Students will share their understanding of the interconnectedness of the earth in either writing or verbal presentation.
6th Grade
Goal 1
Students will experience their actions as having a direct impact on the natural environment around them.
Measurable Outcome #1
In sixth grade, character education is taught through service learning, sometimes realized through the Knighting Project. Through one of the three paths of service (homes, school, community), students will demonstrate environmental stewardship (examples include outreach to local farms, volunteer with Heal the Bay, etc.)
7th Grade
Goal 1
Students experience their ability to affect change in the greater environment around them.
Measurable Outcome #1
Students study school or local practices and determine which practice would have the most positive environmental impact if it were altered. If possible, students enact the change. Examples could include: designing energy conservation or low or no-waste festivals and school events.
8th Grade
Goal 1
Students examine ways technology has impacted our environment, positively or negatively.
Measurable Outcome #1
Students present their findings in oral presentations or written presentations.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

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. This combination of formative assessments is used to track progress on specific goals. Assessments are chosen and used according to the goals targeted. They are also adjusted as needed to measure specific goals so teachers know they are getting valid assessment data.

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

Main Lesson Books: Grades 1 – 8. Used daily, assessed in pieces throughout the thematic block and summatively at the end of the block. Main Lesson Books are evaluated using specific grade-level rubrics. 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.

Class Plays: Grades 1 – 8. Performed once a year, with formative assessment throughout the rehearsal process and summative assessment in the final performances. Performance expectations are based in part on the CA Visual and Performing Arts Theatre Standards, and also on specific goals set by the teacher for each child as well as the class as a whole. 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.), students are able to imbue their parts with a meaningful fervor for their message or role in history.

Oral Presentations: Grades 3 – 8. At least once a year in 3rd grade, and increasing to more frequently each year until they are weekly in 8th grade. Rubrics are used to evaluate student oral presentations. Beginning with the 3rd 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 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. Paintings are reviewed weekly, and in summation at the end of the year for overall growth. 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 and Sculpting: Grades K – 6. Figures are evaluated both during the blocks in which they are created, typically 3- 4 times per year, and all together at the end of the year for growth. 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. Formative assessments occur daily in classroom singing and music activities. Expectations are based in part on CA Music Standards, in part on Waldorf Education grade level expectations, and in part on specific goals set by the teacher for his/her particular class. 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 4th grade and continuing through 8th 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: Biweekly assessment occurs in every lesson informally and at the end of curricular blocks formally. Expectations are in the program description. 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 5th grade Pentathlon, the 6th grade Medieval Games, and the 7th and 8th grade Track and Field Meet. These events culminate blocks of interdisciplinary study that combine main lesson academic content with physical

education content.

Culminating Assessment

8th 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.

“In house” Benchmark Assessments

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

Language Arts:

- Easy CBM
- DIBELS
- San Diego QUICK
- Qualitative Reading Inventory

Math:

- Textbook grade level assessments
- Teacher created, grade level math assessments.

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.

Data Analysis and Reporting

Ongoing analysis of student performance data continuously informs our OCS' development as a learning community. Data is shared with stakeholders, including the OCS Board, faculty and staff, and parents at multiple times over the course of each school year. The OCS Board is informed of annual SBAC results and analysis in the Fall, parents meet with teachers to discuss student performance data in Fall and Spring, report cards are sent three times a year for middle school students, and all parents receive comprehensive year end reports with both narrative descriptions and performance data. In addition, school-wide data is shared with parents through newsletters and parent meetings (All Community Group, LCAP, class meetings), and with faculty and staff at faculty meetings and professional development meetings. Formal and systemic data gathering and analysis occurs in the following ways:

Annual CAASPP (SBAC) Result Analysis

CAASPP (SBAC) reports are analyzed by the faculty and administration at the start of the school year to identify areas of instructional strength and weakness. This information is also used to inform stakeholders of school performance, as described in “Informing Stakeholders of School Performance”. Formal and systematic data gathering and analysis occurs in the following ways:

Ongoing Performance Assessments

OCS's internal assessments in grade-level Math and Language Arts, which include standard tools such as the Easy CBM, 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, 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.

Informing Stakeholders of School Performance

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.

- **Fall (November) & Spring (March) Evaluation:** Grades K – 8. 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.
- **6th - 8th 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, in November, March and June.
- **End of Year Narrative Report:** Grades TK – 8. 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.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

Students in grades TK – 5th are evaluated using multiple assessment measures as described earlier. Students in these grades do not receive report cards or formal letter grades. They do receive frequent verbal and written feedback on their work, and parents are informed regularly of their student’s progress through formal parent-teacher conferences in Fall and Spring, through individual conferences as needed throughout the year, and through student work that is sent home with comments. Feedback is given based on CA academic standards, Waldorf goals, and individual student goals established by the teacher.

For students in grades 6th -8th where grades are earned and report cards are given, the grading policy is as follows:

Grade Key			Work Habits/ Citizenship Key
A+: 100%-97%	B-: 82% - 80%	D: 66% - 63%	5: Excellent
A: 96% - 93%	C+: 79% - 77%	D-: 62% - 60%	4: Good
A-: 92% - 90%	C: 76% - 73%	F: Below 60%	3: Satisfactory
B+: 89% - 87%	C-: 72% - 70%	P: Pass	2: Inconsistent
B: 86% - 83%	D+: 69% - 67%	F: Fail	1: Unsatisfactory

Type and Frequency of Progress Reporting

OCS operates on a trimester schedule with report cards mailed out at the end of each trimester and progress reports sent halfway through the semester for students earning lower than a “C” and lower than a “3” in Work Habits or Citizenship. Progress reports are sent halfway through the trimester so parents are informed early and students have time to make any necessary changes and get any necessary help to improve their performance in time to improve their grades on the trimester report card.

Promotion/Retention Policy

OCS considers retention carefully and in consultation with the full team of teachers, administrators, parents, and, when appropriate, the student. The process involves multiple meetings, usually held as SSPT meetings to track supports and progress. In these meetings, multiple factors are considered, including but not limited to: standardized test scores, internal assessments, teacher assessments, student work, social-emotional factors, student age, relationships with peers, behavior, indicators of child’s developmental stage, and attendance. Every effort is made to support students progressing with their class, including giving instructional support during the school day and after school when possible, collaborating with families in a community of care, and school-based counseling, when appropriate. Decisions on retention are ultimately made in the best interest of the student as a whole human being- academically, social-emotionally, and developmentally. They are made ideally as a collaborative team with administration, teachers and parents, but may be made by administration if the team is not in agreement.

The Executive Director and/or Director has the ultimate decision-making authority on retention. Appeals of retention decisions may be made to the OCS Board of Trustees by submitting a written statement indicating disagreement with the decision to retain and the reasons for the disagreement. The parents will appear before the Board of Trustees to share information, as will the Director/Executive Director. The OCS Board of Trustees will decide whether or not the retention decision should hold.

