



Ocean Charter School
Charter Renewal Petition
for a Five-Year Term
(July 1, 2026 to June 30, 2031)

Submitted to Los Angeles Unified School District
on November 12, 2025

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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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(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 “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(5)(A)(iii).)

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(c)(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(d).)

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.

MATHEMATICS PLACEMENT

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

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.

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.

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 Master Plan for English Learners and Standard English Learners *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.

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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

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.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

<ul style="list-style-type: none"> The contact person for the Charter School is: 	Kristy Mack-Fett, Executive Director Megan Helms, Assistant Director
<ul style="list-style-type: none"> The contact address for the Charter School is: 	12870 Panama St., Los Angeles, CA 90066
<ul style="list-style-type: none"> The contact phone number for the Charter School is: 	310-827-5511
<ul style="list-style-type: none"> The current address of the Charter School is: 	12870 Panama St., Los Angeles, CA 90066
<ul style="list-style-type: none"> Location is in the LAUSD Board District: 	4

<ul style="list-style-type: none"> • Location is in the LAUSD Region: 	West
<ul style="list-style-type: none"> • The grade configuration of the Charter School is: 	TK – 8 th
<ul style="list-style-type: none"> • The number of students in the first year will be: 	566
<ul style="list-style-type: none"> • The grade levels are: 	TK-8 th
<ul style="list-style-type: none"> • The total enrollment capacity will be: 	566
<ul style="list-style-type: none"> • The type of instructional calendar will be: 	Traditional
<ul style="list-style-type: none"> • The regular bell schedule will be: 	TK: 8:30am – 1:35pm M,Tu,Th, F 8:30am – 11:50am W K: 8:30am – 2:00pm M,Tu,Th, F 8:30am – 12:00pm W 1st – 3rd: 8:00am – 2:35pm M,Tu,Th, F 8:00am – 12:10pm W 4th – 8th: 8:15am – 3:15pm M,Tu,Th, F 8:15am – 12:25pm W
<ul style="list-style-type: none"> • The term of this Charter for Middle and High performing schools: 	July 1, 2026 – June 30, 2031

Self-Reflection for the Charter School

Founded on the principles of public Waldorf Education, and one of only two in Los Angeles, Ocean Charter School’s arts-integrated, developmentally-attuned model offers families in Los Angeles an important alternative to traditional public schools.

OCS’ Vision

Ocean Charter School is a community of families and educators using innovative teaching methods to nurture and educate children in a multicultural, 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.

OCS’ Mission

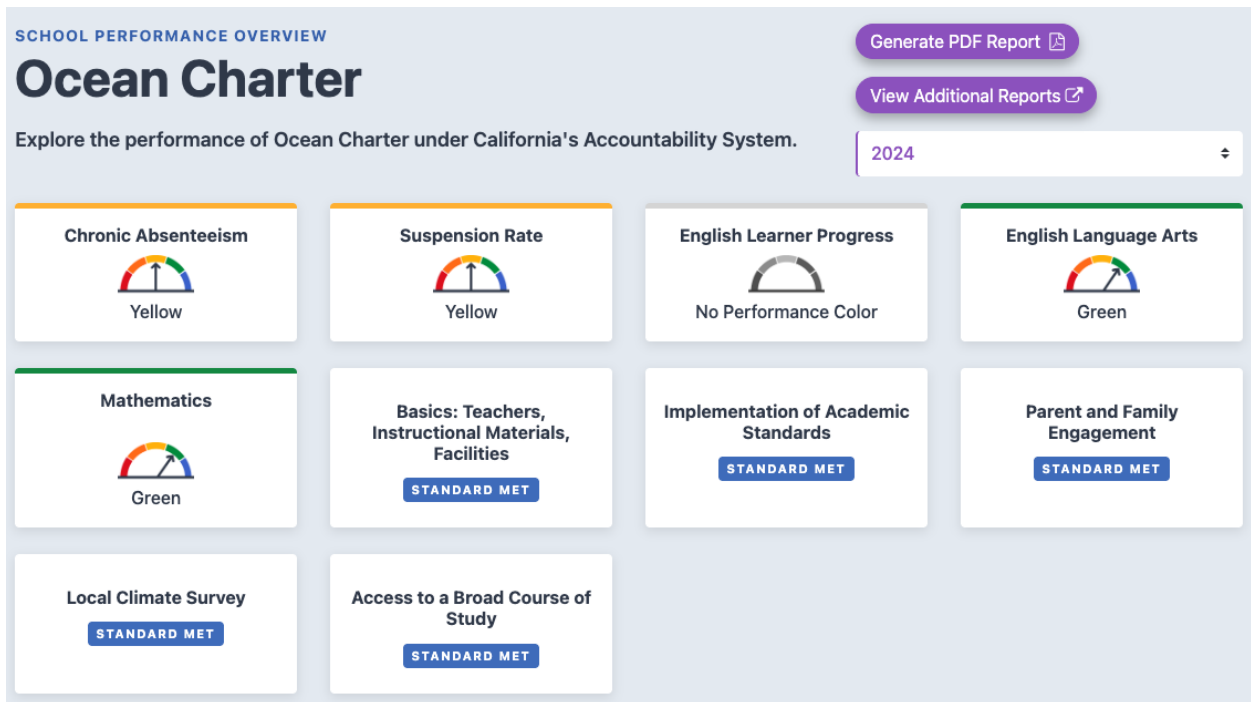
Ocean Charter School addresses the California Common Core Content Standards through the mindful implementation of Public Waldorf Education. Our curriculum is built on a foundation of creativity and self-confidence, and grows with the child to balance imagination, critical thinking, and academic excellence. 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 reflect it. Our curriculum is designed to empower each student with the knowledge that they matter as an individual and shapes not only their own life, but, ultimately, our shared future.

The unique education offered at OCS has demonstrated success in serving our community.

Academic Performance Data

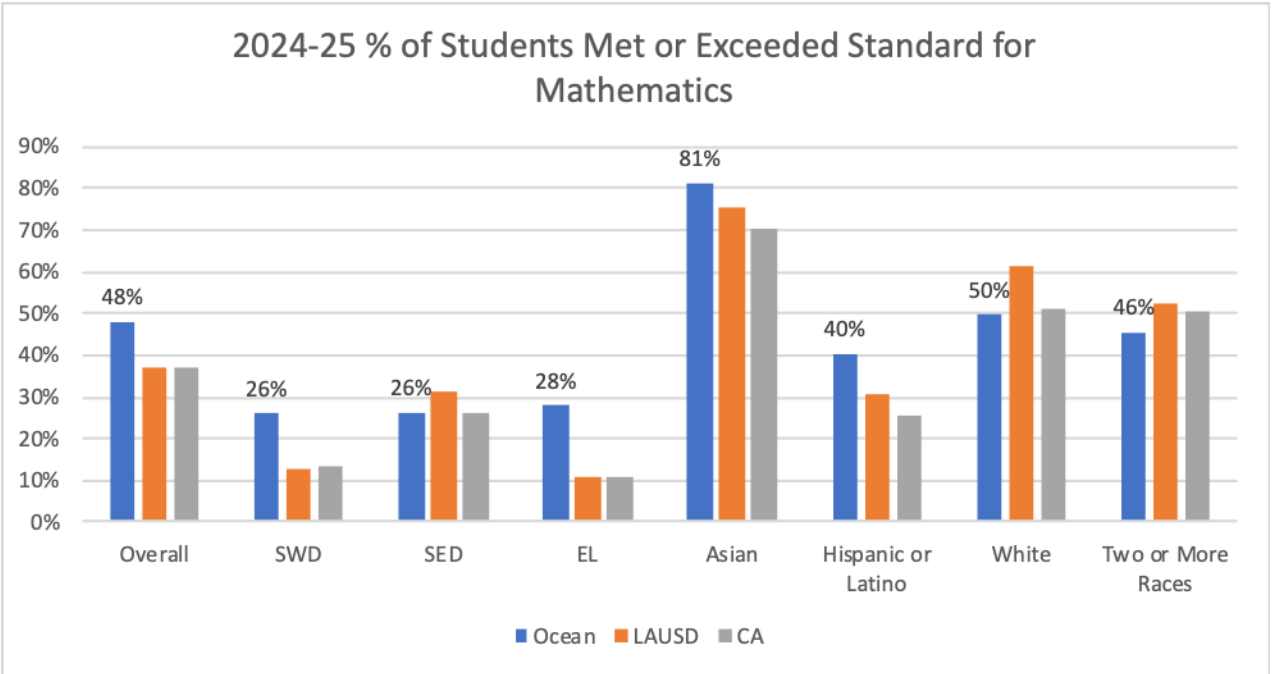
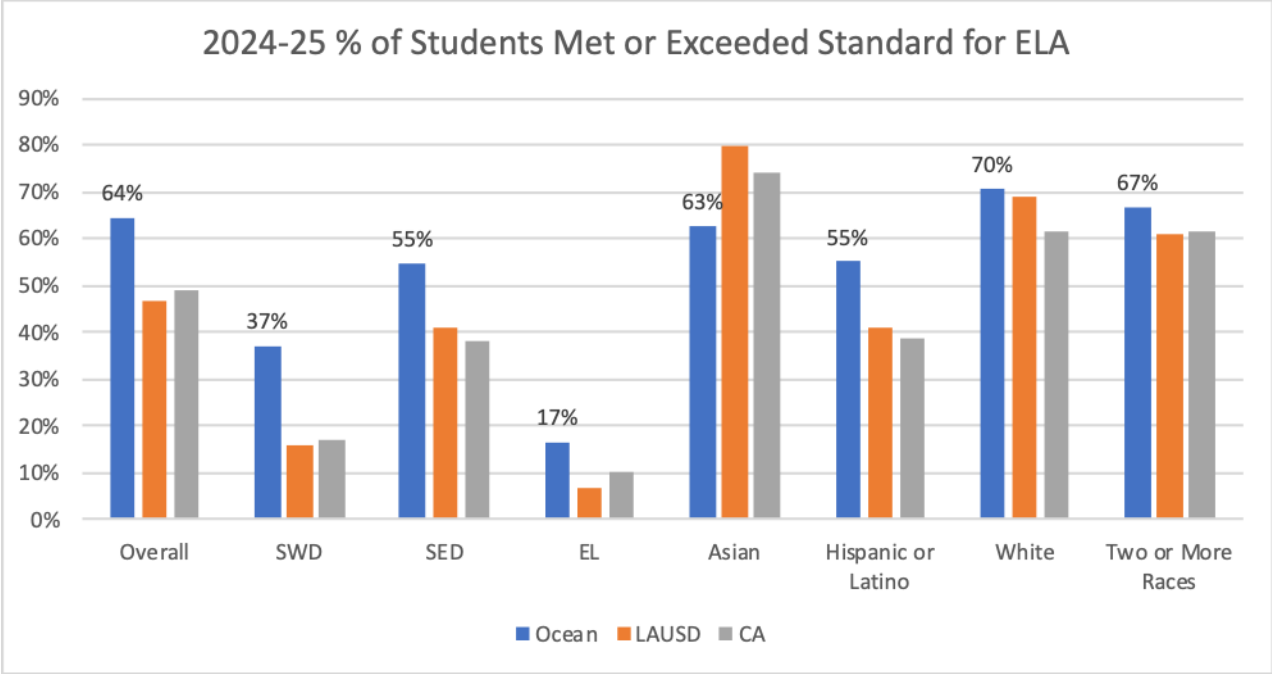
OCS is proud to have met the criterion for “High Performing” based on our 2024 California Dashboard results, a continuation of the strong academic performance we have achieved throughout the term of our charter.¹



Subject	2024	2023	2022	2021 & 2020	2019	2018	2017
ELA	Green	Green	High	n/a	Green	Green	Green
Math	Green	Yellow	Medium	n/a	Green	Green	Green

As of 2024-25, OCS schoolwide student achievement has exceeded **both the district and the state** in English Language Arts **and** mathematics, with student group performance also exceeding both the district and the state in most areas.

¹ <https://www.cde.ca.gov/sp/ch/performcategory.asp>

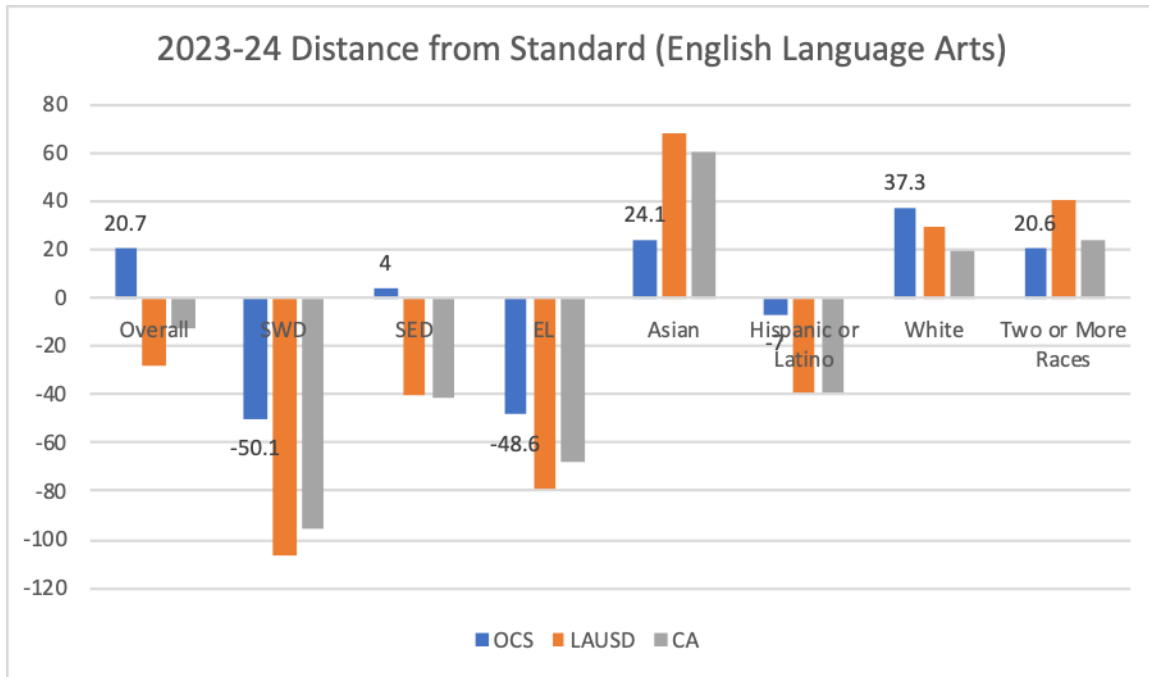


We are particularly proud of the strong growth and achievement that we have seen for our Students with Disabilities (SWD) and English Learners (ELs) in both subject areas. In English Language Arts, performance for SWD improved by 11 points from 2023-24, and is more than double the state and district-wide average. While growth for SWD in math has not been as consistent, 24-25 achievement levels are also double the state and district-wide average of 13%.

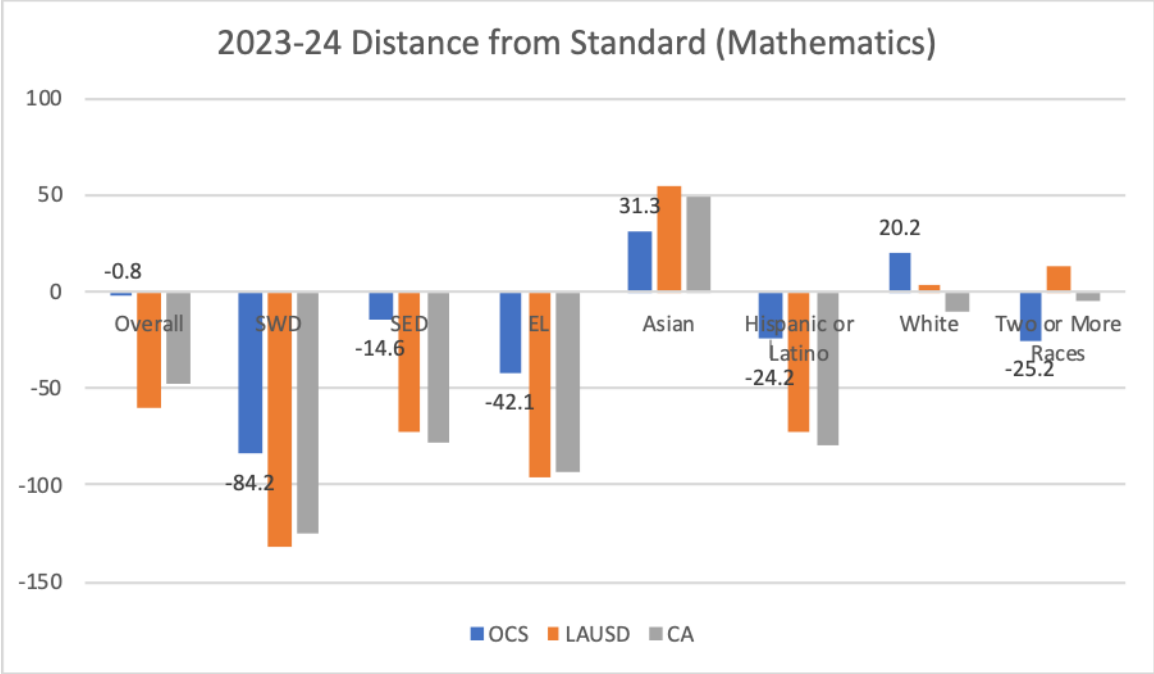
For English Learners, performance in ELA nearly tripled from 2023-24, and exceeds both the district and the state. For Mathematics, EL performance has been on a strong trend for two years,

reaching 28% for 2024-25, more than double the 11% of English Learners state and district wide meeting or exceeding the grade-level standard in math.

While Distance From Standard (DFS) data has not yet been publicly released for 2024-25, a comparison of 2023-24 ELA data shows similar achievement levels, with OCS outperforming the district and the state in achievement overall, for SWD, for socioeconomically disadvantaged students, for ELs, for Hispanic/Latino students, and for White students.



Mathematics DFS data is similarly compelling. OCS schoolwide achievement again exceeds the district and the state, with the average score meeting the grade-level standard. Performance also exceeds both the district and the state for SWD, SED, ELs, Hispanic or Latino students, and White students.

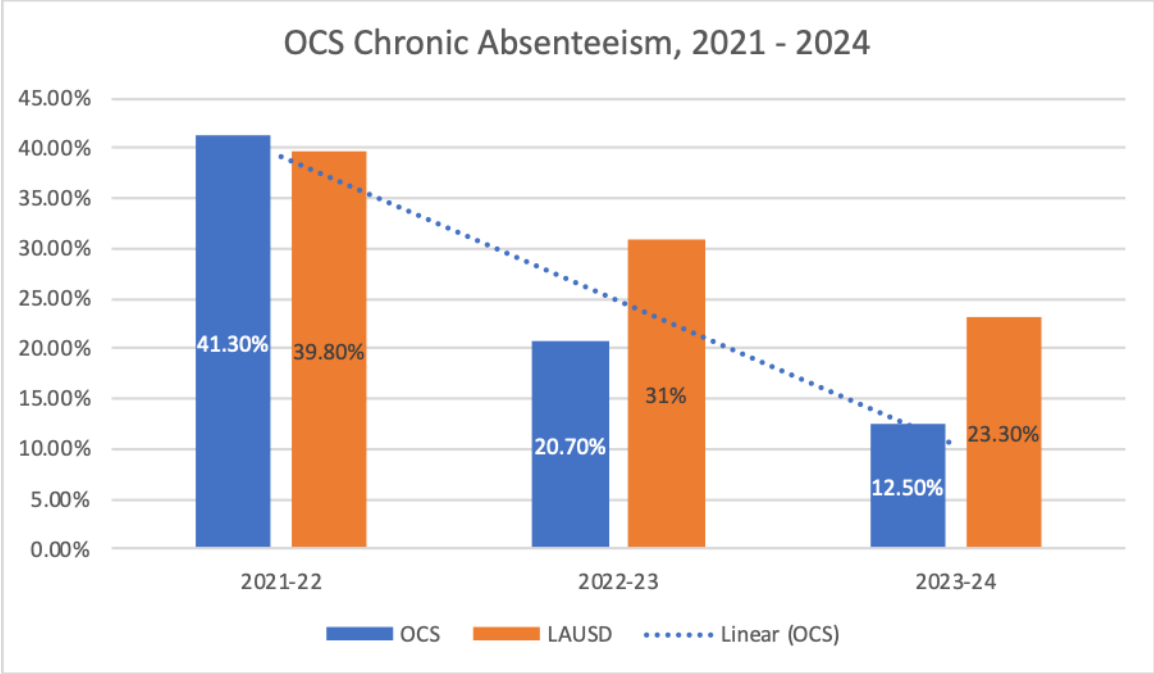


In short, OCS has demonstrated a consistent track record of success in its academic performance data, including both schoolwide and student group academic achievement.

OCS has also demonstrated strong achievement and growth on other performance measures, briefly summarized below.

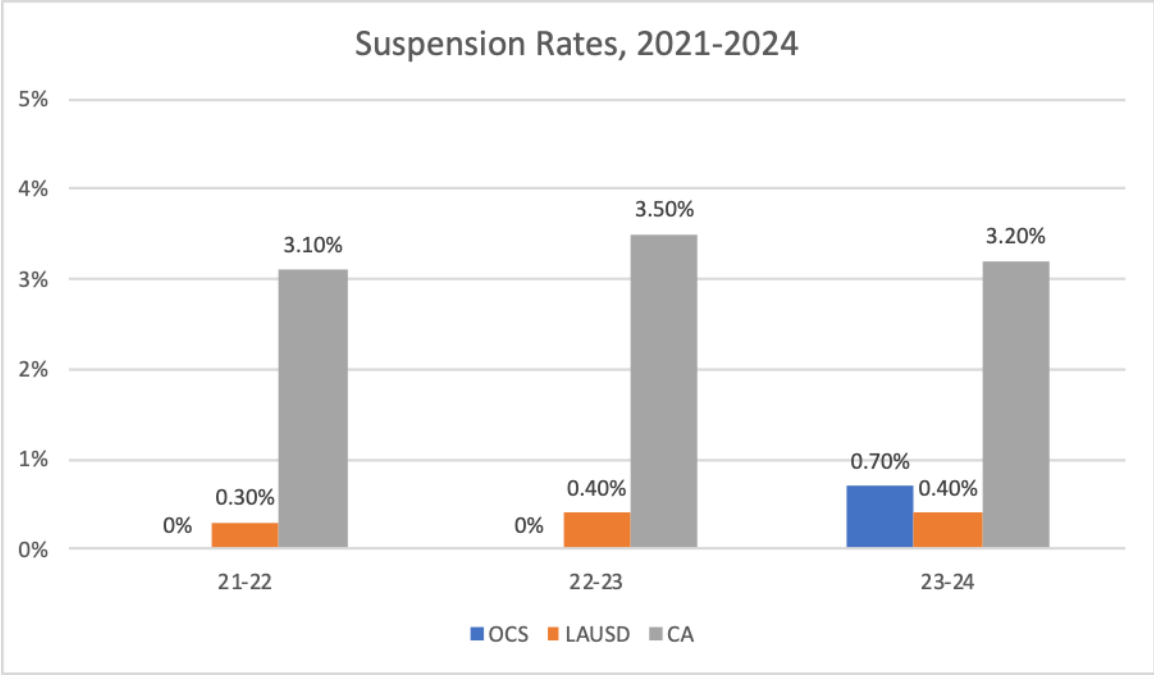
Chronic Absenteeism

While both LAUSD and OCS returned from remote learning in 2021 facing similarly high rates of chronic absenteeism, OCS has steadily reduced our rates of absenteeism, achieving a low of 12.5% in the 2023-24 school year, compared to the state average of 18.6%. No student subgroups are rated Red or Orange for Chronic Absenteeism.



Suspension Rate

OCS has maintained suspension rates below 1% for the entirety of its charter term, typically mirroring LAUSD’s low suspension rates and significantly beneath the state’s average suspension rates.



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 charter. The table below shows the scores achieved by OCS during each of the seven previous years.

Year	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
24-25	4, Accomplished	3, Proficient	3, Proficient	4, Accomplished
23-24	3, Proficient	3, Proficient	2, Developing	4, Accomplished
22-23	4, Accomplished	3, Proficient	4, Accomplished	3, Proficient
21-22	4, Accomplished	No rating due to COVID-19	4, Accomplished	2, Developing
20-21	4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished
19-20	4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished
18-29	4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

Success of Innovative Features

The innovative features at OCS that come from public Waldorf Education contribute directly to the strong academic performance results documented earlier because they support the healthy development of the whole child,² deepen students’ connections with educational content and each other, and inspire the children’s natural sense of curiosity and imagination. The strong school culture of diversity and appreciation created through these innovative features also support students with special needs in higher numbers than seen at many other general education public schools, both traditional and charter.³ 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.⁴

² <https://medicine.yale.edu/news-article/new-research-published-in-child-development-confirms-social-and-emotional-learning-significantly-improves-student-academic-performance-well-being-and-perceptions-of-school-safety/>

³ For 24-25, 12.5% of students at OCS were students with disabilities, as opposed to 6.5% at Broadway Elementary, 5.1% at Couer D’Alene, 8.9% at Playa del Rey, and 8.6% at Goethe. (CDE DataQuest)

⁴ In 20-21, OCS had 2 students identified as GATE/Gifted. In 21-22, we had 2. In 22-23, we had 12. In 23-24 we had 10. In 24-25, we had 12.

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 core principles of public 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** - 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 and the arts* in all content areas.
- **Main Lesson Books** - student-made textbooks, that allow students to express both understanding of educational content and their own individual creativity and serve as records of their learning.
- **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 in weekly sessions
- **Specialty Classes** that may include: Japanese, Movement, Fiber Arts, Orchestra, Drumming, Chorus, and Dance.
- **Seasonal Festivals** - festivals that gather the community, honor our interconnected relationship with nature, celebrate our diversity, and showcase student performances.

WASC Accreditation

OCS earned WASC Accreditation first in 2016 and was renewed for a 6-year term in 2021.

Success of the Educational Program in Meeting the Needs of Its Student Population

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 we can best prepare our children for their complex future not by having them master today's technical tools but by helping them become creative thinkers who can analyze problems from multiple perspectives, who can engage respectfully with other people and the environment, and who have imaginations that can realize/dream of solutions for problems we cannot even fathom today.

These capacities will enable our students to not only master the tools of today, but also develop the tools we will need in the future to ethically confront the problems they will face and ultimately create a better world.

At OCS, we believe that children will be best prepared to deal with these complexities and take advantage of technology productively in the future if they are nurtured now in an environment that cherishes and cultivates the beauty, love, and truth inherent in all children and that creates space and provides inspiration for their imaginations to flourish. 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 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. By developing their creative thinking now, students will have the potential to one day become future leaders capable of solving the increasingly complex, pressing issues we face.

Thus, OCS serves students whose families are seeking a school that will educate the head, heart, and hands of their children and will serve as an oasis for childhood. The goal, however, is not to avoid the “real world” but to prepare our students to fully engage in that world. Curriculum units of study are designed to meet the developmental level of every age, providing relevant and meaningful learning and practice about ways to exist that don’t replicate the problems of our past but rather offer better ways to be. To do so, we shield students from certain forces, such as media, to nurture the core so that it emerges stronger and more capable and empowered than in other settings.⁵ In providing artistic, playful, and enlivening experiences to our students, we develop within them a feeling of joy, a love of one another, and an appreciation for learning. While an oasis, the depth of study, of artistic development, and of interdisciplinary work proves challenging and rigorous, from academics to self-discipline. It is self-discipline and a strong sense of self that ultimately empower our students to become independent, successful, and ethical adults.

Most certainly, the fact that OCS has received **an average of 852 annual applications** over the past five years points to the number of families seeking an alternative educational experience for their children. OCS is proud to offer such a unique opportunity for the families of Los Angeles.

⁵ Friedlaender, D., Beckham, K., Zheng, X., & Darling-Hammond, L. (2015). Growing a Waldorf-Inspired Approach in a Public School District. Stanford, CA: Stanford Center for Opportunity Policy in Education

<https://whywaldorffworks.org/#>

<https://www.sciencedirect.com/science/article/pii/S2590291124003395>

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 California Common Core Standards through the mindful implementation of public 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 they matter as an individual and shape not only their 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 help students develop this critical capacity of empathy.⁶

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.) Instead, 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

⁶ A comparison of Waldorf and non-Waldorf student-teachers' social-emotional competencies: can arts engagement explain differences? January 2016. [Journal of Education for Teaching: International Research and Pedagogy](#) 42(1):1-14. DOI:[10.1080/02607476.2015.1131365](#)

Philos Trans R Soc Lond B Biol Sci. 2023 Feb 13;378(1870):20210357. doi: 10.1098/rstb.2021.0357. Epub 2022 Dec 26.

Friedlaender, D., Beckham, K., Zheng, X., & Darling-Hammond, L. (2015). Growing a Waldorf-Inspired Approach in a Public School District. Stanford, CA: Stanford Center for Opportunity Policy in Education

<https://whywaldorfworks.org/#>;

- 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. 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 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 their strengths and supported in their 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*. OCS' Early Childhood Program, TK and 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 our Early Childhood Program, 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 grades.⁷

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

As much as scheduling allows, 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.⁸

The main lesson subjects 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 experiences, as much as possible, with the given topic of study. This approach allows for freshness and enthusiasm, a concentrated in-depth experience, and

⁷ The LAB at Brown University, “Looping”, Providence, RI, 1997.

⁸ Kolb, David. A., *Experiential Learning – Experience as the Source of Learning and Development*, second edition. Pearson Education, Inc., New Jersey, 2015.

gives the children time to integrate learning. The knowledge acquisition of academic subjects—such as language arts, math, science and history—is deepened by the experience in the morning Main Lesson.

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 hand crafts 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.⁹ The children acquire a new set of practical skills and develop competence and a capacity for self-expression. “Today, students often lack rhythm in their lives and have few meaningful tasks to occupy them. The task of learning to “work” and act with purpose and skill has been passed to the schools. Today’s students need to be taught to apply their thinking and see results. They need to develop practical skills to build their self-confidence, self-reliance and independence.”¹⁰ The benefits of working with their own creativity are that children relax and can be more open to academic learning.¹¹

The specialty subjects we currently offer include: Japanese, Movement, Fiber Arts, Tree Crafts, Drumming, Orchestra, 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).¹²

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

⁹ Sylwester, Robert. *A Celebration of Neurons*. ASCD. 1995.

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

¹⁰ Mitchell, D. and Livingston, P. *Will-Developed Intelligence*. 1999, AWSNA.

¹¹ 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.

¹² Jensen, Eric. *Learning with the Body in Mind*. The Brain Store, Inc. San Diego. 2000.

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.¹³ 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.¹⁴

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.¹⁵

Following the California Common Core Standards which integrate technology throughout the curriculum and require computer literacy starting in 3rd grade, OCS teachers and administration have developed a mindful approach to and implementation of technology in the classrooms that fully integrates this important element throughout our curriculum. Using Cyber Civics as a foundation, OCS carefully introduces computers as a tool to support learning in the lower grades and implements a digital citizenship curriculum in the upper grades so that students are informed about their digital footprints and how to make ethical decisions even when behind a screen. OCS strives to be a leader among public schools using Waldorf Education in successfully integrating

¹³ Carroll, Mike and McCulloch, Margaret. *Understanding Teaching and Learning in Primary Education*. Sage, 2014.

¹⁴ Rich Allen (2002) refers to press and release: "Pressing" 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.

¹⁵ "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.

technology to prepare its 21st century students but 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.¹⁶ 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. Mirroring Main Lesson units of study, core class 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, at times leading others in an area of strength while at other times learning from others in an area of challenge. The opportunity to be seen and understood in multiple ways, places where one can shine and places where one needs help, develops students' positive self-image and engagement, thus empowering them as learners.

Teachers 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.¹⁷ 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.

¹⁶ 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

¹⁷ Goetz, Ernest and Sadowski, Mark. *Empirical Approaches to Literature and Aesthetics*. Norwood, NJ: Ablex Publishing Corp. 1996.

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).¹⁸

10. The Use of Imagery

The use of imagery or “mental pictures” is an essential element when implementing public 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 see pattern forms the building blocks to skills such as reading comprehension, expository writing and completing mathematical processes (Mitchell & Livingston, 1999).

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).¹⁹

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.²⁰ The classroom is also used to exhibit student watercolor paintings (and

¹⁸ Peters, Sandra. 1993. “Where have the children gone? Story Reading in Kindergarten and Pre-kindergarten Classes.” *Early Child Development & Care*. July 1-15.

¹⁹ 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.

²⁰ Northeast Foundation for Children. *The Responsive Classroom*. Greenfield, MA (2002)

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.²¹

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

13. Respect, tolerance, and understanding

Each class, moving through the years together, is a learning community for respect and understanding of different individual academic and social gifts and challenges as well as for varied social and cultural backgrounds. The class—that includes the parents as an inextricable part of the whole—develops principles that enable the class to encounter and manage the kinds of crises that occur as part of normal development. Kindness, sharing and the ability to listen to others are actively encouraged. Students are inspired to take pride in their work and to achieve the highest standards of which they are personally capable. Teachers work to balance an atmosphere of positive competition and collaboration. Students appraise their fellow students' achievements in an objective, though positive and constructive way. Teamwork and problem solving is practiced. The school community as a whole works to reflect these principles.²²

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

²¹ Clayton, Marlynn B. & Forton, Mary Beth. Classroom Spaces That Work. Greenfield, MA. Northeast Foundation for Children (2001)

²² 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.

themselves along with the students, as described by Parker Palmers' adage: "We teach who we are."²³ 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.²⁴

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.²⁵

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 calls upon the children to observe experiments carefully, and then ponder, discuss and write them up as scientific observation. The students then draw their own conclusions, eventually coming to either a law or formula. Through this process, rigorous, independent thinking and sound judgment are cultivated.

16. Community Service

At Ocean Charter School we educate children who will become adults who can envision and create a peaceful world. Doing things for others contributes to a sense of self-sufficiency, self-esteem, and accomplishment, as well as strengthens qualities of self-discipline, perseverance, patience, and imagination. Community service is an intrinsic part of that goal. Caring for other people and the environment around us helps deepen children's understanding of their connection to others and engenders in them a confidence that they can positively impact our society. 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 which 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

²³ Parker Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. 1998, Jossey-Bass, Inc. San Francisco

²⁴ *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 JA, Weissberg RP, Dymnicki AB, Taylor RD, Schellinger KB.

²⁵ *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.

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.

LCFF State Priorities: Annual Goals and Actions

LCFF STATE PRIORITIES						
(Charter Term Commencing July 1, 2026)						
GOAL #1						
Achieve excellent attendance by supporting students' physical, mental, and academic well-being.	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 6				
Specific Annual Actions to Achieve Goal						
<p>1. Daily Professional Cleaning: OCS will ensure daily professional cleaning of the campus to ensure the campus is safe, clean, and inviting for students.</p> <p>2. Continued Development of the OCS Student Safety Patrol Team: The OCS Student Safety Patrol Program is part of OCS' plan to ensure students are safe as they arrive at school each morning and when school events are held. Students develop practical safety skills, communication skills and leadership skills as they work as a team to support efficient and safe procedures. They build a greater sense of connection to the school through their service and offer valuable support especially to younger students as they navigate arriving to school each day. Training and supervising this dedicated group of mixed-age students requires staff time and focus.</p> <p>3. Ongoing Campus Maintenance and Repair: By keeping up with regular maintenance and repairs, OCS ensures campus safety and security.</p> <p>4. Regular Emergency Drills and Trainings: Emergency preparedness is an important aspect of keeping school safe and being able to manage emergency situations if/when they occur. Regular practice and training are essential so that all community members know what to do in the event of a variety of situations, including but not limited to: fire, earthquake, air contaminant, intruder on campus, or an active shooter.</p> <p>5. Student Mental Health Supports: A focus on student well-being and mental health is core to our mission and vision. It is now more urgent than ever as children are experiencing rising rates of anxiety and depression. Mental health support at OCS is provided through the relationships students have with caring adults at school, through classroom pedagogical practices, through the weekly practice of Circle, and through both formal and informal counseling support.</p> <p>6. Attendance Practices, Protocols, and Communication to Support High Attendance: Actions involved in attendance practices, protocols, and communication include, but are not limited to: accurate and timely implementation of our independent study policy; regular communication in writing with families that are struggling with attendance to share data and strategies; follow up with families as needed in writing, calls and meetings; offering before and after school care for students; identifying and supporting needs of students that are affecting attendance, such as mental health needs, academic needs, homelessness, etc.</p>						
Expected Annual Measurable Outcomes						
Outcome #1: % Parent Satisfaction with School Safety						
Metric/Method for Measuring: Annual School Climate Survey						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

All Students (Schoolwide)	96% (56% Strongly Agree, 40% Agree)	90%+ (50%+ Strongly Agree)	90%+ (50%+ Strongly Agree)	90%+ (50%+ Strongly Agree)	90%+ (50%+ Strongly Agree)	90%+ (50%+ Strongly Agree)
English Learner Students	* ²⁶	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	67% Strongly Agree	65%+ Strongly Agree	65%+ Strongly Agree	65%+ Strongly Agree	65%+ Strongly Agree	65%+ Strongly Agree
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	38% Strongly Agree	39% Strongly Agree	40% Strongly Agree	41% Strongly Agree	42% Strongly Agree	43% Strongly Agree
Filipino Students	*	*	*	*	*	*
Latino Students	73% Strongly Agree	70%+ Strongly Agree	70%+ Strongly Agree	70%+ Strongly Agree	70%+ Strongly Agree	70%+ Strongly Agree
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	53% Strongly Agree	50%+ Strongly Agree	50%+ Strongly Agree	50%+ Strongly Agree	50%+ Strongly Agree	50%+ Strongly Agree
White Students	57% Strongly Agree	50%+ Strongly Agree	50%+ Strongly Agree	50%+ Strongly Agree	50%+ Strongly Agree	50%+ Strongly Agree

Outcome #2: % Student Satisfaction with School Safety

Metric/Method for Measuring: Grade 7 & 8 Response to Annual School Climate Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	79%	81%	83%	85%	87%	89%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	75%	77%	79%	81%	83%	85%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	81%	83%	85%	87%	89%	90%+

Outcome #3: Middle School Dropout Rate

Metric/Method for Measuring: CALPADS Middle School Dropout Rate (only reported schoolwide)

²⁶ *: student group not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #4: Chronic Absenteeism
Metric/Method for Measuring: Color Rating on CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Yellow: 12.5%	Green	Green	Green	Green	Green
English Learner Students	No Color: 16.7%	Green	Green	Green	Green	Green
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	Yellow: 21.4%	Green	Green	Green	Green	Green
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	Yellow: 14.9%	Green	Green	Green	Green	Green
African American Students	No Color: 36.4%	Green	Green	Green	Green	Green
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	No Color: 11.5%	Green	Green	Green	Green	Green
Filipino Students	*	*	*	*	*	*
Latino Students	Yellow: 13.9%	Green	Green	Green	Green	Green
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	Green: 7.3%	Green	Green	Green	Green	Green
White Students	Yellow: 12.6%	Green	Green	Green	Green	Green

Outcome #5: Attendance Rate
Metric/Method for Measuring: CALPADS EOY Report

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	94.8%	95%+	95%+	95%+	95%+	95%+
English Learner Students	95.3%	95%+	95%+	95%+	95%+	95%+
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	93.0%	94%	95%	95%+	95%+	95%+
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	89.2%	90%	91%	92%	93%	94%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	95.6%	95%+	95%+	95%+	95%+	95%+
Filipino Students	*	*	*	*	*	*
Latino Students	94.7%	95%+	95%+	95%+	95%+	95%+
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	95.3%	95%+	95%+	95%+	95%+	95%+
White Students	94.9%	95%+	95%+	95%+	95%+	95%+

Outcome #6: Facilities in “Good” Repair
Metric/Method for Measuring: Facility Inspection Tool (FIT; only reported schoolwide)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good

Outcome #7: Suspension Rate
Metric/Method for Measuring: Color Rating on CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Yellow: 0.7%	Green	Blue	Blue	Blue	Blue
English Learner Students	No Color: 0%	Green	Blue	Blue	Blue	Blue
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	Orange: 1.7%	Yellow	Green	Blue	Blue	Blue
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	Orange: 1.1%	Yellow	Green	Blue	Blue	Blue
African American Students	No Color: 9.1%	Green	Blue	Blue	Blue	Blue
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	No Color: 0%	Green	Blue	Blue	Blue	Blue
Filipino Students	*	*	*	*	*	*
Latino Students	Yellow: 0.6%	Green	Blue	Blue	Blue	Blue
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	Blue: 0%	Blue	Blue	Blue	Blue	Blue
White Students	Yellow: 0.7%	Green	Blue	Blue	Blue	Blue

Outcome #8: Expulsion Rate
Metric/Method for Measuring: DataQuest Annual Suspension Rate (Schoolwide Only)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

GOAL #2

Maintain or improve CAASPP ELA, CAASPP Math, and CAST Scores for all groups in green to blue range and focus on growth in ELA, Math, and Science scores for any groups in red, orange, or yellow.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7
	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
	<input type="checkbox"/> 3	<input type="checkbox"/> 6	

Specific Annual Actions to Achieve Goal

- Teacher Professional Development:** Professional development that focuses on helping teachers understand what students need to be able to do and know, that suggests specific research-based strategies to support ELA, math, and science performance with struggling students, and that supports the use of ongoing assessments and data to inform instruction is key to helping students achieve at higher proficiency rates.
- Consistent Use of Assessment for Data-Driven Instruction:** The consistent use of meaningful assessments to measure and track student progress in ELA, math, and science is essential to knowing where students are, what they need, and how to meet their needs. It informs decisions teachers make daily in their classroom instruction and in targeted support programs such as intervention and special education.

3. Supports for High Participation in CAASPP & CAST Testing: Achieving 95% participation rates for all subgroups in state testing is one important way student growth is measured over time. Supporting students and parents in participating involves communicating with students and families about the importance of testing, preparing students for testing, creating low stress environments during testing, and using the resulting data effectively all

positively affect participation.

4. Strong Collaboration with Intervention Team and Special Education Team: Strong communication between class teachers and the intervention and/or special education team about student assessment data/progress, effective/ineffective strategies, and changes in needed student supports are essential to helping students achieve at their highest levels. Facilitating and overseeing this communication so that is ongoing, consistent, and focused requires coordination from class teachers, intervention team members, special education team members, and administration.

5. Technology Management: Maintaining OCS' technology equipment and internet access is critical to ensuring that teachers and students can participate in state testing, conduct regular assessments, communicate with families, and support the mindful implementation of technology in the classroom and in students' lives.

Expected Annual Measurable Outcomes

Outcome #1: Fully Credentialed and Appropriately Assigned Teachers

Metric/Method for Measuring: Teacher Assignment Monitoring Outcomes (TAMO) Report

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	81.8%	82%	83%	84%	85%	86%

Outcome #2: Access to Standards-Aligned Instructional Materials

Metric/Method for Measuring: CA School Dashboard (schoolwide only)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: Implementation of California academic content and performance standards

Metric/Method for Measuring: CA School Dashboard(schoolwide only)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	ELA: 4 Math: 4 History-Social Science: 4 ELD: 4 NGSS: 4	ELA: 4 Math: 4 History-Social Science: 4 ELD: 4 NGSS: 4	ELA: 4 Math: 4 History-Social Science: 4 ELD: 4 NGSS: 4	ELA: 4 Math: 4 History-Social Science: 4 ELD: 4 NGSS: 4	ELA: 4 Math: 4 History-Social Science: 4 ELD: 4 NGSS: 4	ELA: 4 Math: 4 History-Social Science: 4 ELD: 4 NGSS: 4

Outcome #4: CAASPP ELA Performance

Metric/Method for Measuring: CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Green: +20.7	Green	Green	Green	Green	Green
English Learner Students	No Color: -48.6	Yellow	Green	Green	Green	Green
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	Green: +4	Green	Green	Green	Green	Green

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	Yellow: -50.1	Green	Green	Green	Green	Green
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	No Color: +24.1	Yellow	Green	Green	Green	Green
Filipino Students	*	*	*	*	*	*
Latino Students	Orange: -7	Yellow	Green	Green	Green	Green
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	Green: +20.6	Green	Green	Green	Green	Green
White Students	Green: +37.3	Green	Green	Green	Green	Green

Outcome #5: CAASPP Math Performance
Metric/Method for Measuring: CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Green: -0.8	Green	Green	Green	Green	Green
English Learner Students	No Color: -42.1	Yellow	Green	Green	Green	Green
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	Green: -14.6	Green	Green	Green	Green	Green
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	Yellow: -84.2	Yellow	Green	Green	Green	Green
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	No Color: +31.3	Yellow	Green	Green	Green	Green
Filipino Students	*	*	*	*	*	*
Latino Students	Yellow: -24.2	Yellow	Green	Green	Green	Green
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	Orange: -25.2	Yellow	Green	Green	Green	Green
White Students	Green: +20.2	Green	Green	Green	Green	Green

Outcome #6: California Science Test Performance
Metric/Method for Measuring: CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	No Color: -4.1	Yellow	Yellow	Green	Green	Green
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	No Color: -6.2	Yellow	Yellow	Green	Green	Green
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	No Color: -21.8	Yellow	Yellow	Green	Green	Green

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	No Color: -10.7	Yellow	Yellow	Green	Green	Green
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	No Color: -5.1	Yellow	Yellow	Green	Green	Green
White Students	No Color: -0.4	Yellow	Yellow	Green	Green	Green

GOAL #3

Maintain strong reclassification rates for English Learners.	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7
	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
	<input type="checkbox"/> 3	<input type="checkbox"/> 6	

Specific Annual Actions to Achieve Goal

1. Provide English Language Development (ELD) through Integrated and Designated Instruction: ELD instruction is provided to English Language Learners to support their progress towards reclassification. The support is provided both in an integrated way in the classroom as well as in designated ways through small group instruction. Specific ELD skills are taught and practiced so that students can incorporate them into their daily classroom performance.

2. Professional Development on ELD Instructional Strategies and Supports for ELs: Building teachers' understanding of the needs of ELLs and how best to support them through ELD instruction, both designated and integrated, is key to ELLs success. By providing ongoing professional development and support of ELD strategies and implementation, OCS equips our teachers to meet the needs of our ELLs so they can continue to achieve high reclassification rates.