Element 4 - Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²⁸

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and

²⁸ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

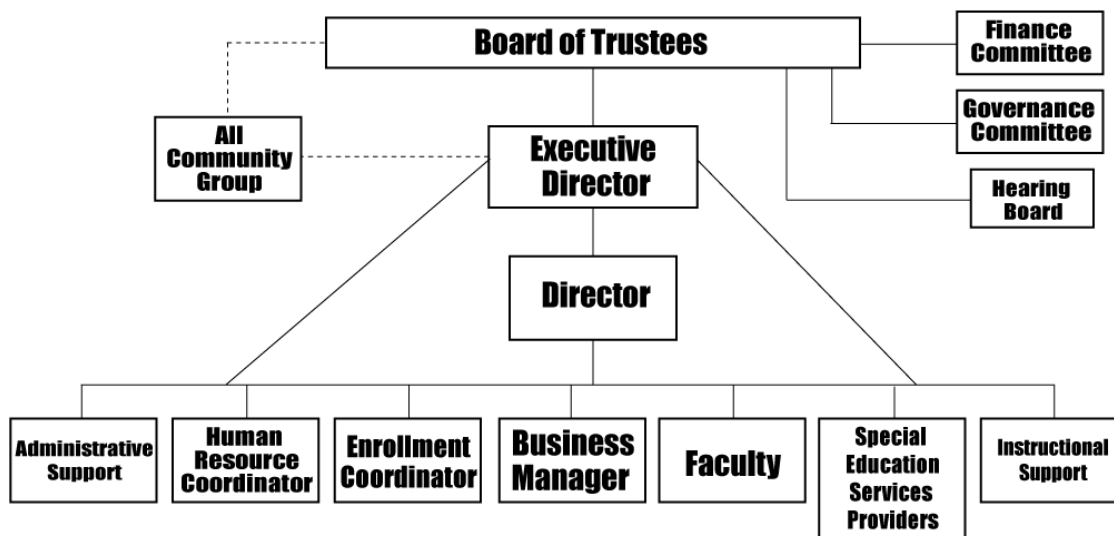
Ocean Charter School began as a grassroots effort, and has grown into an independent charter school. It operates as a California public benefit nonprofit corporation governed by the OCS Board of Trustees in accordance with California law and the OCS Bylaws. Ocean Charter School seeks a 5-year independent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

OCS is built on a consensus model that involves key stakeholders such as parents, teachers, staff, and community members. Our aim is to work collaboratively and to seek consensus in decision making at every level. All participants will experience room to think creatively in realizing the vision of our school. An important facet of the Ocean Charter School is the involvement of the larger community. This is accomplished by establishing relationships with community groups, other educational institutions, and through community service projects.

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.

Organizational Chart

Ocean Charter School, a non-profit 501(c)(3)



Description of Roles and Responsibilities within the Governance Structure

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 and approve Bylaws
- Oversee legal issues
- Review and approve budget
- Review monthly financials and check statements
- Commission and review annual audit
- Serve as final dispute resolution body within the context of OCS’s Conflict Resolution policy and procedures
- Direct the work of the OCS Executive Director
- Activate, direct and integrate work of the Board of Trustees standing committees, subcommittees, and task forces as needed to meet organizational needs

Board of Trustees Standing Committees

- Finance Committee: Subcommittees: (a) Audit
- Governance Committee
- OCS Hearing Board

Board of Trustees Task Forces

- Director Hiring/Oversight/Evaluation
- Collective Bargaining

OCS Executive Director

The Board of Trustees shall designate an Executive Director who, subject to Board of Trustees control, shall have general supervision, direction and control of the affairs of OCS, and such other powers and duties as the Board of Trustees may prescribe. The Executive Director shall not be a Trustee, but shall be required to attend all Regular and Special Board of Trustees meetings unless his or her absence has been excused by the Chairman or Vice Chairman of the Board of Trustees.

Governing Board Composition and Member Selection

Members of the Board of Trustees may be added in accordance with the OCS Bylaws. The Board ratifies all Board of Trustees seats in accordance with the OCS Bylaws.

The composition of the Board of Trustees shall be reflective of the diversity of the OCS community. The task of effectively overseeing a public charter school also requires a team with expertise and knowledge in legal, financial, business, and educational matters. OCS accordingly strives to maintain a balanced composition of Board of Trustees members with diverse skills, experience, perspectives, and expertise that can contribute to effective school governance as well as OCS's mission of providing a public Waldorf Education.

By resolution, the Board of Trustees may establish multiple methods by which Trustees are selected, and it may restrict eligibility for certain Trustee positions to individuals with defined characteristics. One elected governor of the OCS All-Community Group shall, by virtue of holding that office, serve as a Trustee.

The term for new Trustees shall be up to three years, ending June 30th of the third fiscal year as Trustee, regardless of appointment dates, with the exception of the OCS ACG Governor. The OCS ACG Governor is elected by the community to a term of up to two years, ending June 30th of the second fiscal year as trustee regardless of appointment dates. The selection of Trustees shall be staggered over time so that the term of approximately one-third of the Trustees then in office shall expire at the end of each OCS fiscal year. To ensure this is possible, in the event that a Trustee resigns or is removed from office prior to the expiration of that Trustee's term, the Board of Trustees may select a Trustee to complete the rest of that term rather than for a new standard term. The Secretary shall be responsible for maintaining a current roster of Trustees and their individual terms of service.

The number of Trustees of OCS in office shall be not less than 7 or more than 15. If the number of Trustees in office should ever fall below 7, the Board of Trustees shall promptly appoint additional Trustees so as to bring the number to 7. The Board of Trustees may also add Trustees whenever it deems the addition of another Trustee will further the Board of Trustees' ability to

fulfill its responsibilities and/or the mission of the School.

Governance Procedures and Operations

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

Board of Trustees 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. Regular board meetings are noticed at least 72 hours in advance. Special meetings are noticed at least 24 hours in advance, and emergency meetings are noticed with as much advance notice as is practically possible. Prior to the beginning of each school year, the OCS administration sets the annual calendar, including the schedule of regular Board of Trustees and Board of Trustees Committee meeting dates. Board of Trustees meeting dates and agendas 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, in an accessible location for the public to view on campus, and through the "Friday Folder," a weekly publication of upcoming events and other school-related information. The agenda and all Board of Trustees 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 of Trustees meeting minutes are recorded by the OCS Board of Trustees Secretary by 1) collecting input, 2) creating the minutes document, 3) circulating unapproved minutes for review and revision by the Board of Trustees, and 4) re-circulating for final Board of Trustees approval. The Secretary then posts approved minutes to the OCS Google Docs website and provides a hard copy for viewing in the OCS school office

Quorum Requirements

A majority of the number of Trustees then in office shall constitute a quorum for the transaction of any business except adjournment.

Board of Trustees Action Voting Requirements

The actions done and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board of Trustees, except for purposes of electing Trustees, appointing Board of Trustees Standing Committees and delegating authority thereto, or amending OCS's Bylaws, where the action of a two-thirds majority of Trustees then in office is required.

Actions Without a Meeting

The Board of Trustees will not take action without a meeting. All actions taken by the Board of Trustees members and its deliberation will be conducted in compliance with the Brown Act.

Abstention and teleconference participation

Any Trustee may abstain from a vote. Abstentions do not reduce the number of affirmative Trustee votes required for the Board of Trustees to take action.

Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Stakeholder Involvement

Parent input and perspective is built into the OCS governance structure through parental involvement on the Board of Trustees and is further channeled through parent seats on Board of Trustees 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 of Trustees encourages parental involvement in school decision-making processes

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. A strong collaboration is at the heart of Ocean Charter School

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 our teachers, committees, staff members, and guest speakers. ACG is a forum by which OCS communicates with the community regarding our public Waldorf educational program.

Motivate: Encourage community participation in school activities, including festivals, celebrations, events, fundraisers, site beautification days, and gardening.

Unite: Bring together parents, faculty, staff, and Board of Trustees. The collaborative efforts of the ACG help Ocean Charter School realize its mission of offering an arts-integrated, experiential curriculum within a safe, beautiful, and successful environment. ACG is the forum where OCS consults with all stakeholders (parents, teachers, staff, and administrators) to develop its LCAP and present an annual update.