Expected Annual Measurable Outcomes

Outcome #1: English Learner Reclassification Rate
Metric/Method for Measuring: CALPADS Reclassification Report (ELs only)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
English Learner Students	24%	21%	22%	23%	24%	25%

Outcome #2: English Learner Progress on ELPAC
Metric/Method for Measuring: CA School Dashboard (ELs only)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
English Learner Students	No Color: 36.8%	Yellow	Green	Green	Green	Green

GOAL #5

Support parent involvement and engagement by continuing to offer parents/guardians parent education, parent events, and parent participation opportunities that help parents understand and support their child's success in the school's public Waldorf program.	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 6	

Specific Annual Actions to Achieve Goal

1. **Consistent Teacher-Parent Communication with DEIB Lens:** Teachers incorporating a diversity, equity, inclusion, and belonging (DEIB) lens in their classroom activities and lessons helps students see themselves in the curriculum and promotes student achievement. Communicating with families what is happening in the classroom and specifically about how DEIB is incorporated in the classroom helps parents know what their child is experiencing, encourages parents feeling connected themselves, and promotes greater parent involvement and engagement.
2. **Outreach to Underrepresented Families:** Specific outreach to traditionally underrepresented groups within the OCS community encourages a sense of care and belonging that builds involvement and engagement, and ultimately supports student success.
3. **Development of OCS Materials to Celebrate Diversity:** Highlighting the diversity of students, families, and staff in our community helps retain traditionally marginalized community members and recruit new members to our school community.
4. **Support Child-Friendly Parenting Around Technology:** Supporting parents with information, strategies, and community to make informed decisions about their child's access to and use of technology directly supports student achievement in that it promotes the children's ability to concentrate, form mental images, use their imagination, develop physical health, and build strong relationships.
5. **Parent Education about Healthy Child Development Through A Waldorf Lens:** Sharing information and discussing with parents about general child development and specifically their child's development and how to support them in healthy ways is crucial to working collaboratively with parents as educational partners. Asking parents what they want to know, what they already know, and what they need builds trust and a positive cooperative relationship between teachers and parents.
6. **Hosting School Events to Bring the Community Together Around Students:** Weaving a strong web within our OCS community supports students' sense of belonging and engagement with school in ways that lead to student achievement and overall health. Students seeing their families engaged and participating in school tells children that this is a safe place where they belong, where they are seen and cared for, and where they matter. Parents are able to share their talents and gifts with the community when they feel welcome and included.

Expected Annual Measurable Outcomes

Outcome #1: Parent Participation in Programs for Unduplicated Pupils
Metric/Method for Measuring: CA School Dashboard: Parent and Family Engagement
 Questions 1-4 (Schoolwide Only)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	1. 5	1. 5	1. 5	1. 5	1. 5	1. 5
	2. 5	2. 5	2. 5	2. 5	2. 5	2. 5
	3. 4	3. 4	3. 4	3. 4	3. 4	3. 4
	4. 4	4. 4	4. 4	4. 4	4. 4	4. 4

Outcome #2: Parent Input in Decision-Making
Metric/Method for Measuring: CA School Dashboard: Parent and Family Engagement
 Questions 9-12 (Schoolwide Only)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	9. 5	9. 5	9. 5	9. 5	9. 5	9. 5
	10. 4	10. 4	10. 4	10. 4	10. 4	10. 4
	11. 4	11. 4	11. 4	11. 4	11. 4	11. 4
	12. 5	12. 5	12. 5	12. 5	12. 5	12. 5

GOAL #6

Maintain OCS' unique Waldorf-informed practices and specialty programs that support students' wholistic growth in the head, the heart, and the hands.	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
	<input type="checkbox"/> 3	<input type="checkbox"/> 6	

Specific Annual Actions to Achieve Goal

1. Support Waldorf Training for Teachers: Waldorf training helps teachers understand not only the what and how of being Waldorf educators, but also the why. With an understanding of why Waldorf methods work, teachers experience greater freedom to creatively meet the needs of the students before them in developmentally-appropriate ways.

2. Provide Students with Relationship-Based, Multi-Sensory, Multi-Modal, Integrated, Thematic, Holistic, Hands-On Learning Experiences: OCS is founded on the principle that students are complex human beings whose healthy development depends on nurturing not only their intellect but also their hearts and bodies. By integrating this principle into main lesson every day and into specialty classes on a weekly basis, OCS makes a well-rounded education accessible to all of our students, especially those who would otherwise not have access to these types of experiences and classes. This action is dedicated to deepening our practice of Waldorf principles in main lesson and to maintaining our unique specialty program.

Outcome #1: % of Class Teachers with partial or full Waldorf Certification

Metric/Method for Measuring: Internal Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Full: 29% Partial: 41%	Full: 30% Partial: 42%	Full: 31% Partial: 43%	Full: 32% Partial: 44%	Full: 33% Partial: 45%	Full: 34% Partial: 46%

Outcome #2: % of Students Accessing Waldorf-Informed Practices and Programs

Metric/Method for Measuring: Master Schedule and Classroom Observation (schoolwide only)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: Access to and enrollment in a broad course of study

Metric/Method for Measuring: CA School Dashboard (schoolwide only)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met

Instructional Design

Innovative Components and Key Features

OCS' instructional design comes directly from the guiding principles of public 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.

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.²⁷

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.”²⁸ As the study

²⁷ Ingram, D. & Meath, M. (2007). Arts for academic achievement: A compilation of evaluation findings from 2004-2006. Center for Applied Research and Educational Improvement.

²⁸ "Champions for Change." ARTSEGE: The Kennedy Center's Arts Education Network.

describes, integrating the arts in education changes the learning experience in multiple ways:

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

The arts are integrated on a daily basis through the interdisciplinary, thematic instruction in the daily Main Lesson. In addition to the benefits noted above, “arts integration holds relevance in today’s educational climate for both students and teachers, leading to increased academic achievement and student retention while nourishing teachers personally and professionally, helping them to move toward “highly qualified” criteria, and be effective and innovative in the teaching profession.”²⁹

- 2) **Project-based learning** occurs at every level. Central in OCS’ curriculum is real-life experience so students can engage all their senses 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.”³⁰

- 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 activates 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.³¹ 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

²⁹ 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.

³⁰ May 2015, Setting the Standard for Project-Based Learning, by John Larmer, John Mergendoller and Suzie Boss, <http://www.ascd.org/publications/books/114017/chapters/Why-Project-Based-Learning%C2%A2.aspx>

³¹ 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>

creativity.³²

- 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.³³

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.³⁴

- 5) **Data-driven decision making** drives instructional practices. Formative and summative assessment results are used to inform instructional practices on a regular basis, including decisions about:

- Cooperative learning groups
- Curricular and instructional materials
- Targeted intervention

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 their 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 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

³² How Stories Change the Brain, By Paul J. Zak | December 17, 2013,

https://greatergood.berkeley.edu/article/item/how_stories_change_brain

³³ 2017, <https://childmind.org/article/why-kids-need-to-spend-time-in-nature/>

³⁴ Benefits of time in nature, especially in our digital age, July 28, 2014, <https://daringtolivefully.com/spend-more-time-in-nature>

OCS' curriculum is based on the Common Core Standards and the developmental approach of public Waldorf Education. The following grade-level descriptions highlight the features of our curriculum that come from the public Waldorf curriculum, as the components that are based on the Common Core Standards are already 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.

Transitional Kindergarten

Ocean Charter School understands that our Transitional Kindergarten program is the initial step into formal school for our students as they journey from TK through K and then into the grades. The early childhood program, Transitional Kindergarten and Kindergarten combined, has been shaped as a continuous program that builds from one year to the next. The TK program focuses on supporting and developing the TK student in the nine domains articulated in the Preschool – Transitional Kindergarten – Kindergarten View Desired Results Developmental Profile – (PTK DRDP). These nine domains are addressed through a play-based program based on the principles of Waldorf Education for the younger child that unfolds over the course of the day, week, and year in seasonal cycles that connect children with nature and with their natural, healthy rhythms as they develop the foundational skills and capacities they will need in the older grades. Through play and interacting with natural materials, each other and their teacher, students in Transitional Kindergarten develop in the following nine PTK DRDP domains: Approaches to Learning; Social Emotional Development; Foundational Language Development; English Language Development; Math; Science; Cognition; Physical Development; and Health.

In our TK classroom, children engage in rich, meaningful learning through imaginative play, nature explorations, and social interaction that are aligned with the Preschool/Transitional Kindergarten Learning Foundations (PTKLF). The program is designed to nurture the whole child so that the children build a strong foundation for success in kindergarten and beyond. Teachers strive to be models from whom the children can learn, for at this age it is understood that a child's primary learning comes through imitation. Free choice play experiences are the primary context for learning. In this way, agency, creativity, and relationships are built within the children.

Further, 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.

Mathematics are addressed through counting, sorting, and problem solving. Seasonal crafting projects and weekly painting and beeswax modeling support children in the development of their fine motor skills, while substantial outdoor playtime allows children to develop their gross motor skills. Finally, the program uses inclusive practices to ensure children with diverse backgrounds,

languages, and abilities are supported. Key to the social emotional curriculum at this age is friendship and communication.

KINDERGARTEN

The Ocean Charter School Kindergarten, literally “child’s garden” when translated from the German, bridges the student’s transition from their first year at OCS in Transitional Kindergarten to the following year in first grade as it builds the necessary skills for students to succeed in the grades. OCS’ Kindergarten program offers the second year of a curriculum based on Waldorf Education that is grounded in research about developmentally appropriate practices for the young child.³⁵ The core subjects of **Language Arts, English Language Development, Math, and Science** are brought to the children through daily imaginative storytelling, rhythmic work, observation, and experiential learning opportunities. Our 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. While based in play, the classroom environment is rich in oral language opportunities, including in conversations, storytelling, collaborative play, and shared meal times.

In Kindergarten, students practice foundational skills for literacy and math on a daily basis during circle time and small group center activities. For ELA, daily exercises in phonemic awareness, including rhyming, breaking words into syllables, elision, and identifying onset and rime, along with midline crossing physical movements, help lay the foundation for first grade readiness. In addition, complex stories are told with elevated language that build not only comprehension skills and the ability of students to form internal mental images, but also to develop their vocabulary and internal sense of language structure as part of ELD.

Similarly, Mathematics are practiced in a variety of practical, relevant ways each day. Children sort, count, subitize, solve story problems, hop, skip, and use the monkey bars all in preparation for the academic tasks ahead.

Students are introduced to Science through hands-on learning, including experimenting with physics as they build and destroy with wooden blocks and materials; as they climb, jump, swing, twist, turn, and balance on the outdoor play equipment. Nature studies that build a sense of wonder and awe about the natural world occur as they walk the campus and neighborhood observing carefully the shapes, colors, textures, and smells of the plants around them, as well as how they change over the seasons.

They advance their communication skills and understanding of what it means to be a friend, to respect differences, and to build trusting relationships with peers and adults. Allowing children’s imagination to more fully develop in Kindergarten prepares them for the increased

³⁵ PTK DRDP

<https://www.gse.harvard.edu/ideas/usable-knowledge/23/05/embracing-learning-through-play>; <https://ies.ed.gov/learn/blog/prioritizing-play-importance-play-based-learning-early-education>; <https://www.edutopia.org/article/young-kids-power-play-based-learning/>; <https://openjournals.utoledo.edu/index.php/learningtoteach/article/view/785>

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, penmanship in print, writing and reading through story, images and phonics; fairy tales from around the world; poetry recitation, speech, spelling, simple sentences.

English Language Development (core) Practice conversations, following directions, and sharing of ideas. Instruction in foundational skills – phonological awareness, letter-sound knowledge, and decoding – to make sense of print and support students with production of simple writing.

History and Social Studies (core) Multicultural stories and fairytales.

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. Direct lessons in gardening, composting, recycling, reusing, and minimizing production of trash as well as supporting our sustainable meal program and practices.

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.

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

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

Human Development (core) Friendship and communication; bodies and health; bodies and differences; human diversity; safe and trusted adults; council; safe school Cool Tools

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 (nouns, verbs, adjectives); spelling, reading (using context, word recognition, reading out loud); animal fables and legends from around the world; writing teacher generated and student generated multi-sentence pieces.

English Language Development (core) Students ask and answer questions, retell stories, and describe experiences. Focus on sentence structure and expansion of vocabulary to summarize a story in oral or written form. Apply foundational literacy skills to read short texts, write simple sentences, and begin editing for meaning.

History & Social Studies (core) Multicultural stories, folktales and fables, stories 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., Wangari Maathai, or Jane Goodall teach students about their unique place in the ecosystem and their personal ability to affect change. Lessons also include how to support our sustainable meal program and practices.

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.)

Textile Arts (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.

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.

Human Development (core) Friendship and communication; human diversity; council; safe school Cool Tools

Technology (core) Students are introduced to keyboarding.

THIRD GRADE

Math (core) Multiplication tables through 12; weight; measure; length; volume; area; perimeter; money; time; place value to 10,000; estimation; understanding arrays; multiplication and division

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

English Language Development (core) Increased focus on speaking and writing using academic and precise language. Supporting opinions with cited evidence from texts. Strengthening of reading fluency and comprehension to access increasingly challenging texts, and write for varied audiences and purposes.

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); biomes/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. Lessons also include how to support our sustainable meal program and practices.

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).

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

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.

Human Development (core) Friendship and communication; gender stereotypes; council; safe school Cool Tools

Technology (core) Students continue to practice keyboarding.

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) Focus on organization of oral and written English. Explicit lessons in grammar, sentence structure, vocabulary, and multi-paragraph responses. Use of varied text sources, across genres, from which students extract evidence for oral and written arguments.

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. Lessons also include how to support our sustainable meal program and practices.

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

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

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

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

Textile Arts (core) Cross-stitch, Embroidery, simple sewing.

Tree Crafts (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.

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.

Human Development (core) Friendship and communication; human body systems; body image and self-worth; council; safe school Cool Tools

Technology (core) Students continue practice in keyboarding and begin basic research.

FIFTH GRADE

Math (core) Decimals; fractions; metric system; basic geometry of lines, segments, triangles and quadrilaterals

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

English Language Development (core) Collaborate, discuss, and write about ideas from varying texts. Study authors' use of language, build academic vocabulary, and use increasingly complex grammar to express arguments. Use comprehension strategies to gather evidence and produce writing in multiple genres.

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. Lessons also include how to support our sustainable meal program and practices.

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) painting; clay modeling; woodworking; felting, pastels.

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

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

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

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

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.

Human Development (core) Friendship and communication; where babies come from; puberty; council; safe school Cool Tools

Technology (core) Cyber Civics - online presence and online safety; email and shared docs typing; basic research.

SIXTH GRADE

Math (core) Ratios; percents; 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) Development of academic language across all content areas. Content-rich discussions, summarizing of ideas, and presenting claims with evidence. Focus on clauses, transition words, and text organization to shape meaning in written work across genres.

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. Lessons also include how to help lead our sustainable meal program and practices.

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

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

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

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

Textile Arts (core) Embroidery; hand-sewing stuffed animals.

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

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.

Human Development (core) Friendship and communication; healthy and unhealthy relationships; sexual identities; council; safe school

Technology (core) Cyber Civics - citizenship, digital reputation, ethical thinking, identity and privacy; email, shared docs, slide presentations; basic research.

Electives (core) Middle school students select an elective class for each semester from a variety of options, such as: Drumming, Dance, Studio Art, Band, 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) Focus on increased independence in using English for academic tasks, including summarizing key ideas, analyzing texts, and constructing arguments. Refinement of precise vocabulary and cohesive language. Reading and writing of complex texts and applying strategies for interpreting meaning and revising for clarity.

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. Lessons also include how to help lead our sustainable meal program and practices.

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.

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

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

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.

Human Development (core) Friendship and communication; anatomy and physiology; sexually transmissible infections and safer sex; consent; council; safe school

Technology Cyber Civics - safety and security, searching the web, AI and research; copyright; email, shared docs, slide presentations; research

Electives (core) Middle school students select an elective class for each semester from a variety of options, such as: Drumming, Dance, Studio Art, Band, 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) Students use English to debate, critique, and explain complex ideas in oral and written forms. Teachers guide students to analyze and evaluate information from multiple sources, using language strategically to explain and persuade. Students use advanced literacy strategies to comprehend academic texts and produce their 8th grade project, demonstrating control of language and awareness of audience and purpose.

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. Students help lead support for our sustainable meal program and practices.

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.

Textile Arts (core) Machine sewing.

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

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.

Human Development (core) Friendship and communication; anatomy and physiology; sexually transmissible infections and safer sex; consent; council; safe school

Technology (core) Cyber Civics - participatory culture, misinformation, digital health, stereotypes and media representation; 8th grade research project

Electives (core) Middle school students select an elective class for each semester from a variety of options, such as: Drumming, Dance, Studio Art, Band, Newspaper, and Photography.

Curricular and Instructional Materials

Ocean Charter School teachers use a variety of sources to deliver our standards-based curriculum implemented through public 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 public Waldorf Education to their students. What follows is an overview of these additional, Waldorf-based instructional materials.

TK and 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 Early Childhood Program and lower grades, age-appropriate, **open-ended 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 pictorially through teacher-created, **blackboard images** that are then represented by students in writing and illustrations in their **main lesson books**. These specially designed main lesson books begin as blank books that are transformed by students as they create their own thematic "textbooks" for each block of study. 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 6 -8 , 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. Students use Chromebooks for a variety of purposes, including taking assessments, writing papers, conducting research, and making presentations and projects.

Intervention and Enrichment Programs

Intervention

Intervention programs are offered for students in all grade levels based on need. Students are given benchmark assessments in English Language Arts and Mathematics 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 internal assessments in addition to NWEA testing, 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 eight Intervention teacher assistants that support students in our Intervention program.

Intervention services for reading include phonics and phonemic awareness, 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, and 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

What would be called “enrichment” in other schools is part of the daily experience of Ocean Charter 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, Textile Arts, Tree Crafts, and Movement. Students in 4th and 5th grade are also given enrichment in Orchestra, while students in 6th -8th grades receive enrichment in electives that may include Drumming, Dance, Studio Art, Band, Newspaper, and Photography, among others.

Independent Study

OCS does offer independent study to students as outlined in our independent study policy, consistent with applicable law.

Transitional Kindergarten

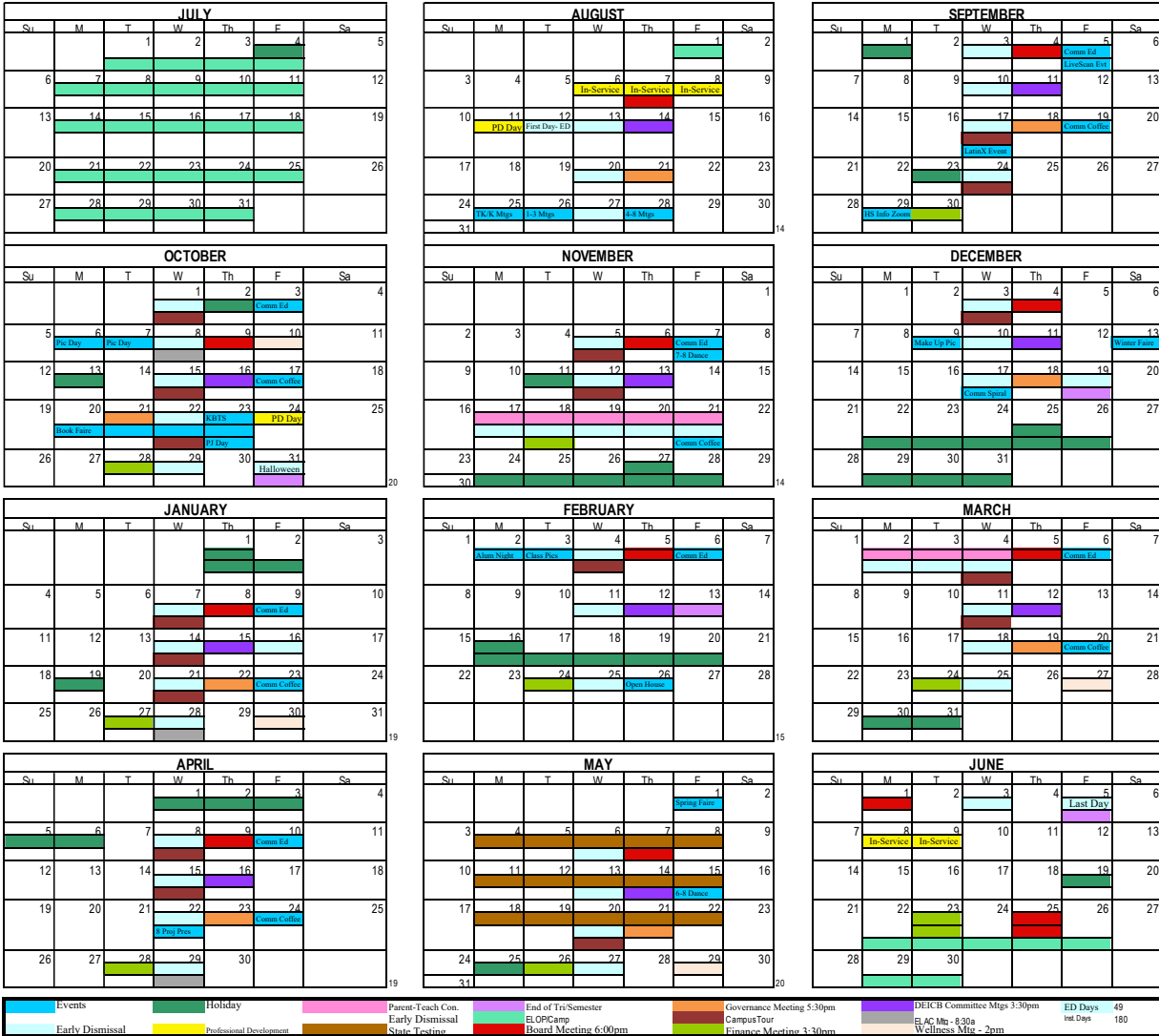
Please see previous section on Transitional Kindergarten on p. 41.