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. One of the elected All Community Group "Governors" serves as a member of the Board of Trustees. The purpose of this overlap is to provide a link between the larger community and the Board.

Ocean Charter School Website

The OCS website supports stakeholder involvement by encouraging community participation in the All Community Group (ACG), school committees such as Diversity and Equity, festivals, events, activities, site beautification days, gardening, and library assistance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Qualifications and Positions

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.

Administrators

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 Charter 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.
- Master’s Degree in Education or public/charter school administration.
- At least five years of successful educational experience.
- At least five years of charter school administration experience.
- Certification or expertise in Public Waldorf Education.
- Interest/Knowledge of and Commitment to 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 ESEA/ESSA 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 Charter 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 five years of charter school administration experience.
- Certification or expertise in Public Waldorf Education.
- Interest/Knowledge of and Commitment to 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, in collaboration with the Executive Director
- Plans, directs, implements, and evaluates the instructional program of the school, in

collaboration with the Executive Director.

- 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, in collaboration with the Executive Director.
- Coordinates and provides professional development for faculty and staff.
- Oversees daily operations, special education and implementation of student services, including discipline and crisis intervention.
- Managing the safety and operation of the school facilities, in collaboration with the Executive Director.
- 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, in collaboration with the Executive Director.

Certificated Faculty

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 and/or 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.

Qualifications of Teachers:

- California Commission on Teacher Credentialing credential, certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold
- Other credentials meeting ESEA/ESSA "Highly-qualified" criteria
- Waldorf Teaching Certification (or commitment to enroll in a program and obtain certification)
- Ability and flexibility to teach mixed age TK/K or grades 1-8, looping with the same class for multiple years
- Experience in Public Waldorf class teaching preferred
- Interest/Knowledge of and Commitment to Public Waldorf Education

Instructional Support Staff

The Executive Director and Director on an application and interview basis will select the Instructional Support Employees, including teacher assistants, paraprofessionals and recess supervisors. Teacher assistants and recess supervisors, paraprofessionals 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. All support staff must embrace Public Waldorf Education.

Substitute Teachers

The Executive Director and Director on an application and interview basis will select substitute teachers. A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

Qualifications of Substitute Teacher:

- Bachelor's degree
- Proof of passing CBEST
- Teaching credential preferred
- Interest in Public Waldorf Education

The Substitute Teacher:

- Follows the regular classroom teacher's lesson plan based on a Common Core standards-based, arts integrated, Waldorf informed curriculum
- Maintains classroom management

Classified Staff

The Executive Director and Director on an application and interview basis will select the Human Resources Coordinator, Enrollment Coordinator, Business Manager, Compliance Coordinator, Campus Coordinator(s), 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 Classified Administrative Staff. Evaluation rubrics that correlate with the job descriptions are used for the evaluations of the Classified 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.

Qualifications of Human Resources Coordinator:

- A minimum of 3 years administrative school work experience, preferably in a charter school
- Proficiency in Word
- Excellent and effective communication skills while speaking, reading, and writing
- Excellent interpersonal and collaborative skills (can work independently and in a team setting)
- Flexibility and Calmness to handle a stressful and changing daily work environment in order to accomplish short and long term assignments
- Interest/Knowledge of and Commitment to Public Waldorf Education

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.

Qualifications of Enrollment Coordinator:

- A minimum of 3 years administrative school work experience, preferably in a charter school
- Proficiency in Word and Excel
- Excellent and effective communication skills while speaking, reading, and writing
- Excellent interpersonal and collaborative skills (can work independently and in a team setting)
- Flexibility and Calmness to handle a stressful and changing daily work environment in order to accomplish short and long term assignments
- Interest/Knowledge of and Commitment to Public Waldorf Education

The Enrollment Coordinator:

- Conducts the school's annual enrollment lottery according to the current lottery guidelines outlined in our charter
- 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

Business Manager

The Executive Director and Director on an application and interview basis will select the Business Manager. The qualifications include sufficient related school, bookkeeping, and administrative 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

Qualifications of Business Manager:

- A minimum of 5 years administrative school bookkeeping/business/administrative experience, preferably in a charter school

- Proficiency in Excel and Word
- Excellent and effective communication skills while speaking, reading, and writing
- Excellent interpersonal and collaborative skills (can work independently and in a team setting)
- Flexibility and Calmness to handle a stressful and changing daily work environment in order to accomplish short and long term assignments
- Interest/Knowledge of and Commitment to Public Waldorf Education

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
- Reviews employee timesheets and approves for payroll report processing
- 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
- Attends and participates in Board of Trustees meetings

Administrative Assistant(s)

The Executive Director and Director on an application and interview basis will select the Administrative Assistants. The qualifications include sufficient related school, administrative, and organizational experience and skills to fully execute the duties and responsibilities of the position, including managing the front desk.

Qualifications of Administrative Assistant(s):

- A minimum of 3 years administrative school experience, preferably in a charter school
- Proficiency in Word and Excel
- Excellent and effective communication skills while speaking, reading, and writing
- Excellent interpersonal and collaborative skills (can work independently and in a team setting)
- Flexibility and Calmness to handle a stressful and changing daily work environment in order to accomplish short and long term assignments
- On-going training required for all systems include: webinars, conference calls, live classes/conferences
- Interest/Knowledge of and Commitment to Public Waldorf Education

The Administrative Assistant(s):

- Manage the front desk of the main office, greet community members, disseminate information, answer questions, problem solve, relay messages, answer phone and door buzzer, assist with tardy slips
- Provide first aid
- Maintain daily attendance and complete regular attendance reports
- Track faculty attendance and sub coverage
- Assist with student safety, conflict resolution, and discipline issues as needed
- Maintain emergency preparedness plan and SERT roles
- Create and distribute notification of students Health conditions (medical conditions, allergies etc.) throughout the year
- Complete ongoing reporting and updating of student, parent, teacher and school data in Federal, State, District and School systems within allotted timelines
- Serve as school registrar and process, maintain and update data for new, returning and withdrawing students
- Complete records requests for transferring students
- Serve as Custodian of Records for Cumulative Files: Create and maintain cumulative file for every student
- Provide technological support during internal benchmark assessments (Easy CBM) and mandated state testing (CAASPP)
- Maintain and update all calendars, schedules, and flyers
- Collect, date stamp, and distribute mail
- Assist with preparation and organization of school events
- Collect repair requests and schedules repairs and maintenance
- Support Director(s) in administrative needs

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Health and Safety Procedures

The Human Resources Coordinator will serve as Ocean Charter School's Custodian of Records per the California Department of Justice requirements.

Ocean Charter School is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. OCS participates in a Lunch Program, which follows stringent nutrition standards outlined by the Healthy, Hunger-Free Kids Act of 2010.

Element 7 – Means to Achieve 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).)

COURT-ORDERED INTEGRATION

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 the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 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 lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Court-Ordered Integration

Plan for Achieving and Maintaining Racial and Ethnic Balance of 60:40

OCS has worked diligently each year to meet our previous benchmark goal of increasing diversity by 3% annually. Specific actions taken are listed in our Summary of Outreach Events below. Highlights of our outreach include:

- Increasing the diversity of faculty over the past 3 years from 14% to 31% as “seeing oneself” in the teacher encourages diverse students to attend OCS and helps non-white students feel comfortable when here
- Advertising in local newspapers
- Online/ social media advertising
- Increased number of presentations at neighborhood community meetings, education forums, school expos, etc.
- Word of mouth through parent outreach

- Increased number of tours
- Variety of tour times to accommodate working parents and various schedules
- Spanish speaking tour guides for parent tours
- Application and Charter School information on website in Spanish
- Growth of our Diversity and Equity Committee membership from 5 to 15 members
- Faculty and parent education sessions focused on Culturally Responsive Teaching
- , Revised focus of Diversity Committee to Diversity and Equity Committee to include not just increasing our diversity but also explicitly committing to supporting all students when they attend OCS based on their needs (adopting an Equity Framework)
- Host culturally diverse community and student events, such as Dias de los Muertos, Lucha Libre, Japanese Boys’ and Girls’ Days, Festival of Lights, MLK and Black History Month Assembly

SUMMARY OF OCS OUTREACH EFFORTS: 2013-2017

Plan Executed	Results	Revised Plan
Annually in Fall: Conduct local outreach through community organizations such as libraries and parks	Analysis of effectiveness based on reports by applicants was that this local but still impersonal outreach was not effective if there was not also a personal connection to someone in the organization	Focus on targeted outreach in local organizations in which an OCS family already has connections
Intense push in 2012/13 that continues: Translate and make available online as many school documents as possible	Very effective – parents report increased access	Continue to translate remaining documents
2015-16: Posting on Councilman Mike Bonin’s website as a local school	Greater visibility in local community	Continue
2013-14: Used tiers to rank outreach opportunities	Ineffective as preschools closed, moved or no longer accept presentations- also, no evidence of new enrollees based on this outreach	Reach target population through community organizations rather than preschools
Annually in Fall and Winter: Attended community events to reach our target population of prospective students. Examples of such fairs include the Coeur D’Alene Middle School Fair, the LMU Kindergarten Fair, Elementary School Forum at Loyola Village Elementary School, and Neighborhood Youth Association in Venice, CA	Effective recruitment but audiences were not as diverse as hoped for, except at NYA presentation where the audience was entirely Hispanic/Latino	Focus more on events that have greater diversity representation, such as NYA

Annually from September – April: Gave preschool presentations in both Spanish and English	Made information about OCS more accessible to our target population	Continue
All tours starting in 2013: Spanish translators and/or Diversity Committee reps were available at school information sessions, open houses, and school tours for prospective families	Made information about OCS more accessible to our target population	Continue
2013: Translated enrollment and outreach materials into Spanish	Made information about OCS more accessible to our target population	Continue
2012: Offered enrollment application on OCS website since 2012.	Effective in increasing both total number of applicants – diversity information is not given in the application	Continue
2013: Engaged OCS parents in active recruitment of new, diverse families by providing tour fliers to all families	Word-of-mouth advertising and personal endorsement is most effective recruitment method as evidenced by self-reported data from applicants	Continue
2013 on: Tailored presentations to better target our audience. 1 st Generation Latinos: emphasis on creativity, nature, imagination, handwork program 2 nd 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)	Feedback from outreach participants was very positive about targeted outreach- appreciated hearing their specific concerns and questions addressed	Continue
May 2013: OCS Board of Trustees passed resolution to preference local Title 1 school in enrollment	Did not result in measurable gains	Continue, and promote supports available at OCS for economically disadvantaged students
Began serving hot lunches In Jan.2013	Highly effective in providing students healthy meals during school	Continue
Expanded low-cost and free after-care options	Parents grateful to have more options	Continue and update as needed

Researched low/free before school care	Implemented on both sites with OCS staff	Continue
Secured permanent OCS facility with state and district funds	Parents now know where their children will be starting in 2020 and can make transportation arrangements	Continue project construction until completion – promote new site in outreach efforts
Hired bilingual school office staff	Parents and teachers are very supported by bilingual staff	Continue
Represented diversity at all school events and festivals	Successful implementation of more multi-cultural books in Book Faire; more diverse performances at Knight of the Bedtime Stories; more diverse foods, crafts, and performances at Winter Faire; and more diverse, multicultural celebrations at Spring Faire	Continue and expand
Brought authors and/or performers of color to campus	Gerald Rivers – drummer and Dr. Martin Luther King, Jr. presenter	Continue and expand

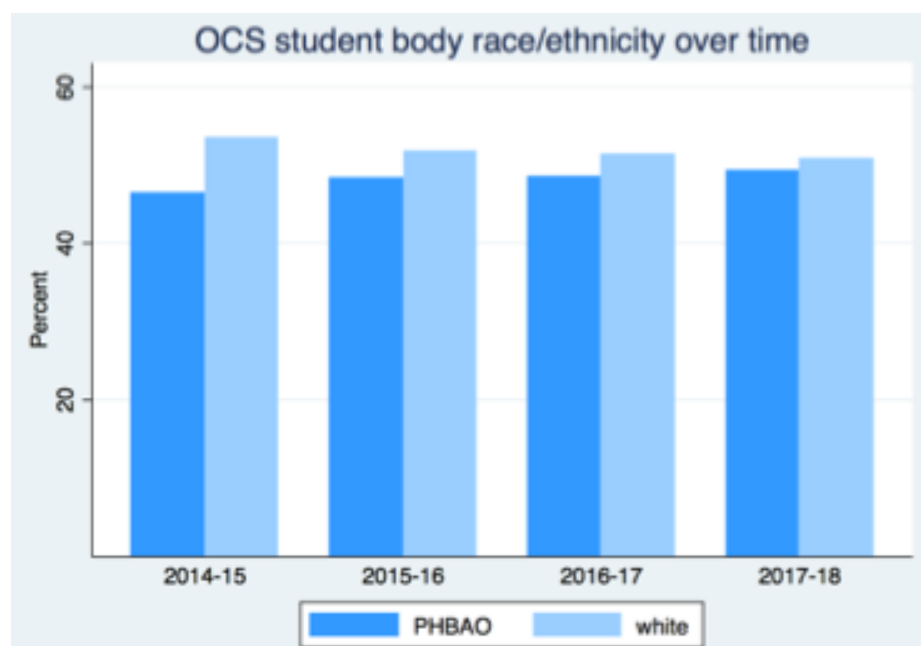
Despite these efforts and clear progress in the right direction, we have not met our goal of 3% annual growth. Our growth over the past three years shows a diversity increase of 2.7%.

2014-15: PHBAO 46.5%, White 53.5%

2015-16: PHBAO 48.3%, White 51.7%

2016-17: PHBAO 48.6%, White 51.4%

2017-18: PHBAO 49.2%, White 50.8%



Our analysis of why we have not met our growth target has identified a number of factors:

- 1) Fact that OCS demographics mirror or are only slightly different than the actual census track demographics of our surrounding areas according to the 2015 Census Data available online from the Census Bureau at www.census.gov. See grid below
- 2) Inability to preference for greater diversity
- 3) Instability of location of school campuses and resulting challenges in transportation for parents
- 4) Lack of school bus transportation

Census Tract	OCS*	WC Campus			DR Campus	Panama Campus
		2766.01	2766.03	2766.04	2753.11	2753.02
White	51%	60%	59%	53%	41%	65%
PHBAO	49%	40%	41%	47%	59%	35%
Hispanic	22%	12%	17%	8%	25%	13%
African American	6%	3%	6%	17%	2%	5%
Asian	6%	21%	13%	18%	26%	12%
AIAN	0%	0.2%	0.1%	0%	0%	1%
NHPI	0%	0%	0%	0%	1%	1%
Other/Two or more	16%	4%	5%	4%	5%	3%

*As of 9/27/17

Next steps include:

- Deepening our work with developing and implementing our Equity Framework
- Continuing outreach to recruit diverse families, especially by word of mouth as that has been our most successful outreach strategy—This determination has been made by individually asking new families, especially new families of color, how they heard about our school.
- Expanding our online social media presence
- Continuing growth of faculty diversity as the importance of potential families of color seeing families, faculty and staff of color cannot be overstated. On every tour, at least one prospective parent comments on how diverse the school is and that such diversity is important to them for their child. Therefore, OCS continues our effort in this area as it has a direct affect on our diverse student recruitment.