Academic Calendar and Schedules

2026-27 Academic Calendar

Ocean Charter School 2025-2026 Calendar

(Revised as of: 7/7/25)



List of Key Dates

Subject:	Date/s:	Time:	Campus Location:
Note: Every Wednesday Early Dismissal	See calendar	See Bell Schedule	OCS
Board Meeting	8/7/25	6:00pm	Rose Room
Ice Cream Social	8/7/25	3-5pm	Center Campus
First Day of School - Early Dismissal	8/12/25	See Bell Schedule	OCS
DEICB Meeting	8/14/25	3:30pm	Rose Room
Governance Meeting	8/21/25	5:30pm	Rose Room
TK/K Class Meetings	8/25/25	4:30-6:30pm	Classrooms
1-3 Class Meetings	8/26/25	4:30-6:30pm	Classrooms
4-8 Class Meetings	8/28/25	4:30-6:30pm	Classrooms
Holiday - No School	9/1/25	All Day	
Board Meeting	9/4/25	6:00pm	Rose Room
Community Education	9/5/25	8:30-10am	Gym

Live Scan Event for Parents	9/5/25	7:30am-9am	Rose Room
DEICB Meeting	9/11/25	3:30pm	Rose Room
Prospective Parent Tour	9/17/25	8:45am	Campus Wide
LatinX Heritage Event and Community Dance	9/17/25	4:30-6:30pm	Center Campus
Governance Meeting	9/18/25	5:30pm	Rose Room
Community Coffee and Circle	9/19/25	8-10am	Gym
Holiday - No School	9/23/25	All Day	
Prospective Parent Tour	9/24/25	8:45am	Campus Wide
High School Information Zoom	9/29/25	6:00pm	Zoom
Finance Meeting	9/30/25	3:30pm	Rose Room
Prospective Parent Tour	10/1/25	8:45am	Campus Wide
Holiday - No School	10/2/25	All Day	
Community Education	10/3/25	8:30-10am	Gym
Student Picture Day	10/6/25- 10/7/25	See flyer	Gym
Board Meeting	10/9/25	6:00pm	Rose Room
Wellness Committee Meeting	10/10/25	2:00pm	Conference Room
Holiday - No School	10/13/25	All Day	
Prospective Parent Tour	10/15/25	8:45am	Campus Wide
DEICB Meeting	10/16/25	3:30pm	Rose Room
Community Coffee and Circle	10/17/25	8-10am	Gym
Book Faire	10/20/25- 10/23/25	See flyer	Library
Governance Meeting	10/21/25	5:30pm	Rose Room
Prospective Parent Tour	10/22/25	8:45am	Campus Wide
Knight of the Bedtime Stories	10/23/25	See flyer	Amphitheater
Pajama Day	10/23/25	All Day	OCS
Professional Development Day - No School	10/24/25	All Day	
Finance Meeting	10/28/25	3:30pm	Rose Room
Halloween Parade	10/31/25	See flyer	Valet
Halloween - Early Dismissal	10/31/25	See Wednesday Bell Schedule	OCS
End of 1st Trimester	10/31/25		
Prospective Parent Tour	11/5/25	8:45am	Campus Wide
Board Meeting	11/6/25	6:00pm	Rose Room
Prospective Parent Tour	11/12/25	8:45am	Campus Wide
Community Education	11/7/25	8:30-10am	Gym
Fall Dance - 7th & 8th Grade	11/7/25	6:30-8:30pm	Center Campus
Holiday - No School	11/11/25	All Day	
DEICB Meeting	11/13/25	3:30pm	Rose Room
Parent-Teacher Conferences - Early Dismissals	11/17/25- 11/21/25	See teacher sign- ups and Wednesday Bell Schedule	OCS
Finance Meeting	11/18/25	3:30pm	Rose Room
Community Coffee and Circle	11/21/25	8-10am	Gym
Thanksgiving Break	11/24/25- 11/28/25	All Week	
Prospective Parent Tour	12/3/25	8:45am	Campus Wide

Board Meeting	12/4/25	6:00pm	Rose Room
DEICB Meeting	12/11/25	3:30pm	Rose Room
Winter Faire	12/13/25	See flyer	OCS
Community Winter Spiral and Circle	12/17/25	6-7:30pm	Room 208
Governance Meeting	12/18/25	5:30pm	Rose Room
Early Dismissal - No Aftercare	12/19/25	See Wednesday Bell Schedule	OCS
End of 1st Semester	12/19/25		
Winter Break	12/22/25- 1/2/26	All 2 Weeks	
Prospective Parent Tour	1/7/26	8:45am	Campus Wide
Board Meeting	1/8/26	6:00pm	Rose Room
Community Education	1/9/26	8:30-10am	Gym
Prospective Parent Tour	1/14/26	8:45am	Campus Wide
DEICB Meeting	1/15/26	3:30pm	Rose Room
Holiday - No School	1/19/26	All Day	
Prospective Parent Tour	1/21/26	8:45am	Campus Wide
Governance Meeting	1/22/26	5:30pm	Rose Room
Community Coffee and Circle	1/23/26	8-10am	Gym
Finance Meeting	1/27/26	3:30pm	Rose Room
ELAC Meeting	1/28/26	8:30am	Conference Room
Wellness Committee Meeting	1/30/26	2:00pm	Conference Room
Alumni Night	2/2/26	6-7:30pm	Gym
Prospective Parent Tour	2/4/26	8:45am	Campus Wide
Board Meeting	2/5/26	6:00pm	Rose Room
Community Education	2/6/26	8:30-10am	Gym
DEICB Meeting	2/12/26	3:30pm	Rose Room
Grandparent's Day	2/13/26	See flyer	OCS
End of 2nd Trimester	2/13/26		
Renewal Week - No School	2/16/26- 2/20/26	All Week	
Finance Meeting	2/24/26	3:30pm	Rose Room
Open House	2/26/26	See flyer	OCS
Intervention Conferences - Early Dismissals	3/2/26-3/4/26	See Wednesday Bell Schedule	OCS
Prospective Parent Tour	3/4/36	8:45am	Campus Wide
Board Meeting	3/5/26	6:00pm	Rose Room
Community Education	3/6/26	8:30-10am	Gym
Prospective Parent Tour	3/11/26	8:45am	Campus Wide
DEICB Meeting	3/12/26	3:30pm	Rose Room
Governance Meeting	3/19/26	5:30pm	Rose Room
Community Coffee and Circle	3/20/26	8-10am	Gym
Finance Meeting	3/24/26	3:30pm	Rose Room
Momotaro Performances	3/25/26	See flyer	Gym
Wellness Committee Meeting	3/27/26	2:00pm	Conference Room
Spring Break - No School	3/30/26-4/6/26	All 6 days	
Prospective Parent Tour	4/8/26	8:45am	Campus Wide
Board Meeting	4/9/26	6:00pm	Rose Room

Community Education	4/10/26	8:30-10am	Gym
Prospective Parent Tour	4/15/26	8:45am	Campus Wide
DEICB Meeting	4/16/26	3:30pm	Rose Room
8th Grade Project Presentations	4/22/26	5-7pm	Gym
Governance Meeting	4/23/26	5:30pm	Rose Room
Community Coffee and Circle	4/24/26	8-10am	Gym
Finance Meeting	4/28/26	3:30pm	Rose Room
ELAC Meeting	4/29/26	8:30am	Conference Room
Spring Faire	5/1/26	See flyer	Center Campus
CAASPP State Testing	5/4/26-5/22/26	See flyer	OCS
Board Meeting	5/7/26	6:00pm	Rose Room
DEICB Meeting	5/14/26	3:30pm	Rose Room
Spring Dance - 6th-8th Grade	5/15/26	6:30-8:30pm	Gym
Prospective Parent Tour	5/20/26	8:45am	Campus Wide
Governance Meeting	5/21/26	5:30pm	Rose Room
Holiday - No School	5/25/26	All Day	
Finance Meeting	5/26/26	3:30pm	Rose Room
Wellness Committee Meeting	5/29/26	2:00pm	Conference Room
Board Meeting	6/1/26	6:00pm	Rose Room
End of 3rd Trimester and 2nd Semester	6/5/26		
8th Grade Graduation	6/5/26	See invite	Gym
Last Day of School - Early Dismissal	6/5/26	See Wednesday Bell Schedule	OCS
Finance Meeting	6/23/26	3:30pm	Rose Room
Board Meeting	6/25/26	6:00pm	Rose Room

Sample Daily Schedules

Grades 1-8

Main Lesson: The Main Lesson is the cornerstone of the day, a two-hour period 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 integration of these subjects in Main Lesson. Specialty classes include World Language, Fiber Arts/Tree Crafts, Movement, Orchestra (grades 4th and 5th) and electives for grades 6th - 8th. 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 is incorporated into the individual lessons of the teacher, as well as the daily and weekly schedules of every class, as

much as possible. 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.

2026-27 Bell Schedule

Transitional Kindergarten (TK)			
Mon, Tue, Thu & Fri		Wednesday	
7:30-8:30am	Drop off	7:30-8:30am	Drop off
8:30am	Class begins	8:30am	Class begins
1:20-1:35pm	Closing Activities	11:40am-11:50pm	Closing Activities
1:35pm	Supervised Dismissal - Pick up	11:50pm	Supervised Dismissal - Pick up
Kindergarten (K)			
Mon, Tue, Thu & Fri		Wednesday	
7:30-8:30am	Drop off	7:30-8:30am	Drop off
8:30am	Class begins	8:30am	Class begins
1:30-2:00pm	Closing Activities	11:50am-12:00pm	Closing Activities
2:00pm	Supervised Dismissal - Pick up	12:00pm	Supervised Dismissal - Pick up
1st & 2nd Grade			
Mon, Tue, Thu & Fri		Wednesday	
7:30-8:00am	Drop off	7:30-8:00am	Drop off
8:00am	Class begins	8:00am	Class begins
8:00-10:00am	Main Lesson	8:00-10:00am	Main Lesson
10:00-10:15am	Recess	10:00-10:15am	Recess
10:15-10:30am	Snack	10:15-10:30am	Snack
10:30-11:15am	Period 1	10:30-11:15am	Period 1
11:15am-12:00pm	Period 2	11:15-12:00pm	Period 2
12:00-12:30pm	Recess	12:00pm-12:10pm	Closing Activities
12:30-1:00pm	Lunch	12:10pm	Supervised Dismissal - Pick up
1:00-1:45pm	Period 3		
1:45-2:30pm	Period 4		
2:30-2:35pm	Closing Activities		
2:35pm	Supervised Dismissal - Pick up		

3rd Grade			
Mon, Tue, Thu & Fri		Wednesday	
7:30-8:00am	Drop off	7:30-8:00am	Drop off
8:00am	Class begins	8:00am	Class begins
8:00-10:00am	Main Lesson	8:00-10:00am	Main Lesson
10:00-10:15am	Snack	10:00-10:15am	Snack
10:15 - 10:30am	Recess	10:15 - 10:30am	Recess
10:30-11:15am	Period 1	10:30-11:15am	Period 1
11:15am-12:00pm	Period 2	11:15-12:00pm	Period 2
12:00-12:30pm	Lunch	12:00pm-12:10pm	Closing Activities
12:30-1:00pm	Recess	12:10pm	Supervised Dismissal - Pick up
1:00-1:45pm	Period 3		
1:45-2:30pm	Period 4		
2:30-2:35pm	Closing Activities		
2:35pm	Supervised Dismissal - Pick up		

4th Grade			
Mon, Tue, Thu & Fri		Wednesday	
7:30-8:15am	Drop off	7:30-8:15am	Drop off
8:15am	Class begins	8:15am	Class begins
8:15-10:15am	Main Lesson	8:15-10:15am	Main Lesson
10:15-10:30am	Recess	10:15-10:30am	Recess
10:30-10:45am	Snack	10:30-10:45am	Snack
10:45-11:40am	Period 1	10:45-11:40am	Period 1
11:40am-12:30pm	Period 2	11:40am-12:20pm	Period 2
12:30-1:00pm	Recess	12:20-12:25pm	Closing Activities
1:00-1:30pm	Lunch	12:25pm	Supervised Dismissal at Little Culver
1:30-2:20pm	Period 3		
2:20 - 3:10pm	Period 4		
3:10 - 3:15pm	Closing Activities		
3:15pm	Supervised Dismissal at Little Culver		

5th Grade

Mon, Tue, Thu & Fri		Wednesday	
7:30-8:15am	Drop off	7:30-8:15am	Drop off
8:15am	Class begins	8:15am	Class begins
8:15-10:20am	Main Lesson	8:15-10:20am	Main Lesson
10:20-10:35am	Snack	10:20-10:35am	Snack
10:35-10:50am	Recess	10:35-10:50am	Recess
10:50-11:40am	Period 1	10:50-11:40am	Period 1
11:40am-12:30pm	Period 2	11:40am-12:25pm	Period 2
12:30-1:00pm	Recess	12:25pm	Dismissal
1:00-1:30pm	Lunch		
1:30-2:20pm	Period 3		
2:20-3:15pm	Period 4		
3:15pm	Dismissal		

6th Grade

Mon, Tue, Thu & Fri		Wednesday	
7:30-8:15 am	Drop off	7:30-8:15 am	Drop off
8:15 am	Class begins	8:15 am	Class begins
8:15-8:25am	Homeroom	8:15-8:25am	Homeroom
8:25-9:15am	Period 1	8:25-9:15am	Period 1
9:15am-10:05pm	Period 2	9:15am-10:05pm	Period 2
10:05-10:20am	Snack	10:05-10:20am	Snack
10:20am-10:35am	Recess	10:20am-10:35am	Recess
10:35am-12:30pm	Main Lesson	10:35am-12:25pm	Main Lesson
12:30-1:00pm	Recess	12:25pm	Dismissal
1:00-1:30pm	Lunch		
1:30-2:20pm	Period 3		
2:20-3:15pm	Period 4		
3:15pm	Dismissal		

7th Grade

Mon, Tue, Thu & Fri	
7:30-8:15am	Drop off
8:15am	Class begins
8:15-10:20am	Main Lesson
10:20-10:35am	Snack
10:35-10:50am	Recess
10:50-11:40am	Period 1
11:40am-12:30pm	Period 2
12:30-1:00pm	Lunch
1:00-1:30pm	Recess
1:30-2:20pm	Period 3
2:20-3:15pm	Period 4
3:15pm	Dismissal

Wednesday	
7:30-8:15am	Drop off
8:15am	Class begins
8:15-10:20am	Main Lesson
10:20-10:35am	Snack
10:35-10:50am	Recess
10:50-11:40am	Period 1
11:40am-12:25pm	Period 2
12:25pm	Dismissal

8th Grade

Mon, Tue, Thu & Fri	
7:30-8:15 am	Drop off
8:15 am	Class begins
8:15-8:25am	Homeroom
8:25-9:15am	Period 1
9:15am-10:05pm	Period 2
10:05-10:20am	Recess
10:20am-10:35am	Snack
10:35am-12:30pm	Main Lesson
12:30-1:00pm	Lunch
1:00-1:30pm	Recess
1:30-2:20pm	Period 3
2:20-3:15pm	Period 4
3:15pm	Dismissal

Wednesday	
7:30-8:15 am	Drop off
8:15 am	Class begins
8:15-8:25am	Homeroom
8:25-9:15am	Period 1
9:15am-10:05pm	Period 2
10:05-10:20am	Recess
10:20am-10:35am	Snack
10:35am-12:25pm	Main Lesson
12:25pm	Dismissal

Instructional Days and Minutes Calculator

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	Yes	131	245	49	180					180	36000	40915	4915
K	Yes	131	270	49	190					180	36000	44680	8680
1	Yes	131	305	49	220					180	50400	50735	335
2	Yes	131	305	49	220					180	50400	50735	335
3	Yes	131	305	49	220					180	50400	50735	335
4	Yes	131	330	49	220					180	54000	54010	10
5	Yes	131	330	49	220					180	54000	54010	10
6	Yes	131	330	49	220					180	54000	54010	10
7	Yes	131	330	49	220					180	54000	54010	10
8	Yes	131	330	49	220					180	54000	54010	10
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800

Professional Development

Teachers are the educational leaders of Ocean Charter School. Our standards-based curriculum that is implemented through the 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 practice, 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

Within these two areas, many topics are subsumed, including differentiation, meeting the needs of particular groups of students, ELD practices, art and music techniques, positive discipline, and supporting student social-emotional growth, among others.

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

1. Beginning of year in-services focused on sharing our analysis of the SBAC 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 public Waldorf Education
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, festivals, and performances; training in conflict resolution; communicating with parents, and more
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

Sample Annual Professional Development Scope & Sequence

- 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 – In 7 Year Phases
 - Child Study Practice
 - Engaging Parents Meaningfully – Preparing for Open Houses, Parent-Teacher Conferences, and first trimester grades for middle school
 - Seasonal Singing
 - Painting
 - Integrating meaningful movement
- 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, possibly Beach Clean-A-Thon
- March:
 - Preparing for and Participating in IEP meetings
 - Council practice
 - 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 – sustainable meal program and possibly 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

Teacher Recruitment

The Administration searches for the most qualified candidates who have a background and/or interest in Public Waldorf Education 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 and who have a philosophical alignment with our approach.

Recruitment begins with posts on the primary California education websites and on the primary Waldorf employment websites 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. The goal is for the applicants to experience the unique aspects of our approach to determine if it is the right fit for them as educators. Selected candidates perform two 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

Meeting the Needs of All Students

English Learners

Ocean Charter follows LAUSD's Master Plan and provides integrated ELD instruction through classroom practices by class teachers on a daily basis that support English language mastery in combination with designated instruction. The focus during integrated ELD instruction is on the content of the lesson with language support so the content standards are incorporated with ELD standards. This integrated instruction is delivered in all content areas. Designated ELD instruction is delivered during specific times during the day or over the course of the week in specialized lessons. These lessons focus on specific language skills, using content from the regular classroom but with a focus on the language. This instruction is based on the ELD standards rather than the CA state standards in the content areas. In designated instruction, students are grouped according to their language proficiency such as emerging, expanding or bridging.

Integrated ELD occurs daily in all content courses. Designated ELD takes place in small groups of students that are grouped according to language proficiency. Lessons are typically 30 - 45 minutes long and vary in frequency from 2 times/week to daily, depending on the ELD level of each child.

The designated ELD program used at Ocean Charter is called Launch to Literacy and Link to Literacy. These online programs are based on ELD standards and provide sequenced lessons

that build students' proficiency in a systematic way over time as they master skills. While students do at times work on their devices with these lessons individually, the majority of their designated instruction is done with a live teacher, working with the students face to face on specific skills with the program providing additional practice, explanation, support and feedback. The emphasis on real-world interactions aligns with Ocean Charter's focus on in-person instruction and on relationship-based learning. The integrated instructional resources used in the core curriculum come from teacher-generated lessons on specific content areas. Teachers in integrated instruction focus on vocabulary building strategies so ELs learn the language they need to express their understanding of the content being taught. Teachers use strategies such as constructive conversations around specific content ideas, as well as strategies that support students working from a general summary to finding the key ideas and words in a content writing piece.

Class teachers deliver integrated ELD instruction in the classroom while an ELD designated teacher delivers designated ELD instruction in small group settings that are based on proficiency level.

We use multiple data sources to monitor the progress of our EL students, including standardized test scores (CAASPP), ELPAC scores, in house assessments, NWEA, DIBELS, QRI, Launch to Literacy and Link to Literacy assessments. Results are reviewed 3 times a year at least and more frequently for students who demonstrate academic deficits. The EL team (teacher, designated ELD instructor, admin, and parent) will meet to discuss challenges and to determine the appropriate supports for EL students who are struggling. The team discussed both in class and out of class supports.

Process for Identifying English Learners

OCS implements LAUSD's English Learner Master Plan. At the start of each school year, English Learners are identified through the Home Language Survey and initial English Language Proficiency Assessment for California (ELPAC) testing. Initial Identification and Placement Notification are sent within 30 days of the start of school or 2 weeks after a student's enrollment mid-year. OCS uses the overall results of the assessment to identify the student's level of proficiency in English, and parents receive a letter explaining Initial ELPAC results, ELD placement, and their student's instructional level.

Educational Program Used for English Language Acquisition

ELD time is allocated based on student need. Using ELPAC scores, CAASPP scores, NWEA scores, classroom assessments and student work, ELD level is determined and support is given in relation to the need. Thus, students who are in 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 Intermediate levels receive targeted ELD instruction 3 - 5 times per week depending on their ELD level, 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).

Using Results

OCS will use the results of the ELPAC to make instructional changes as needed. The team of intervention and EL teachers devise trimester plans, including lessons and schedules small group support, to provide direct instruction to all ELLs. The lead EL teacher informs the English Learner Advisory Committee (ELAC) about the supports and progress, including reclassification rates, of all EL programming at the school.

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 is administered annually to ELs. The results are analyzed to determine progress, needs and instructional focus.

Providing All ELs with Meaningful Access to the Full Curriculum

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.

Process for Annual Evaluation of the EL Program

OCS's ELAC meets bi-annually to evaluate the effectiveness of the English Language Development program by closely examining results to determine strengths and weaknesses. Recommendations and adjustments are determined to ensure better alignment with the English-Language Development Standards. The EL Coordinator, intervention teachers, and administration also analyze ELPAC 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

An overall performance level of 3 or higher in listening, speaking, reading, and writing, combined with teacher evaluation regarding the student's achievement with meeting grade level standards, parent consultation, DIBELS scores, and CAASPP scores are reviewed prior to making a determination about reclassification.

Process for Monitoring Progress of ELs and Reclassified to Fluent English Proficient (RFEP) Students

Students reclassified as Fluent English proficient (RFEP) are monitored for a minimum of four 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.

Focus is centered on supporting RFEP students in transitioning successfully from the supports and differentiation provided in the EL program to the supports provided for all students. Data that is reviewed includes student classwork, classroom assessments, teacher observation, internal assessments, CAASPP, NWEA, and 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 Progress and Effectiveness of Supports for Long-Term English Learners (LTELs) and for Students "At-Risk" of Becoming LTELs

During the Fall semester, the ELD teacher communicates with the P-LTEL (Potential-Long Term English Learners) and LTEL (Long-Term English Learners), parents, classroom teacher to determine goals for attaining reclassification criteria. All parties involved state how they plan to support the student in reaching the goals. Progress notifications are sent from the ELD teacher to the P-LTEL and LTEL students, their parents, and their teacher each trimester. Teachers also send progress notifications at the trimester marks, to relay a full picture of the child's progress in school.

Gifted and Talented (GATE) 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 public 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.³⁶ 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 individualized programming.

The social-emotional development of the gifted population can appear as asynchronous³⁷ and gifted students can exhibit developmental over-sensitivities, specific to children identified or recognized as gifted.³⁸ 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, Council practice, 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 Advanced Percussion classes also offer additional challenge for our talented students.

Progress Monitoring

³⁶ <http://sengifted.org/talking-circles- socialemotional-impacts-on-gt-from-culturally-diverse-backgrounds/>

³⁷ <http://www.nagc.org/resources-publications/resources/social-emotional-issues/asynchronous- development>

³⁸ <http://www.hoagiesgifted.org/dabrowski.htm>

Gifted and talented student progress is monitored by the classroom teacher, and is shared with parents during Fall and Spring parent/teacher conferences. Teachers work directly with students to set goals and discuss their progress, which is shared during conference time.

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, NWEA 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 their 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.

OCS uses a multi-tiered system of support (MTSS) to meet students' needs. Support may include, but is not limited to, the following: frequent assessments for progress and to identify areas of need, in-class interventions with the teacher, in-class interventions with instructional aides or the resource teacher, targeted small group instruction both in class and in pull out sessions, frequent checks for understanding and with organizational tasks, and through the use of contracts and goal-setting systems with students. OCS uses the SSPT process to target specific goals, monitor progress, and maintain partnership between parents, intervention teachers, and administration in support of the children.

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 and Progress Teams composed of an administrator, teacher, parents, stakeholders, and student (when appropriate) 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 their family over several years. As the teacher knows the students on day one of the new year, the teacher 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, writing journal, and math work. 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 and block tests, and state mandated testing. Specifically, OCS assesses with DIBELS, Qualitative Reading Inventory, NWEA, 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 and Progress Team (SSPT) 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:** When students have not made sufficient progress toward their goals at the Tier II level despite consistent intervention, referral for formal assessment for possible eligibility for special education may be made by the student success and progress team.

Socioeconomically Disadvantaged/Low Income Students

Identification

OCS identifies Socio-Economically Disadvantaged Income Students through the Direct Certification process and via the National School Lunch Program application. Progress monitoring for this particular group of students falls in line with the process by which all OCS students are supported, namely through our robust instructional program, access to social and emotional support services, a robust intervention program, and consistent parent/family engagement. Class and intervention teachers along with administration collaborate to monitor student progress. The SST process is used as a vehicle for teachers and support staff to initiate a referral if a particular student demonstrates need.

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 meal program for both breakfast and lunch to all students. 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 free before school care for all students, beginning at 7:30 a.m. After school, families have the

opportunity to sign their children up for aftercare, under the ELO programming (ELOP). This program is offered until 6:00p.m. each school day, with a sliding scale for fees, including free for those families who qualify. Homework assistance and reading support is provided during the aftercare program. OCS also offers enrichment opportunities after school. These are fee-based classes, which socio-economically disadvantaged students can take at a reduced rate. Lastly, during summer months, Extended Learning Opportunities (ELOP) are also available to any enrolled student and again are offered on a sliding scale, including free for those who qualify. Students receive instruction in English Language Arts, Math, Cooperative Games, and Social Emotional Learning during summer camp.

In addition to these basic needs, OCS supports all of our students by providing access to a well-stocked library on campus. Weekly class visits to the library, 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.”³⁹

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 during aftercare
- Class meetings are held two times yearly, with an emphasis on parent education
- Parent/Teacher conferences are scheduled with sensitivity to parent work schedules and geographic location.
- Each class has a welcoming representative, an established OCS community member, who helps to support new families become oriented with the school and connected to the community.
- In addition to class meetings, parent education sessions are offered numerous times throughout the year through our Parent Collective.
- 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
- 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. All school materials are provided, including high quality ones
- Gardening, cooking, and textile arts provide practical life skills that build self-confidence and independence, as well as have authentic economic value.

³⁹ from *As the What the Arts Change About the Learning Experience*

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 and NWEA progress.

Students with Disabilities

Please see FSDRL at the start of Element 1.

Students in Other Subgroups

FOSTER YOUTH

Upon enrollment or change in household form identifying a student as having foster placement, the registrar will notify school administration and our foster youth liaison. Additionally, the school foster youth liaison will periodically receive a CALPADS report that indicates any DCFS open cases marked as foster home placement from our school wide student information manager. The foster youth liaison will consult guardian(s) to identify services currently being provided to the student. If the school foster youth liaison determines additional academic or social emotional in-house support is necessary, the student will be referred through the school's referral process. The school foster youth liaison and school psychologist will work as a multi-disciplinary team to monitor foster youth.