OCS' Diversity and Equity Committee Outreach, Recruitment and Retention Plan Goals:

To achieve 60/40 Racial and Ethnic balance and to retain diverse families

Outreach Efforts:

The Diversity and Equity Committee Work Group will attend 4 community events that target outreach to non-white students. These events are:

- - December 9th - Baldwin Hills Gingerbread Ornament Fun (ages 3-13)
- - December. 26, 2017 Kwanzaa event
- - Farmer's Markets Baldwin Hills / Crenshaw – 2x/year in Fall and Winter
- - Farmers Market: La Cienega – 2x/year in Fall and Winter

Personal referrals shall be made by parents and family members to non-white families. To date, these personal referrals have been shown to be our most effective outreach strategy. Based on feedback received from families, we understand that stepping into our unique curriculum is a big adjustment for many families. Hearing from a non-white family that is already enrolled here and sees their child thriving helps alleviate concerns and helps potential new diverse families see that their child can also be successful in this alternative environment.

Perspective Parent Tour flyers will be sent to and/or posted in predominantly non-white community and cultural organizations whose values align with the OCS mission. Target geographic areas include Leimert Park, Baldwin Hills / View Park, Inglewood, and Mar Vista

Community organizations for outreach include the following:

- Youth Activities Program in Baldwin Hills Park
- Fernando Pullum Music School
- Simply Wholesome in Slauson/ Overhill View Park
- View Park Library Story Time Board
- Para Los Ninos Leimert Park

Invitations to local community organizations for anyone to join our Winter Faire. Personal invitations only to interested families to attend our Spring Faire as this event is not open to the general public.

Recruitment Activities:

The Committee will implement one Diversity and Equity recruitment event. Invitations will be extended to OCS community referrals and local community organizations. This event will occur either over summer or in early Fall and will focus on sharing information about school with diverse families, specifically about what to expect at OCS, such as: school philosophy, dress code, traditions, and school events. Both recently enrolled OCS families and prospective families will attend the event, and will be welcomed will be welcomed from experienced, diverse OCS families and administration.

Outreach Methods/Tools:

Word of mouth has proven to be the primary most effective method of recruitment. Other methods include the Internet, Google Calendar, OCS Website, Email/E-Blasts, OSC Facebook page and Evite.

Outreach Languages:

Perspective Parent Tour flyers are Spanish and Japanese.

Retention Methods:

1. Provide homework assistance and after care for families in need.
2. Monthly Diversity and Equity Committee meetings to share the intentions behind Waldorf traditions, include greater diversity in festivals and discuss and share celebrations and any concerns around diversity in our community.
3. Parent Support on each campus to discuss experiences related to diversity at our school. These conversations can be celebrating experiences of diversity at our school, as well as bringing up potential concerns about diversity at our school, such as: use of language on the recess yard, suggestions on book titles to include in our libraries, and ideas on how teachers can further integrate family's cultures in the classroom.
4. "Buddy" families to help new families join the school community, navigate transportation challenges and understand Waldorf traditions.
5. Provide resources to faculty and bolster Cultural Responsive Teaching in the classroom.

Specific Material and Methods

Language(s) that will be used for all outreach and recruitment activities, methods, and materials: English, Spanish, and Japanese.

Website Info

The following information is available on our website pages for outreach in both English and Spanish.

Home (Español)

- Our Mission (Nuestra Mision)
- Our Vision (Nuestra Visiòn)

Contact Us (Contàctenos)

- Address and Phone Numbers
- Maps and Directions to both campuses

Get Started (Para Comenzar)

- Information on who can apply, who is eligible, and that our application system is based on a Lottery.

To apply (Para aplicar a Ocean Charter School)

- Age requirements (Lea Nuestros requisitos de edad para confirmar si su hijo es elegible para la inscripción)
- Attend a parent tour 17-18 (Asistir a una Reunión de Informaciòn para Padres 17/18)
- Submit an online application (Presentar una solicitud por medio de internet)
- Receive a wait list number (Reciba un número de lista de espera en la fecha de lotería)
- Respond immediately if contacted (Responda inmediatamente si es contactado por la oficina administrativa que su hijo ha sido aceptado para ser inscrito en la escuela.
- Complete new student registration online (Complete la registraciòn de nuevo estudiante dentro del plazo solicitado)

Age Requirements (Requisitos de Edad)

- Information on age eligibility

17-18 Post-Lottery Application (Solicitud de Inscripción a OCS e Información General)

- InfoSnap application

Important Enrollment Dates (Fechas importantes de Inscripción)

- Current Charter School year enrollment dates

How the Enrollment Lottery Works (Cómo funciona la Lotería de Inscripción)

- Information on our Lottery

What if your child is accepted to OCS (Si su hijo es Aceptado a OCS)

- Information to parent about Media at home, dress code, School participation. Attend a new parent orientation, Complete all enrollment paperwork, meet deadlines, What to do if you miss a deadline.

Commitment to Diversity (Comite de Diversidad)

- OCS commitment to Diversity (OCS Compromiso con la Diversidad)

All Community Group ACG (ACG - Group de Comunidad)**Lunch Program (Programa de Almuerzo)**

- Information on how to apply for reduced rates and link to Scratch Catering

Afterschool Programs (Programas Después de Clases)

- Aftercare program - all paperwork need to apply to our program and reduced rates

Online Posting

OCS' Facebook page <https://m.facebook.com/oceancharter/> is updated weekly with posts that attract the attention of our outreach targets with information about our Charter School and curriculum, as well as tour information and other outreach events.

Explain How This Plan Will Achieve and Maintain the Racial and Ethnic Balance Goal of 60:40

OCS and the Diversity and Equity Committee (DEC) intend to meet the required racial and ethnic balance by implementing the outreach efforts and recruitment activities described above. We have found that person-to-person conversations are the best form of outreach for OCS. Additionally, a host of electronic, internet and social media tools will be utilized to assist with the outreach.

While recruitment is the primary goal, we understand that retention is an equal priority. Through parent support and addressing vital issues facing parents coming into a Waldorf influenced community, we plan to foster new families and make their transitions seamless as they enter the OCS community. Waldorf schools around the world have long-standing traditions, festivals, and practices. OCS has adopted these traditions, festivals, and practices, but has made them our own so they reflect the diversity of our school and community. Explaining what these traditions, festivals, and practices are to new families, and sharing how we are making them our own so they speak to our community is an important step in supporting new families as they acclimate to our unique school and community. Our goal is to prepare them to have a lasting sense of safety and security in an equitable learning environment.

OCS has identified a need to establish a greater presence within our diverse community and to build relationships with local cultural groups and community organizations. We have established that the personal referral is the most effective way to recruit. Within the frame of recruiting more diverse families, our core demographic is families looking for educational choice. Parents who choose OCS are choosing our unique program because they want a different way of learning and teaching. They are looking for a community that has some shared priorities around areas such as reduced media, time in nature, arts integration, developmentally attuned curriculum, and relationship-based teaching. Our target audience is those families looking for this type of educational choice. Our outreach efforts therefore must be in alignment with these priorities and are most effective when shared through personal connections that are already established around these priorities.

The outreach efforts will consist of mostly parent outreach and include a great deal of electronic outreach (E-Blasts) to cultural groups and local community organizations that parents already know and/or have relationships with. Further outreach will include invitations to the local community to attend the Winter and Spring Fairs, where perspective families can see the community in action. All of the flyers for the Perspective Parent Tours, Winter Faire and Spring Faire will be translated into Spanish and Japanese. Other languages will be provided upon request. In addition to outreach, the Diversity and Equity Committee will host its own recruitment event in summer 2018, as described earlier.

It is highly important that we not overlook the richness of the broad spectrum of multi-cultural students we have currently enrolled. Particularly noteworthy is the high percentage of families of two or more races. Retention of currently enrolled families is of high priority to the Diversity and Equity Committee. The Committee has developed a Work Group that includes parent volunteers who offer parent support on both campuses. The Diversity and Equity Committee Work Group will address the needs of families on an ongoing basis. Socio-economic issues and issues for working parents are at the top of the list. Homework assistance and after care for working families is being implemented to meet the needs of working families. The Diversity and Equity Committee Work Group has established parent support on both campuses to offer assistance with navigating issues of transportation, protocols with emerging issues and understanding Waldorf traditions. The Work Group is also working with Faculty on an ongoing basis to share resources and bolster the Culturally Responsive Teaching in the classroom

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Student Recruitment

Ocean Charter School is committed to bringing its unique, arts-integrated curriculum to a diverse community of families, reflective of the school's surrounding neighborhood. Ocean Charter School actively recruits a diverse student population, including academically low-achieving students, students with disabilities, and economically disadvantaged students. Specific activities the school employs in its student recruitment efforts include: distribution of all open enrollment materials, admissions requirements and applications in both English and Spanish; a streamlined, user-friendly website with all of the school's lottery and admissions information available; lottery and admissions information is also made available to the public in each campus' office, via the Ocean Charter School Yahoo email group, and at all enrollment events; our simple, online application is available for both lottery and post-lottery applicants; participation in local outreach events hosted by the Chambers of Commerce, LMU and preschools in our neighborhood. 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. In addition, Ocean Charter School Enrollment Lottery preference for the neighborhood Title I school contributes to the growth of our enrollment diversity.

Lottery Preferences and Procedures

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 of Trustees members, (not to exceed 10% of enrollment openings)
- students who are currently enrolled in, or reside in the attendance area of the public elementary school where the primary school site of the Charter School is physically located (currently, Braddock Elementary School) in which 70 percent or more of the pupil enrollment is eligible for free and reduced price meals
- residents of LAUSD
- non-district residents.

The rationale is by preferencing siblings, we support families, and preferencing faculty, staff, and Board of Trustees engages all stakeholders in a positive school community. The preference for students residing in the attendance area is to serve the neighborhood and its diverse population.

Open Enrollment Process

Families must fill out an application for each child. The methods the Charter School will use to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes are via the OCS Guide to Open Enrollment available in hard copy at the Charter School office and on the website in Spanish and English. In addition, the application deadline information is included in the weekly Friday Folder memos to the community each week.

Admission Requirements

Ocean Charter School serves students eligible for Transitional Kindergarten and Kindergarten through 8th grade.

Enrollment Lottery

If the number of pupils who wish to attend the Charter School exceeds the Charter 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 Charter 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 from October to January of each year, with the enrollment lottery typically following in February. The enrollment lottery takes place at the Charter School. In 2017, the lottery will be conducted on February 22nd (the enrollment lottery is scheduled the last Wednesday in February at 10:00 am at the Del Rey campus). 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 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.

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.

Element 9 – Annual 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).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

The Ocean Charter School Board of Trustees will form an audit sub-committee through the OCS Finance Committee each fiscal year to recommend an auditor to the OCS Board of Trustees to contract and oversee the preparation and completion of an annual audit of the Charter School’s financial affairs. This sub-committee will consider independent auditors with education finance experience and certified by the State of California verified by the State Controllers published list of educational audit providers. Once the OCS Board of Trustees approves an auditor, the OCS Executive Director will sign the contract and work with the auditors with assistance from the OCS Business Manager and back office business provider to complete the audit.

The OCS Executive Director and the OCS 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.

The audit will be completed and submitted by the auditor to LAUSD, the California Department of Education, and the State Board of Education by December 15 following each school year. ExED and the Executive Director will confirm with the auditors that the audit has been submitted. Ocean Charter School will provide interim financial data required by the District to fulfill its obligation to the county and state.

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows 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 Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a

student with a Section 504 Plan, 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 Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice 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
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to 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 Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which 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 (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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, Charter School's governing board shall readmit the pupil, unless 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

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

GUN-FREE SCHOOLS ACT

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

Suspension and Expulsion Procedures

School Climate and Student Discipline System

Ocean Charter School's positive student discipline philosophy is designed to ensure our commitment to providing all students with a rigorous and arts integrated public Waldorf educational program. The purpose of discipline is to both facilitate learning in the classroom and to teach students self-regulation skills that will serve them in all areas of their lives. The entire community of students, parents, teachers, and staff work together to cultivate a safe and positive school environment where all students can thrive. OCS seeks to create a culture of positive discipline that includes high expectations for student behavior. The expectations for student behavior are outlined in the Student Code of Conduct.

Student Code of Conduct

Rights and Responsibilities

Student Rights

Ocean Charter School students have the right to:

- ❖ Be treated with compassion.
- ❖ Be themselves; no one will treat them unfairly because they are different.
- ❖ Be safe; no one will physically or verbally abuse them.
- ❖ Hear and be heard; no one interrupts when it is time to listen or concentrate.
- ❖ To learn; no one will distract or undermine the objectives of the teacher.

Student Responsibilities

Ocean Charter School students are expected to:

- ❖ Demonstrate respect for and cooperate with all adults at school.
- ❖ Be in class on time and prepared to do work.
- ❖ Treat classmates and schoolmates with respect, both in the classroom and on the playground.
- ❖ Complete all assignments in a timely manner, both in class and at home, to the best of their abilities.
- ❖ Follow all school rules and behavior codes, including no fighting, threatening, or bullying.
- ❖ Accept responsibility and the consequences for their choices.
- ❖ Contribute to creating an atmosphere where school is a place to feel safe and supported in the learning process.
- ❖ Treat our school environment with respect.
- ❖ Participate in classroom activities.

The expectations for parent behavior are outlined in the Parent Code of Conduct.

Parent Code of Conduct

Family Responsibilities

Ocean Charter School parents/guardians are expected to:

- ❖ Take responsibility for the behavior of their child as determined by law, community practice, and school expectations.
- ❖ Participate in and support school activities.
- ❖ Teach their child to be respectful of others and reinforce school expectations.
- ❖ Model positive, respectful, and appropriate Charter School behavior.
- ❖ Teach their child that behavior has consequences.
- ❖ Discuss feedback on progress with their child.
- ❖ Communicate and share information and insights with their child's teacher.

- ❖ Work courteously and cooperatively with the Charter School to assist their child in meeting the academic and behavioral expectations of the school.
- ❖ Respectfully express their concerns

School-wide Positive Behavior Support

School-wide expectations for behavior are communicated and reinforced in each classroom by the teacher, with support of staff, administrators, and parents/guardians. The school wide expectations for behavior are supported by a strong sense of community and desire for harmony within each individual classroom community. OCS uses a consistent behavioral management approach to reinforce positive behavioral choices and set clear limits in the classroom, and on the playground. This system involves setting clear behavioral expectations on campus and providing various interventions to prevent student misbehavior and promote positive decision-making. To account appropriately for developmental differences among grade levels, differentiated systems for TK/K, grades 1-2, grade 3, grades 4-5, and 6-8 are in place. Teachers within each grade loop are empowered to develop and adjust systems for the grade loop in response to student need. Key components will be consistent across classrooms and will include: 1) A consistent set of expectations for behavior while on campus that are explicitly taught and frequently practiced and reinforced; 2) A consistent and age appropriate set of consequences to discourage misbehavior and promote learning from mistakes; 3) Reflection by students with age appropriate guidance from adults, on decisions that do not promote safety and learning; 4) Various interventions that can be applied to small groups or individuals to further support social-emotional growth and positive decision-making; 5) A consistent manner of communicating regularly with parents regarding student behavior.