In addition, 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 and NWEA. When a teacher notes negative changes in a foster youth's performance, they will notify the foster youth liaison to coordinate additional support.

STUDENTS EXPERIENCING HOMELESSNESS

As enumerated in the McKinney-Vento Act, the state of California defines homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence. Per CDE guidelines, this definition also includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
2. Children and youths who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement
3. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
4. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
5. Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

All new and returning OCS students and families are provided with a Student Residency Questionnaire prior to the start of each school-year. Any student meeting one or more of the above listed criteria will be identified appropriately in CALPADS.

Students who are identified as experiencing homelessness receive all opportunities and interventions that are offered to all OCS students. In addition, OCS supports these students through our Homeless Liaison who reaches out to families experiencing homelessness on an ongoing basis to monitor their status and coordinate relevant supports, both in-house and as needed with outside agencies.

**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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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

See LCFF table in Element 1.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

See LCFF table in Element 1.

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 they shine and areas in which they need improvement. The opportunity to experience these areas of strength as well as the areas of challenge in themselves as well as in their classmates is another way OCS builds self-awareness, self-confidence, empathy, and community.

Overviews of the performance areas for Japanese, Textile Arts, Tree Crafts, Movement, Music, Visual Arts, Social-Emotional Learning, and Environmental Stewardship are included below.

OCS WORLD LANGUAGE PROGRAM: JAPANESE, GRADES 1-8

Teaching world languages holds deep meaning within Waldorf education, where language is viewed as a bridge to cultural understanding and human connection. At Ocean Charter School, Japanese is taught from 1st through 8th grade as a continuous eight-year program that nurtures communication skills, empathy, imagination, and global awareness. Through learning Japanese, students experience a living expression of another culture—its rhythm, artistry, and worldview—helping them recognize both the beauty of difference and the shared essence of humanity.

While developing the ability to communicate in the target language is an important goal, the deeper purpose of world language education at our school is to awaken students' social awareness and nurture curiosity and respect for others. Studying a new language opens a window into the soul of another culture, inviting students to discover the shared and unique qualities that shape human expression. As students progress in their study of Japanese, this growing awareness strengthens their sense of identity, deepens empathy, and broadens their perspective of the world.

The teacher brings the target language to students through rich, experiential learning, using imitation, literature, music, artistic projects, games, and movement. Students are immersed in the living atmosphere of the Japanese language, surrounded by its sounds, gestures, and images that speak to both heart and mind. In the lower grades, songs, stories, recitation, and play nurture the feeling life, surrounding the children with beauty and enlivening their will through rhythm and joyful movement. As students progress through the grades, they continue to learn through experience while developing listening, speaking, reading, and writing skills. In the upper grades, this foundation deepens into reflection and analysis, as students explore patterns in language, compare Japanese and English, and consider how culture shapes expression. These explorations strengthen linguistic ability, enhance literacy, and cultivate the capacity to think openly and flexibly across languages and cultures.

A distinctive feature of Ocean Charter School's Japanese program is its integration with the primary lesson curriculum. Lessons are designed to complement and deepen students' understanding of what they are studying in their Main Lesson. For instance, when 8th graders explore modern American history, their Japanese lessons may examine the experiences of local Japanese Americans or daily life in Japan during that same era. This integrative approach allows students to view history, literature, geography, and other subjects through multiple cultural lenses, fostering empathy, connection, and a broader understanding of the world.

Throughout the year, students celebrate Japanese culture through seasonal festivals, Taiko drumming, the annual 4th-grade Japanese play, and middle school field trips, each a living expression of art, language, and community that reflects the Waldorf commitment to educating the head, heart, and hands. Cultural exchange is also essential to the program, bringing language learning to life through genuine human connection. Each year, our students prepare for and participate in an exchange event with visiting middle school students from Japan. Through these living experiences, the study of Japanese becomes far more than the acquisition of language—it becomes a journey of understanding, imagination, and recognition of the human spirit that connects us all.

1st Grade: Japanese is introduced through a fully immersive and imaginative approach. The young child naturally learns through imitation, tone, rhythm, and gesture—absorbing language through the warmth and artistry of the teacher’s presentation. When the “imitative genius” is most alive, this stage of development is an ideal time to introduce a world language through listening and speaking. The lessons focus on cultivating joy, curiosity, and wonder through songs, movement, stories, and practical artistic activities. Music, drawing, crafts such as origami, storytelling, and movement are woven into each lesson, creating a rhythmic and artistic learning experience. Vocabulary centers on concrete, sensory-based words—nouns, simple adjectives, and familiar expressions used in daily life. Students learn greetings, self-introductions, and simple conversational exchanges such as stating their name, age, and grade. All activities are presented in a mood of beauty and natural flow, nourishing the child’s feeling life and helping them experience the living spirit of the Japanese language and culture.

(Two 45-minute lessons per week.)

World Language Standards Alignment (Grade 1- Novice Low to Novice Mid):

1. Communication (Interpretive): WL.CM1.N — recognize and comprehend familiar words, phrases, and simple expressions in the target language (e.g., songs, verses, commands)
2. Communication (Interpersonal): WL.CM2.N — use memorized words and phrases to respond to simple greetings, commands, and questions in predictable settings
3. Communication (Presentational): WL.CM3.N — present memorized songs, poems, chants, gestures in culturally appropriate ways
4. Cultures: WL.CL1.N & WL.CL2.N — use age-appropriate gestures and expressions, experience cultural practices such as seasonal festivals, crafts, songs
5. Connections / Comparisons: WL.CM7.N / WL.CL3 — begin to notice similarities/differences between one’s own language/culture and Japanese (e.g., greetings, counting, seasonal customs)

Measurable Outcomes

By the end of first grade, approximately 80% of students who regularly participate in two weekly lessons will demonstrate the following skills:

Goal I. Sing Japanese songs and recite verses with gesture and expression

Measurable Outcomes:

- a) Sing all introduced songs (seasonal, counting, narrative, and target vocabulary) with gestures, comfortably and joyfully as a group.

b) Recite all introduced verses and poems (seasonal, festival, and daily rhythm) with gestures, chorally as a class.

Goal II. Understand and use basic conversational vocabulary

Measurable Outcomes:

- a) Use simple everyday expressions such as greetings, thanks, and farewells naturally in context.
- b) Identify and name key vocabulary: main colors, 10 plants and animals, six family members, 10 classroom objects, four seasons, and 10 body parts.
- c) Recognize and use simple adjectives describing size and shape.
- d) Count numbers 1–50 with rhythmic accuracy.

Goal III. Respond appropriately to simple commands

Measurable Outcomes:

- a) Demonstrate comprehension by responding physically to commands such as “stand,” “sit,” “turn,” and “touch your head.”

Goal IV. Respond to basic personal questions

Measurable Outcomes:

- a) Answer simple questions about name, age, grade, and family members.

Goal V. Comprehend simple nature stories and folk tales told in Japanese

Measurable Outcomes:

- a) Illustrate a scene or image from a Japanese story.
- b) Retell the story in English, showing comprehension and recall.

Goal VI. Develop artistic and practical skills through simple Japanese crafts

Measurable Outcomes:

- a) Complete a seasonal origami or handcraft project following oral directions.

Goal VII. Experience and participate in Japanese culture

Measurable Outcomes:

- a) Participate in seasonal festivals through singing, drawing, movement, and class performances.

2nd Grade: In second grade, students continue to learn Japanese through listening and speaking, with repetition and rhythm as guiding principles. The young child learns best when language is experienced through beauty, movement, and joyful participation. Building upon the foundation established in first grade, students revisit familiar songs, verses, and stories while expanding their vocabulary and confidence in communication.

At this stage, the students’ desire to communicate naturally grows stronger, and the teacher nurtures this impulse by balancing choral speaking with opportunities for individual expression through simple question-and-answer exchanges. Lessons are imbued with a clear rhythm and gentle contrasts—between quiet and lively moments, large and small movements, soft and strong voices—creating harmony and balance in language and activity.

The children experience the Japanese language as a living and expressive art through storytelling, music, art, and crafts. Seasonal festivals are celebrated with joyful creativity—singing, movement, and dramatizations drawn from traditional tales—strengthening the children’s connection to nature and cultural rhythm.
(Two 45-minute lessons per week.)

World Language Standards Alignment (Grade 2 - Novice Low to Novice Mid):

1. Communication (Interpretive): WL.CM1.N — recognize more familiar words, phrases, and simple sentences in spoken/listened language (e.g., songs, poems, simple commands)
2. Communication (Interpersonal): WL.CM2.N — respond to familiar questions, use memorized phrases in simple exchanges (yes/no, “What is this?”, “I like ...”)
3. Communication (Presentational): WL.CM3.N — recite poems, short dialogues, simple presentations or chants using memorized language forms.
4. Cultures: WL.CL1.N & WL.CL2.N — engage in cultural practices (origami, festivals, seasonal songs), understand product/practice/perspective linkages
5. Connections / Comparisons: WL.CM7.N / WL.CL3 — compare simple structural or lexical features of Japanese and English (e.g., word order, counting systems)

Measurable Outcomes

By the end of second grade, approximately 80% of students who regularly participate in two weekly lessons will demonstrate the following skills:

Goal I. Sing Japanese songs and recite verses with gesture and expression

Measurable Outcomes:

- a) Sing all introduced songs (seasonal, counting, narrative, and target vocabulary) with gestures, comfortably and joyfully as a group.
- b) Recite all introduced verses and poems (seasonal, festival, and daily rhythm) with gestures, chorally as a class.

Goal II. Understand and use basic conversational vocabulary

Measurable Outcomes:

- a) Identify and name key vocabulary: colors (15), nature features (15), animals (20), family members (10), classroom objects (10), seasons, body parts (15), and clothing (10).
- b) Use simple adjectives to describe size, shape, and color (20 words).
- c) Count numbers 1–100 and skip count by 2s, 3s, 4s, and 5s with movement.
- d) Use simple phrases in context, such as “Blessing on the meal,” “..., please,” and “You’re welcome.”

Goal III. Respond appropriately to simple commands

Measurable Outcomes:

- a) Respond physically to commands such as “Stand up and turn right,” or “Touch your nose with your left hand.”
- b) Point out and name familiar items in the classroom environment.

Goal IV. Respond to basic questions

Measurable Outcomes:

- a) Answer simple personal questions—name, age, grade, and family members.
- b) Respond to teacher prompts using learned vocabulary (not necessarily in complete sentences).

Goal V. Comprehend simple fables and legends told in Japanese**Measurable Outcomes:**

- a) Illustrate a scene from a Japanese fable or legend.
- b) Retell the story in English, demonstrating comprehension of the storyline.

Goal VI. Develop artistic and practical skills through traditional crafts**Measurable Outcomes:**

- a) Complete seasonal origami projects with care and accuracy.
- b) Demonstrate skill in simple string games such as “Cat’s Cradle.”

Goal VII. Experience and participate in Japanese culture**Measurable Outcomes:**

- a) Actively participate in seasonal festivals through singing, drawing, and dancing, including the Moon Festival, Setsubun (Lunar New Year), Girl’s Day, Boy’s Day, and the Star Festival.

3rd Grade: Third grade marks an exciting milestone in the students’ Japanese learning journey, as they are introduced to the first of the three Japanese writing systems—Kanji, the pictorial characters that connect language, image, and meaning. The children meet this new challenge with enthusiasm, curiosity, and a growing sense of independence. They begin to create their own *Kanji Book*, blending art and language in a way that honors both precision and imagination. The first part of each lesson centers on oral language and conversation. Students practice answering individually, building confidence through simple dialogues and active participation. Verbs are introduced and practiced through gestures and movement, helping students embody meaning and strengthen memory. Although imitation, rhythm, and repetition continue to be key pathways for learning, the children now take greater initiative and ownership of their expression.

In the second part of the lesson, students work artistically with Kanji, exploring how each character developed from images found in nature and daily life. Through drawing and brushwork, they experience the visual poetry of the written language, learning to recognize both form and meaning. Celebrating Japanese seasonal festivals remains an integral part of the program, and third graders begin to take on leadership roles, modeling enthusiasm and reverence for the younger students during these shared celebrations.

(Two 45-minute lessons per week.)

World Language Standards Alignment (Grade 3 - Novice Mid to Novice High):

1. Communication (Interpretive): WL.CM1.N — understand longer spoken phrases or short dialogues, recognize patterns in speech or songs
2. Communication (Interpersonal): WL.CM2.N — engage in short exchanges (questions/answers) using familiar vocabulary in conversation
3. Communication (Presentational): WL.CM3.N — present short narratives, recitations, or musical items to the class, using gestures and familiar language

4. Cultures: WL.CL1, WL.CL2 — explore the practices, products, and perspectives of Japanese culture through storytelling and seasonal traditions
5. Connections / Comparisons: WL.CM7 / WL.CL3 — analyze comparisons between Japanese and English in basic sentence/word structure, idiomatic expressions, cultural viewpoints

Measurable Outcomes

By the end of third grade, approximately 80% of students who regularly participate in two weekly lessons will demonstrate at least 80% mastery of the following skills:

Goal I. Develop familiarity with Japanese music and poetry

Measurable Outcomes:

- a) Sing all introduced songs (seasonal, counting, narrative, and target vocabulary) with gestures, comfortably and joyfully as a group.
- b) Sing in a round as a class, maintaining rhythm and pitch.
- c) Play simple melodies on a recorder.
- d) Recite introduced verses and poems (seasonal, festival, and thematic) with expression and movement.

Goal II. Understand and use basic conversational vocabulary

Measurable Outcomes:

- a) Use new vocabulary (nouns) related to days of the week, dates, months, times of day, weather, foods and drinks, places, directions, transportation, money, and shops.
- b) Use simple adjectives describing shape, size, texture, temperature, and speed.
- c) Use common verbs accompanied by gestures and movements.
- d) Count numbers up to 1,000 and skip count in multiple patterns using movement.
- e) Use simple conversational phrases such as “May I...?”, “What is ___?”, and “This is/That is ___.”

Goal III. Develop the ability to speak in simple sentences

Measurable Outcomes:

- a) Answer basic questions using complete sentences (Subject–Object–Verb).
- b) Use target vocabulary within simple sentence structures.

Goal IV. Build basic Japanese grammar intuitively through activities

Measurable Outcomes:

- a) Recite verbs with corresponding active movements.
- b) Respond to questions using the appropriate verb tense.
- c) Speak simple sentences in the correct word order.

Goal V. Develop familiarity with Japanese Kanji

Measurable Outcomes:

- a) Complete an individual *Kanji Book* by the end of the school year.
- b) Identify and write 25 Kanji characters, understanding their pictorial origins.

Goal VI. Deepen appreciation of Japanese stories and culture

Measurable Outcomes:

- a) Demonstrate understanding of Japanese seasonal events and cultural festivals.
- b) Retell in English selected Japanese stories introduced in class (legends, folktales, and creation stories).
- c) Actively participate in seasonal celebrations through singing, drawing, and movement, including the Moon Festival, Setsubun, Girl's Day, Boy's Day, and the Star Festival.

4th Grade: Fourth grade marks an important transition in studying Japanese, as students begin to expand their learning from oral communication into reading and writing. Children start to awaken a sense of self at this stage of development (9 and 10 years old), meeting their studies with greater awareness, curiosity, and independence. This shift brings new excitement and purpose to their language experience.

Students are introduced to Hiragana, the phonetic writing system that evolved from Kanji, the pictorial characters studied in third grade. Using a large classroom chart, they practice reading each symbol rhythmically, discovering the musical and patterned nature of the language. Once they develop a phonetic sense of the letters, students begin reading familiar words and phrases they have already been hearing and speaking in previous years, delighting in recognizing written forms of the sounds they know.

Oral language remains central to the fourth-grade experience. Students practice tongue twisters, verses, poems, and songs with energy and humor, building agility and confidence in pronunciation. Conversational skills are strengthened through interactive question-and-answer practice, allowing each student to begin expressing their own thoughts in Japanese with growing independence.

A highlight of the year is the full-length Japanese play, *Momotarō (The Peach Boy)*, which integrates language, music, and drama into a living artistic experience. Through rehearsals and performance, students embody their lines, learn songs and recorder pieces, and discover the joy of collaboration. This milestone event celebrates the students' perseverance, creativity, and teamwork as they bring the story to life through spoken and musical expression.
(Two 50-minute lessons per week)

World Language Standards Alignment (Grade 4 - Novice Mid to Novice High):

1. Communication (Interpretive): WL.CM1.N — interpret simple written texts (Hiragana-based words, short sentences) and spoken input within familiar contexts
2. Communication (Interpersonal): WL.CM2.N — participate in simple conversations about daily topics (family, time, weather, preferences) using memorized and structured phrases
3. Communication (Presentational): WL.CM3.N — perform plays, recite poems or scripts, sing songs in front of an audience using memorized structures
4. Cultures: WL.CL1 & WL.CL2 — through play and performance (*Momotaro*, seasonal festivals) engage with cultural products, practices, perspectives
5. Connections / Comparisons: WL.CM7 / WL.CL3 — compare language features (e.g. word order, particles) and cultural notions (e.g. storytelling motifs) between Japanese and students' own language/culture

Measurable Outcomes

By the end of fourth grade, approximately 80% of students who regularly participate in two weekly lessons will demonstrate at least 80% mastery of the following skills:

Goal I. Develop familiarity with Japanese music and poetry

Measurable Outcomes:

- a) Sing all introduced songs (seasonal, counting, vocabulary, or story-based) with gestures, comfortably as a group or solo.
- b) Sing in a round as a group, maintaining rhythm and harmony.
- c) Play simple melodies on a recorder.
- d) Recite verses and poems (seasonal, festival, or thematic) with expression and movement.

Goal II. Develop the ability for simple conversation

Measurable Outcomes:

- a) Answer questions in sentence form using studied topics such as days of the week, months, time, weather, favorite foods and drinks, family, and animals (including size, color, texture, habitat, diet, and abilities).

Goal III. Participate in and perform a full Japanese play

Measurable Outcomes:

- a) Sing all Japanese songs included in the play.
- b) Play a recorder piece during the performance.
- c) Recite and act out the storyline in Japanese chorally with gestures.
- d) Speak clearly and project their voice as a group and individually.
- e) Understand and portray their character authentically using Japanese dialogue.
- f) Perform harmoniously and collaboratively with classmates.

Goal IV. Build foundational Japanese grammar through conscious practice

Measurable Outcomes:

- a) Recite verbs in various tenses.
- b) Answer questions using the correct verb tense.
- c) Speak simple sentences in accurate word order.

Goal V. Develop familiarity with Hiragana, a Japanese phonetic writing system

Measurable Outcomes:

- a) Read a Hiragana chart in both *gyo* (row) and *dan* (column) order.
- b) Recognize and pronounce the five vowels and forty-one consonant sounds.
- c) Write simple words learned in class using Hiragana.

Goal VI. Deepen cultural understanding through festivals and stories

Measurable Outcomes:

- a) Demonstrate knowledge of Japanese seasonal events and cultural festivals.
- b) Retell Japanese stories introduced in class.
- c) Actively participate in celebrations through singing, drawing, and movement, including the Moon Festival, Setsubun, Girl's Day, Boy's Day, and the Star Festival.

5th Grade: Fifth grade marks a deepening of the students’ relationship with the Japanese language as they begin to perceive language and the world around them with greater clarity and objectivity. Their growing capacity for reflection allows grammar, structure, and meaning to be approached more consciously while maintaining the joy and artistry that characterize the lower grades.

Each lesson begins with oral activities such as reciting verses, poems, tongue twisters, and singing seasonal Japanese songs in rounds and harmony. Students enjoy learning *Jugemu Jugemu*—the famously long and humorous name from traditional Kyogen theatre—which challenges their memory, diction, and sense of rhythm. These oral exercises strengthen verbal flexibility and pronunciation while helping students internalize Japanese sentences’ natural melody and cadence. Poetry and song continue to play an essential role, cultivating beauty in speech and deepening the students’ intuitive understanding of idiomatic expression.

In keeping with their emerging sense of self and curiosity about the origins of culture, students are introduced to stories from *Kojiki* (古事記)—Japan’s oldest chronicle of myths and creation tales. Through these stories, they encounter the imagery, values, and archetypes that have shaped Japanese thought for centuries. This exploration nurtures both imagination and reverence, allowing students to sense how language carries a people’s spiritual and cultural identity.

In the latter part of each lesson, students dedicate time to reading and writing practice. All 46 basic Hiragana letters are reviewed and reinforced through artistic and practical work. Each student creates a personal *Hiragana Binder* and a *Word Dictionary Book*, transforming familiar songs, poems, and stories into written form. This process strengthens literacy and brings a sense of accomplishment and beauty to their work.

(Two 50-minute lessons per week.)

World Language Standards Alignment (Grade 5 - Novice High / Bridging Toward Intermediate Low)

1. Communication (Interpretive): WL.CM1 — Interpret short paragraphs or narrative texts (songs, poems, dialogues) on familiar topics.
2. Communication (Interpersonal): WL.CM2 — Engage in more flexible exchanges (ask and answer questions about preferences, plans, daily life) using known structures.
3. Communication (Presentational): WL.CM3 — Present short oral reports, retellings, poems, or song renditions with rehearsal and expression.
4. Cultures (Practices and Perspectives): WL.CL1, WL.CL2, WL.CM5 — Deepen understanding of cultural artifacts, traditions, and artistic expressions (music, poetry, holidays, mythology) and explore how they reflect the perspectives and values of Japanese culture.
5. Connections / Comparisons: WL.CM7 / WL.CL3 — Engage in comparisons of grammatical forms, idioms, cultural values, and cross-disciplinary connections (e.g., linking to social studies).

Measurable Outcomes

By the end of fifth grade, approximately 80% of students who regularly participate in two weekly lessons will demonstrate at least 80% mastery of the following skills:

Goal I. Develop familiarity with Japanese music and the mood of songs

Measurable Outcomes:

- a) Sing all introduced songs (seasonal, counting, vocabulary) comfortably as a group or individually.
- b) Sing in rounds and harmonies as a group, maintaining rhythm and pitch.
- c) Play simple melodies on a recorder.

Goal II. Cultivate verbal flexibility, clear pronunciation, and sentence melody

Measurable Outcomes:

- a) Recite all introduced tongue twisters confidently as a group.
- b) Recite all verses and poems (opening, closing, seasonal, or thematic) chorally with clear pronunciation and rhythmic flow.

Goal III. Develop the ability for simple conversation

Measurable Outcomes:

- a) Answer questions in sentence form on familiar topics such as daily activities, transportation, giving directions, weekend plans, seasons, and weather.
- b) Ask questions using complete sentences that include the *5Ws and 1H* (who, what, when, where, why, and how).

Goal IV. Build foundational Japanese grammar through conscious practice

Measurable Outcomes:

- a) Recite verbs in different tenses (12 verbs).
- b) Use and identify present, past, and future tenses accurately.
- c) Use adjectives correctly within sentences (12 adjectives).
- d) Use adverbs appropriately in context (10 adverbs).
- e) Speak simple sentences in the correct word order.

Goal V. Strengthen Hiragana reading and writing proficiency

Measurable Outcomes:

- a) Read all 46 basic Hiragana letters fluently.
- b) Copy from the board and write familiar Japanese songs, verses, poems, and stories.
- c) Complete a personal *Hiragana Binder* and *Word Dictionary Book* (12 categories, 10 words each).

Goal VI. Deepen cultural understanding through Japanese seasonal events and festivals

Measurable Outcomes:

- a) Demonstrate knowledge of Japanese seasonal events and cultural traditions.
- b) Retell selected Japanese stories in English that were heard in class.
- c) Actively participate in celebrations through singing, drawing, and movement, including the Moon Festival, New Year Festival, Setsubun, Girl's Day, Boy's Day, and the Star Festival.