Upon enrollment and at the beginning of each school year, OCS families will receive a copy of the Parent/Student Handbook, including the Charter School's discipline policy.

Tiered Behavior Intervention

Rudolf Steiner, creator and founder of the first Waldorf School in Stuttgart trained the teachers about imparting discipline, amongst other topics through a series of lectures and quotes. Steiner strongly emphasized the importance of the habit life and the need for the teacher to provide a healthy rhythm and routine in the classroom.

“You cannot have the proper effect upon the child's will when you tell the child just once what is right, but only when you allow the child to do something today, tomorrow and the next day. The proper action does not at all lie in reprimanding the child or giving the child rules of morality, but in guiding the child to something that you believe will awaken a feeling for what is right and allowing the child to repeat this. You must raise such deeds to habit. The more things remain as unconscious habit, the better it is for the development of feeling. The more the child becomes aware of the need to do deeds out of devotion to repetition, because they should and must be done, the more you elevate these to true will impulses.” – Rudolf Steiner

Tier I – Preventative Discipline

OCS supports a tiered behavior intervention that begins with the relationship between the teacher and his/her class. The relationship the teacher develops with the students is crucial because it is ideally a multiple year journey they embark on together. Their course will be much smoother if the student has developed an inner feeling for the teacher's loving authority. All preventative discipline is centered around this relationship and the relationship of the student to his/her

classmates and ultimately to himself/herself. The importance of the teacher's loving authority is paramount.

OCS Teachers:

- Model appropriate behavior
- Serve as “Loving Authority” figures
- Create a relationship with the students and strive to become worthy of emulation
- Are the primary “ego” presence of the class
- Create a daily, weekly, and seasonal rhythm and routine
- Create developmentally age appropriate songs, clapping games, verses, poems, or play the recorder or chimes to assist students with transitions, and moving from one activity to another
- Communicate non-verbally as much as possible when a student is becoming restless (e.g. a tap on their desk, or a hand signal for silence)
- Model effective teaching
- Practice “looping” (ideally remain with the same class for multiple years)
- Establish a healthy relationship with each individual student
- Set clear and definitive boundaries with regard to activities in the class
- Ensure students are well aware of what is expected of them
- Give clear and concise direction to students at all times during the day
- Ensure boundaries are consistently followed at all times
- Instill a culture of discipline
- Expect students to follow the *Student Code of Conduct*
- Strive to find fairness in all direction and boundaries as well as in the enforcement of consequences
- Regularly practice the art of Council, an LAUSD best practice for fostering classroom cultures where students connect meaningfully with peers and adults. Council practice supports students in all groups because it's very focus on building each students' ability to speak and listen from the heart and to solve problems non-violently and proactively
- Work collaboratively as a team with parents, colleagues, and administration

Tier 1I - Responsive Discipline

There will be occasions when a student acts out in such a way that immediate and responsive discipline is necessary. When a student is rude, physically or verbally abusive, defiant, uses profanity, lies, steals, or bullies, more direct disciplinary methods are required. Responsive discipline is specifically tailored to meet the development, age, and temperament of the individual student. Direct and responsive methods of discipline include:

- Conflict resolution
- Making a card/picture as a way of recognizing and, if sincere, apologizing for what they

have done

- Peer mediation
- Taking a “break”
- Warning(s)
- “Visiting” another classroom
- Completing a Self-Reflection sheet
- Office referral
- Discipline Incident report completed and parent informed
- Parent conference
- SST referral and meeting
- Referral to OCS counselor
- Meeting with administrator
- Loss of privileges
- Detention
- Regular check-in as needed
- Behavior Intervention contract

Tier III - Intensive Discipline

When a student repeatedly displays serious behaviors, such as, violence, theft, lewd or indecent behavior, hateful speech, or any dangerous or illegal activity, more intensive discipline is required. If the student engages in serious behaviors with little positive response to Tier II responses, one or more of the following actions will be implemented:

- Parent/student conference
- SST meeting(s)
- Referral to OCS counselor
- Daily Behavior Intervention contract
- Daily check-in with administrator
- “Visiting” another classroom for a prolonged period of time
- Detention
- Loss of privileges
- Multi-agency partnerships and intensive skills training
- Additionally the following responses can be considered:
 - In-school suspension
 - Out-of-school suspension
 - Expulsion

Professional Development

OCS faculty and staff participate in annual Professional Development training prior to the start of each Charter School year, including a review of the general discipline philosophy, policies, codes of conduct, tiered behavior intervention, and strategies, as well as ongoing trainings (e.g. Practice of Council, Conflict Resolution, Non-Violent Restraint, etc.) throughout the Charter School year as needed.

In-School Suspension

If deemed appropriate, OCS will use In-School Suspension for Tier III behaviors. The maximum number of days of in-school suspension will not exceed three days per incident and ten days in one academic year.

Grounds for Suspension and Expulsion

OCS students who display inappropriate behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to Charter School activity or attendance while on the school grounds, while going to or coming from Charter School, during the lunch period whether on or off campus, and during or while going to or coming from a Charter School sponsored activity.

Identify and describe all offenses which students must be suspended

OCS has reviewed Education Code Section 48900, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900. OCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. OCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to Charter School property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

EDUCATION CODE, SECTION 48900: A student who has committed the following acts will be suspended, and may be subject to expulsion. :

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense. (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any 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 any 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 then either sold, delivered, or otherwise furnished to any 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 Charter School property or private property.

(g) Stole or attempted to steal Charter School property or private property.

(h) Possessed or used tobacco, or any 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 any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(2) Except as provided in Section 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in Kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen Charter School property or private property.

(m) Possessed an imitation firearm. As used in this section, 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 witness in a Charter 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 of 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 Charter 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.

(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.

(s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to Charter School activity or Charter School attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

Expulsion

Pursuant to Education Code 48915, the Ocean Charter School Executive Director, or 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, or 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
- (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 will be expelled from school for a period of not less than one year.

Out-of-School Suspension Procedures

Position(s) Authorized to Suspend Students

Ocean Charter School shall comply with Education Code 48900. Pursuant to that statute, 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.

Notice to Student

When a situation involving a student arises that calls for suspension, an informal conference will be conducted by the Executive Director or Director and will include the student and if possible, the student's parents/guardians. During the conference, the student will have an opportunity to be heard prior to suspension.

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 phone and in writing within one school day. A conference with the Executive Director or Director 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 within one school day. 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.

How a parent/student may appeal a suspension decision

Students may appeal a suspension of five or more days prior to its completion by submitting a written request to the OCS Board of Trustees' Hearing Board Chairman, and include the student's request, along with the administration's response and any reply by the student to that response. The Hearing Board, a Standing Committee of the Board of Trustees 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.

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 OCS. 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.

Maximum number of days a student may be suspended for any single offense and the maximum total number of days a student may be suspended within one academic year

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 three 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.