6th Grade: By sixth grade, students bring a growing sense of independence and curiosity to their study of Japanese. They are eager to see how their knowledge can be used meaningfully in the world around them. As they also begin studying world civilizations and comparing Japan's feudal system with Europe's medieval society, students appreciate how language and culture are interwoven across history. At this stage of development, they seek structure and purpose, approaching language study with a balance of discipline and creativity.

Lessons continue to include oral practice through poems, tongue twisters, songs, and short stories. At this age, students not only recite after the teacher but begin to understand the meaning and tone behind the words, expressing feeling and character through their speech. They strengthen their pronunciation, fluency, and sensitivity to the flow of language through rhythm, repetition, and reflection.

Practical communication is emphasized through thematic blocks drawn from daily life. For example, students learn restaurant and shop conversations, polite expressions, and table manners in Japanese. At the end of the block, they visit local shops and a restaurant to apply what they have learned in a real setting. They also take part in a Japanese middle school exchange assembly, gaining confidence and intercultural awareness as they meet peers from Japan. This experience gently prepares them for their future host role the following year.

Reading materials such as idioms, proverbs, and moral tales invite students to explore the depth and wisdom of Japanese expression. Because structure and self-discipline grow stronger at this age, students take greater responsibility for their work through weekly homework, simple quizzes, and regular reflection on progress.

(Two 50-minute lessons per week)

World Language Standards Alignment (Grade 6 - Novice High → Intermediate Low):

1. Communication (Interpretive): WL.CM1.I / WL.CM1.N — understand connected discourse in familiar domains (short paragraphs, dialogues)
2. Communication (Interpersonal): WL.CM2.I / WL.CM2.N — exchange more information in conversations (shopping, ordering, daily routines) using sentence strings
3. Communication (Presentational): WL.CM3.I / WL.CM3.N — give simple presentations, retell stories, write short descriptions or dialogues
4. Cultures: WL.CL1, WL.CL2, WL.CL3 — examine cultural practices, products, perspectives, compare them across contexts (e.g. Japanese history and geography)
5. Connections / Comparisons: WL.CN1, WL.CN2, WL.CM7 — integrate world language learning with other disciplines (history, geography), compare linguistic/cultural features across language

Measurable Outcomes

By the end of sixth grade, approximately 80% of students who have studied Japanese for three years or more and regularly participate in two weekly lessons will demonstrate at least 80% mastery of the following skills:

Goal I. Develop four foundational communicative skills

Measurable Outcomes:

Speaking, Listening, and Conversational Skills

- a) Recite learned verses and poems comfortably as a group and individually.
- b) Sing Japanese songs with harmonies or in a round, comfortably as a group and individually.
- c) Answer simple questions in sentence form about familiar topics such as sports, subjects, weekend activities, weather, and hobbies.
- d) Order food or make a purchase in Japanese during the field trip experience.
- e) Retell a simple story orally.

Reading and Writing Skills

- a) Read and write the 46 Hiragana letters, *Daku-on*, and *Yo-on* using a chart.
- b) Read poems, verses, songs, and stories learned in previous years using a letter chart when needed.
- c) Demonstrate a good phonetic sense when dictating Japanese words.
- d) Write simple sentences using familiar vocabulary and expressions.

Goal II. Develop fundamental Japanese grammar

Measurable Outcomes:

- a) Use verbs accurately in conversation and writing in present, past, and future tenses.
- b) Speak and write using the correct word order and sentence structure.

Goal III. Deepen understanding of Japanese poetry and figurative language

Measurable Outcomes:

- a) Interpret the meaning of familiar words and translate them into English appropriately.
- b) Identify suitable contexts for idiomatic expressions, proverbs, and maxims.

Goal IV. Build awareness of Japanese history and geography

Measurable Outcomes:

- a) Describe and compare the Japanese feudal system to Europe's medieval structure.
- b) Identify Japan's main islands, locate them on a map, and recognize their distinctive regional characteristics.

Goal V. Apply language skills in real-world and intercultural contexts

Measurable Outcomes:

- a) Participate actively in a restaurant and shop interaction, demonstrating polite expressions and basic transactional phrases in Japanese.
- b) Communicate appropriately with visiting Japanese students during the exchange assembly, showing courtesy, confidence, and cultural awareness.
- c) Reflect on these experiences orally or in writing, describing how language can connect people and cultures.

7th Grade: As students enter the middle school, they begin to observe the world with greater clarity and discernment. Their thinking becomes more ordered and logical, and they seek to understand how ideas connect and systems work. In Japanese class, this growing capacity is met with lessons that deepen awareness of language structure—how sounds, words, and expressions convey meaning, and how culture shapes communication. Students set short- and long-term

goals, reflect on their progress, and take increasing responsibility for their learning while approaching language through imagination, rhythm, and artistry.

Lessons continue to include reciting poems and songs, yet the focus now extends to comprehension and expressive delivery. Students learn to describe their daily lives, talk about family, interests, and dreams, and hold simple conversations using correct grammar and intonation. New adjectives, verbs, and proverbs enrich their vocabulary, allowing them to speak and write with color and expression. Teacher-created readers are introduced to strengthen reading fluency and comprehension; short written exercises help bridge oral language to writing.

At this stage, students are introduced to Katakana, the Japanese phonetic system used for foreign words, expanding their understanding of how languages influence one another. Cultural learning deepens as they explore traditional arts such as the tea ceremony, flower arrangement, origami, and Taiko drumming. Equally important, students engage in meaningful intercultural experiences—writing postcards and pen-pal letters to students in Japan, and welcoming visiting Japanese middle school students into their classrooms during the exchange assembly. These experiences bring language to life, nurturing empathy, respect, and confidence as students discover the joy of genuine communication across cultures.

Reading and writing are now practiced regularly through weekly homework and quizzes. Students transform short oral pieces into written form, consciously applying grammar and reflecting on their progress. Through this steady, balanced approach, they strengthen their skills and self-direction in preparation for the more advanced study and personal exchange that will await them in eighth grade.

(Two 50-minute lessons per week)

World Language Standards Alignment (Grade 7 - Intermediate Low)

1. Communication (Interpretive): WL.CM1.I — Comprehend authentic short texts (readings, dialogues) in familiar contexts.
2. Communication (Interpersonal): WL.CM2.I — Exchange opinions, ask and respond to questions on familiar and some new topics.
3. Communication (Presentational): WL.CM3.I — Give short speeches or presentations, write short compositions, and retell stories with expression.
4. Cultures: WL.CL1, WL.CL2, WL.CL3, WL.CM5.I — Explore deeper cultural contexts (tea ceremony, calligraphy, regional traditions) and engage appropriately in intercultural communication through pen-pal exchanges, classroom hosting, and cultural assemblies.
5. Connections / Comparisons: WL.CN1, WL.CN2, WL.CM7 — Link Japanese language study to history, literature, and art; compare grammatical and lexical structures; and examine cross-cultural perspectives and values.

Measurable Outcomes

By the end of seventh grade, approximately 80% of students who have studied Japanese for three years or more and regularly participate in two weekly lessons will demonstrate at least 80% mastery of the following skills:

Goal I. Develop the four elements of fundamental communication: speaking, listening, reading, and writing

Measurable Outcomes:

Speaking, Listening, and Conversational Skills

- a) Recite learned verses and poems comfortably as a group and individually.
- b) Sing Japanese songs with harmonies or in a round comfortably as a group and individually.
- c) Answer simple questions in sentence form about time, daily activities, family, hobbies, weekends, and future dreams.
- d) Present a short two-minute self-introduction or personal speech in Japanese.
- e) Retell a simple story orally.

Reading and Writing Skills

- a) Achieve 70% mastery of the 46 Hiragana letters, including *Daku-on* and *Yo-on*, for reading and writing.
- b) Read poems, verses, songs, and short stories in Hiragana.
- c) Use Katakana accurately to write and read foreign or borrowed words.
- d) Transform oral presentations into short written compositions.
- e) Write letters or postcards to their Japanese pen pals and read responses with comprehension.

Goal II. Develop fundamental Japanese grammar

Measurable Outcomes:

- a) Demonstrate understanding of sentence structure.
- b) Know and conjugate 20 verbs in present, past, affirmative, and negative forms.
- c) Know and conjugate 20 adjectives in present, past, affirmative, and negative forms.
- d) Speak and write using the correct word order.
- e) Use postpositional particles correctly in short sentences.

Goal III. Deepen understanding of Japanese culture and develop intercultural awareness

Measurable Outcomes:

- a) Communicate courteously with visiting Japanese students through words, gestures, and actions, demonstrating cultural awareness and hospitality.
- b) Participate actively in school-wide and classroom cultural events such as tea ceremony, origami, flower arrangement, and Taiko drumming assemblies.
- c) Compare and discuss Japanese customs, traditions, and values with those of their own culture in age-appropriate discussions and reflections.

8th Grade: By eighth grade, students approach their study of Japanese with growing maturity, independence, and a more profound sense of social awareness. They begin to think critically, make connections between cultures, and reflect on moral and historical questions. This development is supported in Japanese class through lessons that expand language proficiency, cultural understanding, and global perspective.

Students review and extend their conversational skills through question-and-answer practice, using the 5Ws and 1H to express themselves in everyday situations. They learn to distinguish between formal and informal speech and are introduced to idiomatic and colloquial expressions

that bring authenticity to communication. Writing and speaking become more expressive as students gain confidence in expressing opinions and describing personal experiences in spoken and written Japanese.

A highlight of the year is the pen-pal exchange and cultural visit with Japanese middle school students. After months of correspondence, OCS students finally met their pen pals, spent a day together, and shared cultural “performance gifts” during class activities and a middle school assembly. Hosting their Japanese peers allows students to experience friendship across languages and cultures, practicing communication, empathy, and hospitality in a living context. These encounters deepen global understanding and foster a lasting appreciation for the human connections language makes possible.

The curriculum also explores major cultural, geographical, and historical themes, notably Japan’s modern history and its connections to California. Through storytelling, teacher anecdotes, and guest speakers, students study World War II from multiple perspectives—those of Japanese citizens and Japanese Americans living in Los Angeles. Reading “*Farewell to Manzanar*” and visiting the Japanese American National Museum help students confront the realities of history and reflect on justice, resilience, and the meaning of peace. Through these studies, language becomes a communication tool and a medium for compassion and moral inquiry.
(Two 50-minute lessons per week)

World Language Standards Alignment (Grade 8 - Intermediate Low to Intermediate Mid):

1. Communication (Interpretive): WL.CM1.I — understand moderately complex texts, short narratives, dialogues, interviews
2. Communication (Interpersonal): WL.CM2.I — engage in extended conversation, ask/answer using 5Ws/1H, express opinions, negotiate meaning
3. Communication (Presentational): WL.CM3.I — present longer reports, summaries, speeches, write essays or summaries in Japanese
4. Cultures: WL.CL1, WL.CL2, WL.CL3, WL.CL4 — examine cultural-historical issues (e.g. internment, war, immigration), compare across time and societies
5. Connections / Comparisons: WL.CN1, WL.CN2, WL.CM7 — integrate language study with history, social studies, literature; compare linguistic structures and cultural patterns; explore global/cultural perspectives

Measurable Outcomes

By the end of eighth grade, approximately 80% of students who have studied Japanese for three years or more and regularly participate in two weekly lessons will demonstrate at least 80% mastery of the following skills:

Goal I. Develop the four elements of communication: speaking, listening, reading, and writing

Measurable Outcomes:

Speaking, Listening, and Conversational Skills

- a) Recite verses and poems comfortably both as a group and individually.
- b) Sing Japanese songs with harmonies or in a round, comfortably as a group and individually.
- c) Answer simple questions in sentence form on topics such as daily routines, holidays, customs,

personal biography, and future dreams.

- d) Formulate and respond to questions using the 5Ws and 1H, applying correct tenses.
- e) Retell short stories using simple, accurate Japanese sentences.

Reading and Writing Skills

- a) Master all 46 Hiragana letters, including *Daku-on* and *Yo-on*, for reading and writing.
- b) Read poems, verses, songs, and short stories in Hiragana.
- c) Read and write Katakana words accurately.
- d) Understand short Japanese stories and write simple summaries.
- e) Comprehend written passages and answer questions in Japanese writing.

Goal II. Develop mastery of Japanese grammar and sentence structure

Measurable Outcomes:

- a) Demonstrate command of sentence structure and word order.
- b) Know and conjugate 30 verbs (dictionary and *-masu* forms) in present, past, affirmative, negative, *want to*, and *te*-forms.
- c) Know and conjugate 30 *i*-adjectives and 10 *na*-adjectives in present, past, affirmative, and negative forms.
- d) Use interrogative pronouns (who, what, which) and adverbs (when, where, why, how) accurately in question sentences.
- e) Use conjunctions and postpositional particles appropriately in sentences.

Goal III. Understand historical perspectives and reflect on human justice and peace

Measurable Outcomes:

- a) Write a reflective summary of the book “*Farewell to Manzanar*”.
- b) Engage in thoughtful question-and-answer discussions with guest speakers.
- c) Participate actively and respectfully during the museum visit, posing questions to docents.
- d) Perform the Japanese story “*One Flower*” through the classroom reader’s theatre, demonstrating understanding of language and theme.

Goal IV. Strengthen intercultural understanding and appreciation of Japanese culture

Measurable Outcomes:

- a) Communicate naturally and courteously with visiting Japanese pen pals during their stay.
- b) Continue exchanging letters in Japanese and English with their pen pals in Japan.
- c) Participate enthusiastically in in-house cultural events such as flower arrangement and calligraphy

TEXTILE ARTS PROGRAM GRADES 1-8

Rudolf Steiner indicated that up to the age of seven, the child lives in a world of goodness, and from seven to fourteen, in a world of beauty. The practice of studying Textile Arts, or Handwork, nurtures both—awakening the will forces and aesthetic senses through meaningful, tactile activity. The will is the power within us to do, to create, and to work; it is the foundation upon which thinking develops. Handwork is an important part of the Waldorf curriculum, supporting the education of the whole child — head, heart, and hands. Through rhythm and routine, and by organically weaving in new knowledge that is based on previously learned skills to cement

understanding, students experience a structured approach that will guide them through the grades. In this way, handwork nourishes thinking, feeling, and doing/willing.

Current neurological research supports this understanding: fine-motor movement, dexterity, and coordinated hand activity stimulate brain development and strengthen intellectual capacities. As children knit, crochet, sew, and weave, they continually cross the midline, building neural connections between the left and right hemispheres of the brain. Stitch by stitch and row by row, they strengthen hand–eye coordination, track movement from left to right, and deepen concentration and focus.

Handwork supports rhythm, sequencing, and fine motor precision; skills that are essential precursors to reading, writing, logical thinking, and problem-solving. Following a pattern engages mathematical reasoning, as children use all four processes, addition, subtraction, multiplication, and division, to shape their work through increasing and decreasing stitches. Beyond cognitive benefits, handwork cultivates perseverance, patience, and pride in craftsmanship.

Through working with natural materials, children develop an ecological and moral awareness of their relationship to the world. Handwork offers a developmentally appropriate, physical encounter with the material world, equipping children with practical skills and fostering an appreciation for beauty, usefulness, and care. By working with natural, raw materials and going through a transformative process from beginning to end, students experience what it is like to make something from scratch, to experience the ups and downs of a process and to persevere if challenges arise. This process strengthens and develops their will forces, as they experience each step. The finished project carries with it both practical value and a deep sense of accomplishment — a quiet, inner recognition: *“I can do this.”*

As a public Waldorf school, we integrate California Arts Standards, which complement this approach. Students are encouraged to use multiple approaches to begin creative endeavors, to explore personal interests and curiosities through varied materials and tools, and to develop criteria that guide the making of a creative object with intention and purpose. These standards harmonize with the Waldorf vision, ensuring that each child’s education meets both developmental and state expectations.

Since every child’s work is uniquely their own, handwork becomes a pure form of experiential learning — learning through the senses. Beyond the classroom, the qualities fostered here — patience, persistence, creativity, and self-reliance — become inner resources that serve students in all areas of life. In this way, handwork is not simply a complementary subject; it is an essential expression of Waldorf education itself: guiding young people to grow into resilient, capable human beings who can meet the challenges of the world with confidence and a sense of *“Yes, I can.”*

1st Grade

In first grade, children are introduced to the foundational skills of knitting through storytelling and imagination. They begin by winding yarn, making slip knots, and crafting their own knitting needles- establishing a connection to the tools and materials of their work. Students learn the

basic knit stitch, discovering the steady rhythm of one stitch following another, which fosters patience, focus, and coordination.

As their confidence grows, children explore shaping through increasing and decreasing stitches and learn to change colors with intention. They practice casting on and casting off, sewing with a whipstitch and cinching stitch, and stuffing their creations. These early experiences strengthen fine motor control, spatial awareness, and perseverance. By the end of first grade, children can independently complete a sequence of steps from start to finish, laying the groundwork for more intricate handwork in the grades to come.

- Goal 1: Perseverance and follow-through with a planned project.
- Measurable Outcome: Transform 1-dimensional yarn to 2-dimensional fabric to a 3-dimensional item.
- Goal 2: Awareness and dexterity of both hands. Fine motor control, supporting writing and reading.
- Measurable Outcome: Basic sewing, forming and stuffing 3-dimensional items. Threading a needle, sewing knot, running stitch, overcasting, lock stitch.
- Goal 3: Prepare tools and supplies. Focus attention for 30-40 minutes.
- Measurable Outcome: Make knitting needles, wind yarn, learn to knit, then cast off and on. Slip knot and weaver's knot.
- Goal 4: Learn and practice additional, more advancing skills as needed.
- Measurable outcome: Some children will learn to purl towards the end of the first grade school year.

2nd Grade

The second grader stands tall, capable, and ready for new challenges. Building upon the foundation of first grade, children are introduced to the purl stitch, which complements the knit stitch and expands their understanding of texture and form. Alternating knit and purl rows, they discover how structure and pattern emerge through rhythm and repetition.

Students work with smaller needles and finer yarn, requiring greater precision and dexterity. They learn to follow written and visual patterns that incorporate both knit and purl stitches within the same row, fostering focus, sequencing, and problem-solving. More complex stitches, such as the seed stitch, challenge them to alternate knit and purl stitches within and between rows, developing their sense of rhythm and spatial awareness.

As in first grade, children assemble and finish their work through sewing and stuffing, continuing to refine the use of the whipstitch and cinching stitch. These experiences strengthen both skill and self-confidence as they bring increasingly detailed and beautiful forms into being through their own effort and care.

- Goal 1: Making a useful item from one piece of fabric formed or shaped by sewing or filling.

- Measurable Outcome: Master purling, garter, and stockinet stitch. Counting rows, changing color to form stripes, harmonious choice of color. Knit and then sew, stuff, and shape forms such as a frog and teddy bear.
- Goal 2: Learn and practice additional, more complex skills as needed.
- Measurable Outcome: Some children will learn seed stitch.

3rd Grade

In third grade, as children experience the “nine-year change,” they become more self-aware and independent, developing a stronger connection to the practical world. Handwork meets this stage by offering purposeful, creative work that engages both the intellect and the will.

Students are introduced to crochet, learning to hold the hook, tension the yarn, and form a chain, a slip stitch, single, half-double, and double crochet stitches. These new techniques strengthen hand dominance, dexterity, and bilateral coordination, all of which are essential for fluent handwriting. Crochet also deepens mathematical understanding through counting, sequencing, and working with multiples, as children increase and decrease stitches to shape their work.

Through following patterns, problem-solving, and decision making, children cultivate independence, perseverance, and creative judgment. In addition to crochet, they explore weaving and braiding, discovering the interplay of structure, pattern, and form. By the end of third grade, children are capable of producing both two- and three-dimensional textile works that reflect growing confidence, creativity, and a deep sense of purpose in their work.

- Goal 1: More independent judgment and personal decision-making. Allow one hand to establish a more dominant role. Support the increasing individuation of the children at this stage (“9-year-old change”)
- Measurable Outcome: Learn chaining, slip stitches, single crochet, double crochet, half double crochet stitches to form 2-D and 3-D objects.
- Goal 2: Familiarity with use and care of natural materials.
- Measurable Outcome: Learning to spin wool and other fibers into serviceable yarn. Spin a minimum of approximately 20 yards of wool yarn on a drop spindle.
- Goal 3: Introduction to collectively turning single strands of yarn into large cloth and its story.
- Measurable Outcome: Basic tabby weaving on a tapestry look as a community group and individually.

4th Grade

In fourth grade, children grow in confidence, independence, and curiosity about the world around them. Their developing sense of individuality is supported through more complex and structured handwork projects that require sustained focus and precision. At this stage, children learn embroidery and cross-stitch, developing an eye for design and fingers for precision.

Working with fabric, thread, and needle cultivates fine motor control and the ability to visualize and execute harmonious designs. Students learn various embroidery stitches, including blanket

stitch, backstitch, and cross-stitch and are given the opportunity to explore the concepts of form, color, value, and symmetry. These skills encourage aesthetic awareness and planning, as well as perseverance in completing detailed work. Finishing these pieces into useful objects further requires the development of hand sewing skills.

Through embroidery and cross stitch, children experience beauty in order and design, gaining both technical ability and an appreciation for craftsmanship.

- Goal 1: Further fine motor development on a practical and artistic item. Patience, focus, perseverance, time-manage, problem solve, measure, learn from and teach fellow classmates, and flexibly complete project(s). Use of various sewing tools.
- Measurable Outcome:
 - Refined use of sewing skills and tools: scissors, sewing needles, and 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.

- Goal 2: Ability to visually plan, design, and construct a pattern of colors, values, shapes and/or images on cloth and stitch.
- Measurable Outcome: Completion, usability, durability, creativity, and self-satisfaction of a hand embroidered and sewn 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 or closure.

- Goal 3: Knowledge of fibers and materiality.
- Measurable Outcome: Use of medium cotton sewing (upholstery) and embroidery threads, gridded cross-stitch cloth, thin cotton lining, thick wool felt backing, cotton strap yarns.

5th Grade

Overall, knitting in the round in 5th grade Waldorf education not only teaches practical skills but also fosters personal growth and creative expression, aligning with the holistic approach of Waldorf pedagogy. By now students are comfortable knitting with 2 needles. As a warm up in grade 5, we start the semester with a small introductory project and quickly move on to the second project, a beanie. Knitting in the round is a great skill to have for making clothing items to use on heads, hands and feet (hats, gloves and socks). Knitting in the round presents challenges, such as managing 4 needles and keeping track of rows and stitches as well as knowing when and how to reduce stitches. The rhythmic nature of knitting can be meditative, helping students cultivate mindfulness and a sense of presence. The goal of 5th grade is to expand on previously learned skills and to continue to develop creative independence, resilience, and a sense of pride and accomplishment in the children.

Goal 1 – 5th Grade

Combine ideas to generate an innovative idea for art-making

Measurable outcome #1

Students will generate and conceptualize artistic ideas by combining learned knitting skills to create a three-dimensional mouse. Students will:

- Knit a square in garter stitch, demonstrating mastery of foundational skills such as casting on, maintaining even tension, knitting rows, and reducing stitches;
- Apply creative problem-solving to transform their flat knitted square into a mouse, practicing sewing, shaping, and cinching techniques to give their project form and character;
- Experiment with design details—such as color choice, ear shape, or size—to personalize their work and express individual creativity; and
- Reflect on their process, describing how they combined techniques and ideas to turn a simple square into a finished, imaginative object.

Goal 2 – 5th Grade

Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Measurable outcomes:

Students will identify and demonstrate diverse methods of artistic investigation to plan and execute a wearable knitting project. Students will:

- Explore and compare different knitting ways of starting their hat (ribbing or plain knit)
- Use four double-pointed needles to knit in the round, maintaining even tension, tracking rows, and applying stitch reduction methods to shape a smooth, rounded crown

Goal 3 (organize and develop artistic ideas)

Experiment and develop skills in multiple art-making techniques and approaches through practice.

Measurable outcomes:

Students will identify and demonstrate diverse methods of artistic investigation by applying and extending their knitting-in-the-round skills to create a pair of fingerless gloves. Specifically, students will:

- Use four double-pointed needles to knit in the round, demonstrating accurate stitchwork, even tension, and the ability to shape a thumb opening by casting off stitches and adding stitches in the following row
- Complete a pair of well-formed, functional fingerless gloves, reflecting growth in technical proficiency and the ability to make informed artistic choices through planning and experimentation.

6th Grade

6th graders have gained a much greater sense of themselves, they are quite independent and can handle more complex projects in Handwork. To ensure students understand the purpose and application of different stitches, everyone works on a stitch sampler at the beginning of the semester. This helps students better understand which stitches are best suited for particular assignments. Students learn to hand stitch animals and learn how to use gussets to make animals

that are three dimensional. Over the course of the semester, students make a variety of animals that become increasingly more complex. Students continue to develop their fine motor skills and eye-hand coordination. They cultivate patience by paying attention to detail, which is crucial for successful completion of their projects.

Goal 1 – 6th Grade

Experiment and develop skills in multiple art-making techniques and approaches through practice

Measurable Outcomes:

Students will experiment and develop skills in multiple art-making techniques by practicing and applying a variety of basic embroidery stitches to create a functional and decorative felt bookmark. Students will:

- Recall and accurately demonstrate four foundational embroidery stitches—running stitch, back stitch, chain stitch, and blanket stitch—through guided practice and experimentation on a piece of felt
- Explore variations in stitch length, spacing, and thread color to understand how different approaches affect both the design and texture of their work
- Apply craftsmanship and attention to detail while turning their stitched felt sample into a finished bookmark
- Reflect on their process, describing which stitches or combinations they found most effective or visually appealing and how these techniques can be applied to future projects.

Goal 2 – 6th Grade

Formulate an artistic investigation of personally relevant content for creating art.

Measurable Outcomes:

Students will formulate and carry out an artistic investigation. They will pick a personally meaningful subject (animal), make a line drawing and hand-sew a three dimensional animal.

- Design a line drawing of the animal that serves as the pattern for their project, showing understanding of form, proportion, and choosing the embroidery stitches that best fit the design.
- They will use the drawing to create the pattern for a gusset.
- Cut out all fabric pieces and assemble the animal using blanket stitch.

Goal 3 – 6th Grade

Demonstrate openness in trying new ideas, methods, and approaches in making works of art and design

Measurable Outcomes:

Students will demonstrate openness to new artistic methods and approaches by designing and constructing a 3D animal using gussets.

- They will learn and apply new sewing methods to assemble multiple pieces of felt into a cohesive 3D form, exploring how gussets create volume and shape.
- They will experiment with embellishment techniques, such as needle-felting, embroidery, or sewing on features like eyes, ears, tails, etc.

7th Grade

In the Handwork class, the 7th graders begin the semester with needle felting a small mouse. This simple and tactile project helps students refine their fine motor skills and fostered a deep connection with the materials. As they move on to their second project, a River Ball, they learn to needle felt a firm base and enhance it with decorative chain stitches, infusing the ball with their unique artistic expressions.

As students progress they are asked to design a Tote Bag using embroidery or to make a Doll. The Tote Bag projects asks students to form a 2-d original design and then sew it into a bag, creating a tangible result of their artistic vision and efforts. The Doll makers start by crafting a solid core for the head. Learning to bind off the head to form childlike features is a subtle challenge, inviting students to cultivate both skill and perseverance. They then move on to create a shoulder girdle and a torso with legs. This work deepens their understanding of both craftsmanship and the human form. Assembling the parts requires focus, willpower, and an appreciation for the process of bringing an idea into physical reality. Both the Tote Bag and the Doll projects offer the students plenty of opportunity to express their creativity and design ideas. By now, the students are accomplished needle workers and are able to master the delicate balance of skill, patience, and artistry.

Goal 1 – 7th Grade

Develop criteria to guide making a work of art or design to meet an identified goal.

Measurable Outcome:

Students will develop criteria for successful needle-felting a small mouse - focusing on proportion, smooth surface, and clear shape transformation from an oval into a teardrop to create a needle-felted mouse. They will add ears, whiskers, and tail, demonstrating use of the materials and craftsmanship.

Goal 2 – 7th Grade

Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

Measurable Outcome:

Students will demonstrate persistence by refining their needle-felting and embroidery skills through the creation of a felted sphere embroidered with chain stitches, thoughtfully applying color and shape to transform the sphere into a cohesive, expressive work of art.

Goal 3 – 7th Grade

Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Measurable Outcome:

Students will make a tote bag by designing a personal symbol related to their identity, culture, or personality. They will apply visual organizational strategies to produce a line drawing which will be transferred to the tote bag. Their work will demonstrate thoughtful planning of composition, scale, and stitch selection to effectively communicate their idea/image.

Goal 4– 7th Grade

Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Measurable Outcomes:

Students will persevere through the multi-step process, refining and adjusting their work to achieve a finished doll that communicates human likeness.

- Students will apply visual organizational strategies to design and construct a Waldorf doll that communicates proportion, harmony, and human form.
- Students will plan and organize the doll structure by applying concepts of proportion to ensure the head, torso, arms and legs express balance.
- Demonstrate craftsmanship and attention to form by shaping a rounded head that reflects the gentle features of a child, creating a cohesive connection between the head and the well-formed torso.
- Assemble and shape each body part using previously learned hand-sewing skills and stuffing techniques to create stability in the final figure

8th Grade

In 8th grade, handwork focuses on mastering the sewing machine. Students learn to set up, operate, and troubleshoot the sewing machine. They engage in three distinct projects: a bean bag, a drawstring bag, and pajama pants. The bean bag serves as an introduction to basic stitches, including zigzag and straight stitch. The drawstring bag introduces more advanced techniques, such as lining a project and creating a “tunnel” that houses the drawstrings. It teaches student pinning and basting techniques, which are essential for assembling complex projects. The course culminates in creating a pair of pajama pants, allowing students to apply and refine their skills. Throughout the year, students develop key competencies in sewing, pattern cutting, ironing, and using various sewing techniques, all while fostering their creativity.

Goal 1 – 8th Grade

Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.

Measurable Outcome:

Students will demonstrate willingness to experiment and take creative risks by sewing a tetrahedron bean bag using the sewing machine and hand stitching techniques. Students will enhance their technical skills and spatial understanding by cutting patterns, zigzagging edges, and creating seams.

Goal #2 - 8th grade

Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Measurable Outcome:

Students will create a lined drawstring bag, and in an innovative way combine 2 pieces of fabric that will make up the bag as well as the housing for their drawstrings. They will learn how to observe/consider the top and bottom side of fabrics to successfully complete their project.

Goal #3 - 8th grade

Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Measurable Outcome:

Students will design and construct a personalized pair of pajama pants.

- They will cut out pattern pieces with seam allowance, pin, baste, and machine sewing the various parts.
- They will use finishing techniques such as ironing seams, hemming, and creating an elastic waistband to complete their pajama pants.
- Throughout the project, students will reflect on, re-engage, revise, and refine their work based on fit, craftsmanship, and individual artistic vision.
- They will evaluate their design choices—such as added cuffs, pockets, or embroidery—using both traditional sewing criteria (accuracy, pinning and basting) and contemporary design considerations (various embellishments and custom elements like pockets or cuffs).

OCS TREE CRAFTS PROGRAM GRADES 4 - 8

The Tree Crafts, or Woodworking, Program at Ocean Charter School starts in 4th grade and continues through 8th grade. The primary goal of the Tree Crafts Program is to immerse the students in the process of creating a real wood artifact from their imagination. The program starts at 4th grade, accommodating the child's emerging independence, 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 from the elementary grades (4th and 5th) into 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 five-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 lesson teachers.

Innovative Feature: Tree Crafts Program Grades 4-8

4th Grade

Students experience woodworking for the first time in 4th grade. While engaged in creative endeavors, students learn how to utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. The 4th grade curriculum focuses on balance as both hands learn to work together in harmony. The students wake up their sense of touch, and as they manipulate the wood, they learn an appreciation for the amazing qualities, capabilities, and the power their hands hold. The amount of strength exerted by one hand must be met by the action of the opposite hand during most steps of the projects. Although both hands are focused on achieving the same goal, usually one hand is involved in an action and the other hand is supporting or guiding. This coordination supports development of dexterity and cross-connections between the left and right hemispheres of the brain. Each project also connects students' imagination with the work they are doing with their hands. In the fourth grade year, students experience the subtractive method of sculpting. The art pieces each student creates are: an egg, a hedgehog, and a butter knife. An additional project students might work toward the end

of the semester is a 2D animal of their choice. Students celebrate every finished project by congratulating their classmate(s), which boosts their self-esteem and builds community.

- 4.VA:Cr1.2 *Imagine, Plan, Make* - Create artwork that is meaningful and has purpose to the makers.
- 4.VA:Cr2.2 *Investigate* - When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- 4.VA:Cn10 *Synthesize* - Create works of art that reflect community cultural traditions

Goal 1 – Ability to stay on task.

Measurable Outcomes

Egg - experiencing the subtractive method of sculpting for the first time in woodwork.

- Sawing a rectangular piece of wood;
- Using a Shinto rasp to shape it into an oval egg shape;
- Smoothing the oval surface by using different grits sand paper;
- Waxing the egg.

Goal 2 – Ability to work independently.

Measurable Outcomes

Hedgehog – sculpting a 3D animal while preparing for more complicated projects in 5th grade

- Measuring, marking, and cutting a piece of wood with a Japanese saw;
- Rounding the back side of the Hedgehog with Shinto rasp using the same method they’ve learnt by rasping the egg;
- Polishing all surfaces of the Hedgehog by sanding them with the same grits of sand paper and in the same order as they already did for the Egg.

Goal 3 – Ability to follow directions and use tools in a safe manner

Measurable Outcomes

Butter Knife

- Carrying tools back and forth as demonstrated without endangering self or others;
- Positioning both hands correctly and away from the cutting edge of the saw for performing smooth and safe cuts;
- Holding the Shinto rasp with both hands at the correct angle on the wood for shaping the knife blade;
- Using the heated pen safely and as demonstrated to decorate the Hedgehog, the butter knife, and/or the 2D animal of choice.

Goal 4 – Ability to picture “the project” in their mind and carry it through with their hands

Measurable Outcomes

Hedgehog

- Use a rasp to smooth 3 sides and leave one side flat for the belly
- Use a small hand-held u- or v-gouge to make the needles
- Use heated pen to make eyes, nose and mouth, so to depict personality

Butter knife

- draw as detailed as possible design of the butter knife on paper first;

- map/copy the paper design onto the wood;
- make cuts to roughly shape the wood;
- rasp and smooth the 3D sculpture to bring out details of the original design.

Goal 5 – Ability to use/develop fine and gross motor skills

Measurable Outcomes

Egg

- Sawing a rectangular piece of wood
- Using rasp to shape it into an oval/egg shape
- Smoothing the oval surface by using sand paper
- Waxing or oiling the surface of the egg

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 mouth

5th Grade

The 5th grade curriculum is about seeing the world from different perspectives and discovering new ways to integrate this experience. During this second year of tree crafts, students continue to deepen their existing skills and to create more precise and fun work. They expand their knowledge of woodworking tools and techniques, which allows them to develop higher quality craftsmanship. By building a tool box - their first project - students experience the additive method of sculpting. This project provides multiple opportunities for the students to combine creative ideas with technical requirements for 3D building. Then each student creates a dagger that relates to their studies of ancient civilizations. Students finish the semester by making small toys like spinning tops from different cultures: dreidel, komas, etc. Each project in 5th grade embodies several design principles: shape, repetition, proportion, and balance through symmetry. Students celebrate each finished project by reflecting positively on it. They develop an initial basic understanding of critiquing artworks. This experience grants comparison of one's own interpretation of their work with the interpretation of others.

- 5.VA:Cr1.1 - *Imagine, Plan, Make* - Combine ideas to generate an innovative idea for art-making.
- 5.VA:Cr2.1 - *Investigate* - Experiment and develop skills in multiple art-making techniques and approaches through practice.
- 5.VA:Cr2.2 - *Investigate* - Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- 5.VA:Cr3 - *Reflect, Refine, Revise* - Use art vocabulary to describe personal choices in artmaking and in creating artist statements.
- 5.VA:Re7.1 - *Perceive* - Compare one's own interpretation of a work of art with the interpretation of others.
- 5.VA:Re9 - *Evaluate* - Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

- 5.VA:Cn10 - *Synthesize* - Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.
- 4.VA:Cn11- *Relate* - Through observation, infer information about time, place, and culture in which a work of art was created. (How does art help us understand the lives of people of different times, places, and cultures?)

**Goal 1 - Ability to picture “the project” in their mind and carry through with their hands.
Measurable Outcomes**

Dagger

- Draw an original design for their Dagger;
- Map the approved design on the wood;
- Make rough cuts around;
- Shape the blade, then the handle with Shinto rasp;
- Polish all surfaces by sanding;
- Burn or carve a decoration/a decorative element;
- Wax the finished Dagger.

Goal 2 – Ability to stay on task

Measurable Outcomes

Toolbox

- Cut 5 pieces of wood in 3 different sizes
- Cut 1 1/2 inches long pegs (14 pieces)
- Cut a handle bar 2 inches longer 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

Goal 3 – Ability to work accurately and independently

Measurable Outcomes

Toolbox

- Cut 5 pieces of wood in 3 different sizes
- Cut 1 1/2 inches long pegs (14 pieces)
- Cut a handle bar 2 inches longer 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

Goal 4 – Ability to work more precisely

Measurable Outcomes

Toolbox

- Measure exactly and cut 5 pieces of wood in 3 different sizes;
- Measure, mark, and cut 1 1/2 inches long pegs (14 pieces)

- Measure, mark, and cut a handle exactly 2 inches longer than the length of the toolbox
- Rasp 2 half inch circular round openings on the side pieces
- Install the handle through the ½” round openings without glue

Goal 5 – Ability to process more instructions (more steps in an instructional setting)
Measurable Outcomes

Toolbox

- Cut 5 pieces of wood in 3 different sizes
- Cut 1 ½ inches long pegs (14 pieces)
- Cut a handle bar 2 inches longer 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 all surfaces the toolbox
- Install the handle

6th Grade

Students will channel their creative ideas through their hands and a variety of woodworking tools. They will use their creativity to make practical wooden items for daily use. The 6th grade Tree Crafts curriculum is designed to make multiple cross-curricular connections. As students learn about knightly virtues from around the world, they will create service related art pieces: serving spoon, serving fork, smaller eating or measuring spoon, and/or a small plate. The process starts by generating conceptual ideas on paper before starting each sculpture. 6th grade work requires patience and assists in developing students’ fine motor skills. Students learn to carve a shallow concave shape for the bowl of the serving spoon. They get to experience a variety of hand carving tools. This year, they learn to balance beauty and function by utilizing a challenging art/design principle: symmetry. That principle has to be present in each project. Students celebrate their achievements by reflecting as a group as well as individually how well the finished project represents their initial idea.

- 6.VA:Cr1.2 *Imagine, Plan, Make* - Formulate an artistic investigation of personally relevant content for creating art.
- 6.VA:Cr1.1 *Create* - Combine concepts collaboratively to generate innovative ideas for creating art.
- 6.VA:Cr3 *Create* - Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Re9 *Evaluate* - Establish relevant criteria in order to evaluate a work of art or collection of works.
- 6.VA:Cn11 *Connect* - Analyze how art reflects changing times, traditions, resources, and cultural uses.

Goal 1 – Ability to stay on task for a long time, sustain interest in work (in each step)
Measurable Outcomes

Serving Spoon

- Cut 9” to 12” 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 a gouge and a 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, #150, #220, #320, #400, #800
- Oil the spoon with food grade mineral oil.

Goal 2 – Ability to self-correct work

Measurable Outcomes

Serving Fork or Spork

Having gone through all the steps of making a serving spoon, students would be able to do these similar steps independently:

- Draw the spoon shape in top and side view;
- Make rough cuts around the spoon’s shape to remove any extra wood;
- Use chisel and mallet to make the concave shape on the spoon’s bowl;
- Turn the wood into spoon shape by rasp;
- Sand the spoon by using sandpaper #80, #120, #220, #400, #800;
- Seal the wood with food safe mineral oil.

Eating or Measuring Spoon

- Draw the spoon shape in top and side view;
- Use smaller hand tools to carve the bowl of the spoon;
- Cut and rasp where necessary to remove excess wood;
- Polish all surfaces by sanding;
- Seal the wood with food safe mineral oil.

Goal 3 – 6th Grade - Ability to work independently

Measurable Outcomes

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

- After students see a demo and understand the markings on the wood, students would be able to do all cuts independently;
- Having carved a serving spoon already, students would be able to gage how deep to carve for the fork or spork;

Measurable Outcome #3 (Optional)

Small Eating/Measuring Spoon

- Having carved a serving spoon already, students would be able to gauge how deep to carve for the bowl of the eating spoon.

Goal 4 – 6th Grade - Ability to express their creativity

Measurable Outcomes

Serving Spoon

- Come up with an original design
- Decorate the serving spoon by burning or additional relief carving on the handle.

Serving Fork or Spork

- draw as detailed as possible design of this project in top and side views;
- decorate by burning or carving.

Eating Spoon

- Develop an idea and a design incorporating an ergonomic handle;
- Draw a sketch for the design

7th Grade

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 the space open. Their first project is a bowl that physically represents the metaphor of inner and outer world in a single art piece. Students will meet the strong natural resistance from the wood while carving out the concave shape of their bowl. Then, students learn different methods for carving the convex form and shape the base of their bowl. Lastly, students focus on the balance of the rim which is the space uniting the inner space and the outer form.

Students practice, polish and deepen their existing woodworking skills. In 7th grade they also learn how to use a wide variety of hand-carving tools. That in turn allows them to focus more on their creativity and artistic expression. With every polished and complete project students deepen their understanding about the connection between steps and tools needed to accomplish each project's steps. While working on each project it is expected that students demonstrate persistence, attention to details, and ability to work independently. Alternative methods and approaches would be investigated while creating works of art based on students' original designs.

Other possible projects are a treasure box, a clock, and/or a mini-harp. Each completed project is celebrated by the class by a gathering and a short presentation/evaluation by the student who completed the work. The objective is to cultivate appreciation and understanding of classmates' artwork.

- 7.VA:Cr1.2 - *Imagine, Plan, Make* - Develop criteria to guide making a work of art or design to meet an identified goal.
- 7.VA:Cr2.1- *Investigate* - Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- 7.VA:Pr5 - *Prepare* - Based on criteria, analyze and evaluate methods for presenting art.

- 7.VA:Pr6 - *Present* - Compare and contrast viewing and experiencing physical art. - *The objective is to cultivate appreciation and understanding of classmates' artwork.*

Goal 1 – Ability to work independently and sustain interest in each step

Measurable Outcomes

Bowl

- Cut a square shape form a block of basswood
- Use a saw to change the square shape into a round, oval, or other preferred shape
- Use a chisel and mallet to hollow out the inside
- After students learn the carving technique, they continue carving independently until the depth of the concave shape is achieved;
- Carve, then rasp the outside of the bowl
- Students polish both (inside and outside) surfaces of the bowl by sanding them with different grit sand paper until the surfaces are ready for oiling (with food-grade mineral oil);
- Wax or oil it

Clock

- Students keep carving a square shape on the back to a certain depth until the clock mechanism can fit

Goal 2 - Ability to express their creativity

Measurable Outcomes

Bowl

- Intentionally making (carving) a stand or handle(s) as part of the bowl while still preserving the symmetry of the sculpture;

Clock & Mini-harp

- using form drawings from previous grades to create the design for carving on the clock;
- utilizing burning together with the carving (the required element) on the clock or mini-harp to execute an original design;

Goal 3 – Cultivating an appreciation and understanding of classmates' artwork.

Measurable Outcomes

All projects

- Upon completion of a project, each student presents it to the class by verbally reflecting on their process (Roses and Thorns sharing);
- Based on a preset criteria and example, students participate in a short Q and A with the artist after.

8th Grade

The 8th graders first create a functional three-legged stool. The stool needs to be symmetrical, precisely balanced, and strong enough to hold a person. This challenging goal is achieved by utilizing prior knowledge of geometry, physics, and woodworking skills. All hand tools students already know how to use, together with the new ones they learn this year, are employed in an effort to complete their best woodworking project. As students start to understand the concept of cause of effect, they become excited to learn how mechanical things work. During this last year of woodworking, the students will be introduced to the use of mechanical tools, which ties in to

their study of the Industrial Revolution. In terms of surface finish for both projects, students are given a variety of choices for artistic expression: woodburning, carving, painting, and/or varnish the wood. Students develop mastery through consistent work and constructive critique as they reflect on, revise, and refine their projects over time. Students develop their ideas for their group project based on their understanding of OCS culture and community. After a collective decision is achieved, students start sketching possible designs and planning of wood material needed. By working collaboratively through each step of the group project, students make necessary functional or artistic adjustments. They prepare the finished product for presentation at graduation.

- 8.VA:Cr2.1 - *Investigate* - Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
- 8.VA:Cr3 - *Reflect, Refine, Revise* - Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. ; *Artists and designers develop excellence through practice and constructive critique to reflect on, revise, and refine work over time.*
- 8.VA:Re7.1 - (Also for 7th grade) *Perceive* - Explain how a person’s aesthetic choices are influenced by culture, environment, and personal experiences that impact the message it conveys to others.
- Apply criteria to Evaluate - Create a convincing and logical argument to support an evaluation of art.
- Make art collaboratively to reflect on and reinforce positive aspects of group identity.
- *Prepare* - Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
- 8.VA:Cn11 - *Relate* - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity

Goal 1 – Ability to be self-motivated and work independently

Measurable Outcomes

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 desired by sawing
- Smooth the edges/corners by rasping
- Cutting, rasping the legs to fit in to the holes
- Sand the entire stool by using sand paper or electric sander
- Use heated pen to burn a design
- Oil the 3-legged stool

Legacy Project

Contribute your best effort and skills on specific step(s) of the project - measuring, cutting, rasping, sanding, painting, etc.

Goal 2 – Ability to use power tools in a safe manner

Measurable Outcomes

- Using safety glasses and masks when power sand the seat of the 3-legged stool;

- Secure the wood correctly before powering on the sander;
- Use proper holding technique of the power sander;
- After powering the tool off, wait for the power tool to stop sanding disk rotations, before placing it down on a protection board.

Goal 3 – Ability to work in a group

Measurable Outcomes

Legacy Project - As a group, students design and create a project, which they would gift to the school upon their graduation.

- Discuss ideas together and mutually agree on one;
- Draw the design on paper;
- Create a plan for action with clear steps;
- Physically engage with the wood and complete the project.

OCS GAMES AND MOVEMENT PROGRAM GRADES 1 - 8

Movement Education and Games in the Waldorf curriculum spring 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. The Movement Education curriculum also follows the overarching goals of the California Physical Education Standards (Movement Skills, Movement Concepts, Fitness Skills, Fitness Concepts, Psychological and Sociological Concepts) to develop our students into becoming adults who will be able to be life-long participants in physical activity for a healthy life.

Games in First 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 movement curriculum reflects this by, for instance, adding line games in second grade out of the familiar circle games played in the previous year. In fifth grade there is a focus on beauty and form, and in the spring Fifth graders participate in the Greek Games Pentathlon, 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. Movement classes at OCS provide the opportunity for the children to play games and have fun, but also these classes work with the children's social interactions and stage of development over time, 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.

1st Grade

The first grade focuses on circle form and safe participation. 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. Curricular goals include moving through time and space, gross motor movement such as skipping, hopping, galloping, starting and stopping, and matching these movements to pace and rhythm is encouraged. Beginning ball handling skills are emphasized. 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.