Students with disabilities are expected to follow the Student Code of Conduct specified in the OCS Parent/Student Handbook. OCS administration may remove a student with a disability who violates a Code of student Conduct from their current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than 10 school days. If school personnel recommend a change in placement (e.g., suspension, IAES, or expulsion that would exceed 10 school days), an IEP team meeting will be held as soon as possible, but no later than within 10 school days, to determine whether the behavior that gave rise to the violation of the school code was a manifestation of the child's disability. Under the IDEA a child's conduct is a manifestation of his or her disability if: (1) the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct was the direct result of the school's failure to implement the student's IEP. If the IEP team determines that the behavior was not a manifestation of the child's disability, the school may discipline the child in the same manner in which it would discipline children without disabilities. If the discipline involves a change of placement, the new placement will be determined by the IEP team.

If the IEP team determines that the behavior was a manifestation of the child's disability, the child will be returned to the placement prior to the disciplinary action unless OCS, in collaboration with the district, and parents agree to a change in placement or the school/district has removed the child to an IAES due to behavior involving a weapon, illegal drugs, or infliction of serious bodily injury.

How and where the student will be provided with meaningful access to education during the term of the suspension

Students to be suspended for three days or more will receive both daily class assignments and homework aligned to class objectives for the duration of the suspension. Teachers will send daily class assignments and homework, excluding tests and quizzes to the main office before the start of class each day of the suspension, and parents should retrieve the work daily for student completion while at home. Materials for assignments will be provided to the student, including texts, workbooks, and other worksheets. Upon return from suspension, the teacher will review assignments completed by the students to reteach material if necessary. Students will also be given the opportunity to take tests and quizzes that occurred during the suspension, under the supervision of the teacher.

Specific rules and procedures for suspension pending the outcome of an expulsion process and how and where students will have meaningful access to education pending the outcome of the expulsion process

Upon a recommendation of expulsion by the Executive Director or Director, the student and the parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director or Director upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. Student suspension may be extended for up to 30 days pending expulsion hearing. The student will receive meaningful access to education during suspension, and will have an opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated teacher(s) or administrators(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

Expulsion Procedures**Specific rules and procedures for student expulsion**

1) Prior to the recommendation of expulsion by the Executive Director or Director, the student and the student's guardian of representative will be invited to a conference to discuss the allegations against the student. After the meeting, the Executive Director or Director will inform the student's guardians of (1) the suspension of the student, and (2) the process for the expulsion hearing, should the Executive Director or Director decide to recommend for expulsion. Should the Executive Director or Director recommend expulsion, the Charter School will provide a written recommendation to the student's guardians within five business days from the date of the suspension.

2) Upon recommendation by the Ocean Charter School Executive Director or Director, the OCS Hearing Board (a Standing Committee of the Board of Trustees, comprised of members of the Board of Trustees) shall make the final decision on a student's proposed expulsion. The Hearing 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.

3) Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause by the Executive Director, Director, or Hearing Board, the hearing shall be held within thirty (30) school days after the Executive Director or Director determines that the student has committed an expellable offense and recommends the student for expulsion. The Hearing Board will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing no later than three (3) days prior to the hearing. Written notice of the hearing shall be forwarded by the Executive Director or Director to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include: 1. The date and place of the expulsion hearing; 2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based; 3. A copy of OCS's disciplinary rules, which relate to the alleged violation; 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at OCS to any other school district or school to which the student seeks enrollment; 5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor; 6. The right to inspect and obtain copies of all documents to be used at the hearing; 7. The opportunity to confront and question all witnesses who testify at the hearing; 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses; 9. A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause; 10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

OCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Board. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Hearing Board must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Hearing Board, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Hearing Board may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The Hearing Board may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Board may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.
 7. If one or both of the support persons is also a witness, the Executive Director or Director must present evidence that the witness' presence is both desired by the witness and will be helpful to OCS. The Hearing Board member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
- 4) The OCS Hearing Board shall make the final decision on a student's proposed expulsion. A determination by the Hearing Board to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay.

5) Determination by Hearing Board for Expulsion based on presentation of evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Hearing Board shall be in the form of written findings of fact. If the Hearing Board decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director, or Director, following a decision of the Hearing Board to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Hearing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures, and information regarding right to appeal; and (c) Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with OCS. The Executive Director, or Director shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

6) The records of the hearing will be maintained by OCS and a transcript will be made available upon request.

7) Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Hearing Board by making a written request and submitting it to the Board of Trustees within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board of Trustees meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board of Trustees will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. All Board of Trustees members who voted on an expulsion decision of the Hearing Board will be recused from any vote or discussion by the Board of Trustees on an appeal of that decision. To uphold the expulsion decision, a Board of Trustees vote must satisfy two conditions: (1) a favorable vote by the majority of a Board quorum, and (2) at least 50% of the Board of Trustees members in attendance who did not take place in the Hearing Board decision must vote in favor of the expulsion. The Executive Director or Director will send written notice to the student or parent/guardian of the Board of Trustees' decision within seven (7) calendar days of the appeal hearing. The Board of Trustees' decision to uphold the Hearing Board's decision to expel shall be final. Should the Board of

Trustees overturn the expulsion, the student will be fully reinstated and any documentation will be expunged from the record.

Rehabilitation and Reinstatement/Readmission

In the event of a decision to expel a student, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which a student matriculates. Ocean Charter School's Board of Trustees shall recommend a plan of rehabilitation for the student, set to review one year from the dated the expulsion occurred. The rehabilitation plan may include periodic review, recommendations for improved academic performance, expectations for upholding school rules, acceptable attendance rate, completion of school work, counseling, community service, and/or other assessments.

Ocean Charter School shall mail written notification to parent within 30 calendar days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan.

Element 11 – Employee Retirement Systems

“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).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Employee Retirement Systems

Certificated Staff Members

All full-time certificated employees who are eligible will participate in the California State Teachers Retirement System (CalSTRS). Employees will contribute the required percentage, and Ocean Charter School will contribute the employer’s portion required by CalSTRS. All withholdings from employees and the Charter School will be forwarded to the CalSTRS 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 CalSTRS. Ocean Charter School will continue participation in CalSTRS for duration of Ocean Charter School’s existence under the same CDS code.

Classified Staff Members

All full-time eligible classified employees will be covered by the Federal Social Security program. All full-time classified employees who are eligible will be covered by a 403b retirement plan. 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. The Human Resources Coordinator will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

Other Staff Members

Social Security payments will be contributed for all qualifying members

Element 12 – Public School 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).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Public School Attendance Alternatives

Annually, parents acknowledge Ocean Charter School as a school of choice through the parent participation agreement. Additionally, parents will be informed of their public school attendance alternatives during the enrollment process through the provision of the following resources:

- LAUSD Resident School Identifier
- California Charter Schools Association Find A School site

Element 13 – Rights of District Employees

“The rights of an 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).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and 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).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Ocean Charter School
7400 West Manchester Blvd.
Westchester, California 90045

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated 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 p.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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Ocean Charter School
12606 Culver Blvd.
Los Angeles, California 90066

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the

date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) 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.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give 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 provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall 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 of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to 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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, 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 also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure.

Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar 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.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of 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 Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. 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 Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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. 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 identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

Charter School Closure Procedures

In the event that Ocean Charter School closes, the Board of Trustees Chairman, Secretary, Treasurer, Executive Director, and Director will serve as the Charter School's closure agents.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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

District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District 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 District facilities with another user, the District shall provide the operations and maintenance services for the District 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 District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/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 as named additional insureds 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic 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 and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter 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 Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, 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 attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. 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 attorneys' 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS**District Oversight Costs**

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that 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 Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, 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.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit 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 Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)