Goal 1: Movement skills and concepts - Students will understand at least five different forms of locomotor movement, perform rhythmic skills and perform object manipulations with proper form.

Measurable outcomes

1. Students will be able to physically perform locomotor skills such as skipping, jumping, hopping, running, and galloping for 50 feet continuously as observed by the teacher.
2. Students will be able to perform 4 sequential rhythmic steps.
3. Students will be able to perform a maypole dance by moving in clockwise and counterclockwise circles as a member of a group.
4. Students will be able to land on both feet after taking off on one foot.
5. Students will be able to catch a self-tossed ball and strike a ball upward 5 times in a row using their hands.

Goal 2: Fitness skills and concepts - Students will successfully describe and participate in activities that promote their physical health

Measurable outcomes

1. Students will be able to jump 10 consecutive times using a self-turned rope.
2. Students will be able to perform fitness exercises with proper form

Goal 3: Self responsibility, social interaction, and group dynamics - Students will show good sportsmanship, self-responsibility, and positive group dynamics through their participation in individual, partner and group activities.

Measurable outcomes

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.
2. 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.
3. Students will participate in a safe manner for themselves, classmates, facilities and equipment.

2nd Grade

The second grade focus is on circle 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. Curricular goals are developed around 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 are emphasized. 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.

Goal 1: Movement skills and concepts -Students will develop a better understanding and improved skills for a movement lifestyle through the imagination and activities.

Measurable Outcomes

1. Students will be able to physically perform locomotor skills skipping and leaping for 50 feet continuously as observed by the teacher.
2. Students will be able to perform 8 sequential rhythmic steps.
3. Students will be able to perform a maypole dance by doing clockwise and counterclockwise circles and all move in and out of the circle as a cohesive group.
4. Students will be able to transfer weight from feet to hands and from hands to feet, landing with control.
5. Students will be able to kick a slowly rolling ball and catch a gently thrown ball.

Goal 2: Fitness skills and concepts - Students will successfully describe and participate in activities that promote their physical health

Measurable Outcomes

1. Students will be able to jump 20 consecutive times using a self-turned rope.

Goal 3: Self responsibility, social interaction, and group dynamics - Students will show good sportsmanship, self-responsibility, and positive group dynamics through their participation in individual, partner and group activities.

Measurable outcomes

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.
2. 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.
3. Students will participate in a safe manner for themselves, classmates, facilities and equipment.

3rd Grade

Third grade movement 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 are expected. The curriculum addresses continuity and change in movement. Students develop 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. At this age, the child undergoes a major change, questioning all that was previously taken for granted, awakening of individuality. Utilizing balance in: running, chasing, dodging, and tumbling. 360 degree awareness around their body. Students continue the imitative stage, but lean more towards guidance and options.

Goal 1: Movement skills and concepts - Students will develop a better understanding of a movement lifestyle through fitness, imagination, games, rhythm, and dance.

Measurable Outcomes

1. Students will be able to physically perform locomotor skills side step and cross over step for 50 feet continuously as observed by the teacher.
2. Students will be able to perform 12 sequential rhythmic steps.
3. Students will be able to perform a maypole dance that includes a clockwise and a counterclockwise circle moving simultaneously, and alternating between odd and even going in and out of the circle.
4. Students will be able to perform a proper forward roll.
5. Students will be able to throw, roll, or foot dribble a ball 5 times in a row and throw and catch a ball with a partner 15' away.

Goal 2: Fitness skills and concepts - Students will successfully describe and participate in activities that promote their physical health

Measurable Outcomes

1. Students will be able to jump 30 consecutive times using a self-turned rope.

Goal 3: Self responsibility, social interaction, and group dynamics - Students will show good sportsmanship, self-responsibility, and positive group dynamics through their participation in individual, partner and group activities.

Measurable Outcomes

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.
2. 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.
3. Students will participate in a safe manner for themselves, classmates, facilities and equipment.

4th Grade

The fourth grade movement 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. In grade four, utilization of the periphery as it relates to hand-eye coordination, dodging, and evading are incorporated, and more fine motor skills are developed. Students have the ability to react to stimulus from 360 degrees, and developing their spatial orientation is emphasized. Students focus on development of endurance and

cardiovascular capacity via running, jumping, throwing games, relays, variations of traditional games and cooperative games. Students work on increased ability to control their own movement.

Manipulative skill practice takes on a much greater role in grade four. 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 goal setting and monitor progress. Last, students are able to understand winning and losing as well as include others in activities.

The child at this age becomes more inward and independent. The heartbeat slows to a 4:1 ratio with breathing, which is the same as an adult. Students begin to experience peer pressure from others. They also begin to have feelings of helping others and an environment of 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.

Goal 1: Movement skills and concepts - Students will develop a better understanding of a movement lifestyle and proper skill form through fitness, imagination, games, rhythm, dance.

Measurable Outcomes

1. Students will be able to physically perform running backwards for 50 feet continuously as observed by the teacher.
2. Students will be able to perform 16 sequential rhythmic steps.
3. Students will be able to perform a maypole dance by having odd and even inner and outer circles going in opposite directions with some weaving and unweaving.
4. Students will be able to perform a proper straddle roll.
5. Students will be able to throw, roll, or foot dribble a ball and throw and catch a ball with a partner 20' away.

Goal 2: Fitness skills and concepts - Students will successfully describe and participate in activities that promote their physical health

Measurable Outcomes

1. Students will be able to jump 40 consecutive times using a self-turned rope.
2. Students will be able to perform fitness exercises with proper form and specifically do 20 push-ups and 25 curl-ups.
3. Students will be able to plan a fitness circuit and perform movements with proper form covering the five fitness components.

Goal 3: Self responsibility, social interaction, and group dynamics - Students will show good sportsmanship, self-responsibility, and positive group dynamics through their participation in individual, partner and group activities.

Measurable outcomes

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.
2. 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.
3. Students will participate in a safe manner for themselves, classmates, facilities and equipment.

5th Grade

The fifth-grade movement class centers on two key areas: the refinement of grace, balance, and form in movement and preparation for the culminating event—the Greek Pentathlon. Students develop coordination, endurance, and mindfulness through rhythmic and aesthetic movement while deepening their understanding of fairness and personal excellence.

In preparation for the Pentathlon event, students practice skills in running, discus, javelin, long jump, and wrestling, focusing on precision, control, and beauty in form. The experience emphasizes self-discipline and inner competition rather than rivalry with others, aligning with the Waldorf ideal of striving for one’s highest self.

Complementary games such as volleyball, basketball, and flag football help students explore teamwork and strategy. Skills such as kicking, striking, dribbling, throwing, and catching are refined intentionally to promote body awareness and confidence. California Physical Education Content Standards Alignment: 1.0–5.0 — all strands are addressed through integrated Waldorf movement lessons.

Goal 1 – 5th Grade (Cognitive/Physical)

Through practice and feedback, students improve performance and understanding of Pentathlon events.

Measurable Outcome #1

By the end of the year, students will demonstrate measurable improvement in distance or technique in discus, javelin, and long jump using correct form.

Measurable Outcome #2

Students will demonstrate improved relay handoff timing and coordination through repeated practice.

Measurable Outcome #3

Students will apply principles of balance and stability to maintain controlled movement during wrestling and cooperative strength activities.

Goal 2 – 5th Grade (Fitness Awareness)

Students will recognize and describe the physiological responses of their bodies to physical activity.

Measurable Outcome #1

Students will explain how exercise affects breathing, heart rate, and body temperature in discussions or reflection activities.

Goal 3 – 5th Grade (Participation and Effort)

Students will demonstrate consistent effort and engagement during lessons, showing respect and attentiveness.

Measurable Outcome #1

By teacher observation, students will remain physically and mentally engaged for at least 90% of class activities.

Goal 4 – 5th Grade (Cooperative Skills)

Students will participate in cooperative and team activities with respect and inclusion.

Measurable Outcome #1

Students will share ideas, listen actively, and encourage teammates in 90% of observed group tasks.

Goal 5 – 5th Grade (Social/Emotional Growth)

Students will model sportsmanship, integrity, and empathy in sports and play.

Measurable Outcome #1

Students will demonstrate positive communication and fair play during team and individual challenges, as observed by the teacher.

6th Grade

The sixth-grade movement class emphasizes structure, precision, and strength through preparation for the Medieval Games. Students experience growth in teamwork, courage, and fairness through activities such as archery, jousting, balance challenges, and tug-of-war. The program mirrors their main lesson studies of the Medieval era and supports both historical and physical literacy. Students also develop coordination, flexibility, and endurance through modern sports blocks, such as basketball and soccer, while refining discipline and focus during fitness assessments and cooperative games. California Physical Education Content Standards Alignment: 1.0–5.0 — all strands are addressed through Medieval and modern sport units.

Goal 1 – 6th Grade (Cognitive/Physical)

Students refine movement precision and coordination in Medieval Games and related activities.

Measurable Outcome #1

Students perform javelin, archery, and balance activities with improved control and accuracy.

Measurable Outcome #2

Students demonstrate consistent accuracy and focus during Medieval and team-based challenges.

Goal 2 – 6th Grade (Fitness Development)

Students will understand and apply principles of endurance, strength, and flexibility training.

Measurable Outcome #1

Students identify and describe major muscle groups used during primary activities such as javelin, archery, and running.

Measurable Outcome #2

Students show measurable improvement in physical fitness assessments or individual performance outcomes.

Goal 3 – 6th Grade (Teamwork and Integrity)

Students will collaborate respectfully and demonstrate fairness in both competitive and cooperative play.

Measurable Outcome #1

Students display integrity and respect toward peers and teachers during all class games and group activities.

Goal 4 – 6th Grade (Historical and Artistic Connection)

Students will understand the cultural and historical significance of movement through the Medieval Games.

Measurable Outcome #1

Students explain connections between physical activity, historical study, and moral virtues such as courage and justice.

Goal 5 – 6th Grade (Self-Awareness and Growth)

Students will develop awareness of their physical and emotional growth during adolescence.

Measurable Outcome #1

Students reflect on personal progress and emotional regulation through class discussion or brief journaling activities.

7th Grade

The seventh-grade movement program supports the growing independence and emerging individuality of students at this age. As they develop physically, emotionally, and intellectually, students are challenged through cooperative games, Track and Field events, and team sports that promote strategy, self-discipline, and reflection. The curriculum encourages perseverance, empathy, and sportsmanship while refining skill, coordination, and tactical awareness.

California Physical Education Content Standards Alignment: 1.0–5.0 — with emphasis on motor mastery, strategy, teamwork, and reflection, are addressed.

Goal 1 – 7th Grade (Cognitive/Physical Mastery)

Students demonstrate refined technique, control, and understanding in Track and Field and team sports.

Measurable Outcome #1

Students show measurable improvement in speed, distance, or accuracy in running, throwing, and jumping events.

Measurable Outcome #2

Students demonstrate proper form and awareness of body mechanics during gameplay and drills.

Goal 2 – 7th Grade (Fitness and Health)

Students will apply the F.I.T.T. principles—frequency, intensity, time, and type—to develop personal fitness routines and improve overall health.

Measurable Outcome #1

Students show measurable progress in endurance, strength, and flexibility through FitnessGram or comparable assessments.

Measurable Outcome #2

Students identify how changes in frequency, intensity, time, and type affect their fitness goals and outcomes.

Goal 3 – 7th Grade (Teamwork and Leadership)

Students will demonstrate leadership and cooperation through group activities and competitive sports.

Measurable Outcome #1

Students lead warm-ups, small-group drills, or team-building activities while modeling inclusion and effective communication.

Goal 4 – 7th Grade (Ethics and Strategy)

Students will apply ethical decision-making, sportsmanship, and strategic thinking during gameplay.

Measurable Outcome #1

Students demonstrate fair tactics, honesty, and respect for opponents during competitive play.

Measurable Outcome #2

Students analyze simple strategies in games and apply them to improve performance and teamwork.

Goal 5 – 7th Grade (Reflection and Growth)

Students will reflect on their own effort, progress, and emotional development through physical activity.

Measurable Outcome #1

Students participate in reflective discussions or self-assessments that show awareness of growth in skill, mindset, or perseverance.

8th Grade

The eighth-grade movement program serves as a bridge to high school athletics and personal independence. Students apply the physical, social, and emotional skills developed in previous years toward higher levels of responsibility, leadership, and self-awareness. Through Track and Field events, team sports, and cooperative challenges, students cultivate strategy, endurance, and focus while reflecting on personal growth and community connection. The program emphasizes leadership, ethical conduct, and lifelong engagement with physical activity. California Physical Education Content Standards Alignment: 1.0–5.0 — with focus on leadership, lifelong fitness, and applied movement analysis are emphasized.

Goal 1 – 8th Grade (Advanced Physical Competence)

Students will demonstrate advanced skill proficiency and understanding of complex motor patterns in both individual and team activities.

Measurable Outcome #1

Students perform high jump, relay running, and throwing events with mature form, control, and accuracy.

Measurable Outcome #2

Students analyze and make self-corrections in technique based on teacher feedback and personal observation.

Goal 2 – 8th Grade (Personal Fitness and Responsibility)

Students will take ownership of their personal fitness and demonstrate understanding of how activity contributes to lifelong health and wellness.

Measurable Outcome #1

Students design and track a personal fitness or training plan with measurable progress over time.

Measurable Outcome #2

Students describe how regular physical activity benefits physical and mental health, including stress management and focus.

Goal 3 – 8th Grade (Leadership and Mentorship)

Students will model positive behavior, integrity, and leadership in cooperative and competitive settings.

Measurable Outcome #1

Students assist in leading warm-ups, small-group games, or skill demonstrations with clarity and encouragement.

Measurable Outcome #2

Students demonstrate empathy and mentorship toward younger peers during shared events or multi-grade activities.

Goal 4 – 8th Grade (Strategic Thinking and Analysis)

Students will apply tactical understanding and critical thinking to improve performance in sports and physical challenges.

Measurable Outcome #1

Students demonstrate awareness of space, timing, and strategy during gameplay, adapting decisions to team dynamics.

Measurable Outcome #2

Students analyze outcomes of group activities and propose strategies for improved collaboration and performance.

Goal 5 – 8th Grade (Lifelong Learning and Reflection)

Students will value physical activity as an essential part of a balanced and meaningful life.

Measurable Outcome #1

Students articulate how physical activity supports lifelong wellness, confidence, and personal growth.

Measurable Outcome #2

Students reflect on the role of effort, integrity, and resilience in their physical and emotional development.

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.

Innovative Feature: Music Program Grades K-8

Kindergarten

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 they work, 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.

Goal 1 - Kindergarten

Students learn rhythm, tone, style and language through the use of their own voices.

Measurable Outcome #1

Students sing daily, playing with rhythm, tone, style and language in their singing.

Goal 2 - Kindergarten

Students internalize music through the rhythms of the day.

Measurable Outcome #1

Students sing specific songs for different transition, such as tidying up.

Measurable Outcome #2

Students sing for seasonal class festivals throughout the school year.

Goal 3 - Kindergarten

Students develop familiarity and enthusiasm for seasonal songs throughout the year from many cultures around the world.

1st Grade

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. Above all, the experience of listening is purposefully cultivated.

Goal 1 – 1st Grade

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.

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 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 and through this process, they development their musical ear. Singing and flute playing are sometimes combined.

Measurable Outcome #1

Participation in singing as measured by the teacher.

Measurable Outcome #2

Students are able to copy the instructor with 75% accuracy during rhythmic and hand games as measured by the teacher.

Goal 2 – 1st Grade

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.

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 that help develop finger dexterity.

Measurable Outcome #1

Students will be able to hold and produce a tone using the flute by mimicking the teacher in 6/10 trials.

2nd Grade

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 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.

Goal 1 – 2nd Grade

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.

Measurable Outcome #1

Students will participate in singing as observed by the teacher.

Goal 2 – 2nd Grade

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.

Measurable Outcome #1

Students will be able to hold and produce a song using the flute by mimicking the teacher 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.

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 can engender too much self-consciousness so an effort is made to minimize the number of performances students have over the course of the year. 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 and call-and-response are 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 grade 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 for 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 may 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.

Goal 3 - 3rd Grade

Students will sing in rounds.

Measurable Outcome #1

Students will be able to sing in a round in 3 out of 5 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 their 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 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 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 responsibility 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 teachers introduce the alto recorder, since its range is more like that of the fifth grader’s natural singing voice. Instruction in playing a string instrument continues, taught by a specialist, and can be expanded to include ensembles of varied skill levels. Fifth graders may 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 or four.

Goal 1 – 5th Grade

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.

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.

Goal 2 – 5th Grade

In grade 5, students also continue instruction in violin 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 responsibility for and independently practice their instrument as observed by the teacher.

Goal 3 – 5th Grade

In grade 5, students continue instruction in soprano recorder. Alto may begin in this grade.

Measurable Outcome #1

Students will be able to play familiar songs on the soprano recorder, as observed by the teacher.

Goal 4

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

Measurable Outcome #1

Students will be able to play a familiar song on the recorder, following sheet music.

6th Grade

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.

The Middle Ages is another focus of study in the main lesson, so music curriculum can draw on a rich repertoire of canons and chants found in medieval music. Since the changing adolescent voice is often very limited in its range, creating drones or ostinati (a repeated musical phrase or rhythm) is a way to give all participants 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.

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.

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.

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 Band, Orchestra, Guitar, Drumming, and Chorus.

Goal 1 – 6th Grade

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.

Measurable Outcome #1

Students may participate a musical elective as observed by the teacher.

Goal 2 – 6th Grade

In grade 6, multi-age electives are introduced that may include drumming, string orchestra, band, and chorus.

Measurable Outcome #1

Students may participate a musical elective as observed by the teacher.

Goal 3 – 6th Grade

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.

Measurable Outcome #1

Students will be able to read sheet music as observed by the teacher.

7th Grade

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.

Many of the children 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.

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 Band, Orchestra, Guitar, Drumming, and Chorus.

Goal 1 – 7th Grade

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.

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 participate in singing songs with multiple parts without losing their part as observed by the teacher.

Goal 2 – 7th Grade

In grade 7, multi-age electives are continued that may include drumming, string orchestra, band, and chorus.

Measurable Outcome #1

Students may participate a musical elective as observed by the teacher.

Goal 3 – 7th Grade

The alto, tenor, or bass recorder may be continued or introduced. Students continue to play and sing increasingly difficult pieces. Ensemble participation is expected.

Measurable Outcome #1

Students will be able to read sheet music and participate in an ensemble as observed by the teacher.

8th Grade

The eighth grade is a year of challenges and changes. The students study the great revolutions of the world — for example, the 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.

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 their experience of the world and of them self. 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.

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 may form smaller instrumental groups, including vocal ensembles.

As an optional choice at Ocean Charter School, eighth 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 Band, Orchestra, Guitar, Drumming, 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.

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.

Goal 1 – 8th Grade

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 may continue in grade 8. Ensemble participation is expected.

Measurable Outcome #1

Students will participate in singing as observed by the teacher.

Measurable Outcome #2

Students will participate in performing for an audience that may include a community performance as observed by the teacher.

Measurable Outcome #3

Students will be able to read sheet music and participate in a performance as observed by the teacher.

Goal 2 – 8th Grade

In grade 8, multi-age electives are continued that may include drumming , string orchestra, band, and chorus.

Measurable Outcome #1

Students may participate a musical elective as observed by the teacher.

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 TK-8th

Transitional Kindergarten

The children are introduced to the quality and mood of color as guided by teacher led stories and watercolor painting exercises. 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: Watercolor painting, beeswax modeling and seasonal crafting.

Goals – Transitional Kindergarten

Painting: Students experience the foundations of color theory without any intellectualizing of the experience. Students experience techniques for working with the tools: paint brush, paint jars, paper.

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

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

Measurable Outcomes

Painting: In painting lessons, the children work on wet paper, which allows the color to move with ease. Students create at least 5 watercolor paintings over the course of the year that are indicators of their work with the materials and colors.

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

Seasonal Crafting: Students imitate the step-by-step work of the teacher to complete the seasonal art/craft.

Kindergarten

The children further their experience of the quality and mood of color as guided by teacher led stories and watercolor painting exercises. The children's awareness, experience of the seasons and natural rhythms, are further awakened through seasonal crafting using natural materials with attention to honoring multiple cultures.

Goals – Kindergarten

Painting: Students experience the foundations of color theory without any intellectualizing of the experience. Students develop 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

Painting: In painting lessons, the children work on wet paper, which allows the color to move with ease. Students complete at least five watercolor paintings over the course of the year that indicate their growth with using the materials and working with the colors.

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 work of the teacher to complete the seasonal art/craft.

1st Grade

The children deepen their experience of 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: 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: 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 simple 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: The children imitate the teacher's model of geometric forms and patterns emphasizing symmetry and reflection.

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 (simple mirroring). This leads to lines that cross over each other (overlapping, running forms). 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, **including simple braiding techniques.**

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.

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 natural modeling materials, and seasonal crafting.

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 in visual arts reflects this new depth of understanding and questioning in artistic experiences.

Skills: Drawing with crayons, pastels/chalk, and colored pencils; watercolor painting; beeswax/clay and other 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, such as in still lifes of plants. 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, such as ancient structures.

Seasonal Crafting: Students continue to experience and anticipate seasonal and cultural celebrations through art/craft activities such as making clay oil lamps for Diwali.

Measurable Outcomes

Form Drawing: Students practice drawing motifs from ancient cultures. Students practice freehand geometric drawing.

Drawing with crayons, pastels/chalk, and colored pencils: Students illustrate main lesson content and themes. **Painting:** Students paint from main lesson material. Students paint examples from the plant kingdom. Students paint a formal color wheel.

Modeling: Students model maps, geometric forms and forms from main lesson material.

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

6th Grade

At around age twelve, children 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 (if not introduced in 5th), as well as with geometric tools like the straight edge and compass.

Skills: Drawing with pastels/chalk, charcoal, graphite, colored pencils, **and geometric tools.**

Goal 1 – 6th Grade

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.

Measurable Outcome #1

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.

Goal 2 – 6th Grade

Drawing with colored pencils: Students enhance their main lesson books using light to dark colored pencil shading techniques, including using pencil shavings.

Measurable Outcome #1

Students complete geometric drawings during the Geometry Main Lesson Block with a focus on using colored pencil shading, dark to light techniques **that incorporate precision and use of the compass and straight edge.**

Goal 3 – 6th Grade

Painting: Students continue painting using color theory, with a focus on tones, tints, and color contrast. Wet on dry (watercolor paint on dry paper) is introduced.

Measurable Outcome #1

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.

Goal 4 – 6th Grade

Modeling: Students mature fine motor skills and awaken the understanding of form.

Measurable Outcome #1

Students model basic geometric shapes with the intention of forming figures from the big idea to the small. Examples include sculpting/modeling of figures such as Julius Caesar for the Roman Main Lesson block, spheres for astronomy studies, and architecture of the ancient Romans.

Goal 5 – 6th Grade

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

7th Grade

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.

Skills: Drawing with pastels/chalk, charcoal, and colored pencils, watercolor painting, beeswax/ other natural modeling materials, and seasonal crafting.

Goal 1 – 7th Grade

Drawing with pastels, chalk, charcoal, graphite, colored pencils: Students draw using numerous techniques with a variety of blendable mediums.

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.

Goal 2 – 7th Grade

Painting: Students paint with attention to color perspective.

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.

Goal 3 – 7th Grade

Modeling: Students mature fine motor skills and awaken the understanding of form.

Measurable Outcome #1

Students model three-dimensional geometric and natural forms such as sculptures of Renaissance figures to complement the history Main Lesson curriculum.

Goal 4 – 7th Grade

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

Measurable Outcome #1

Students are mostly able to follow complex instructions for seasonal crafts. They also assist younger students in completing their seasonal crafts, and may create their own variations on crafts they have experienced before.

8th Grade

In 8th grade, 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.

Skills: Drawing with pastels/chalk, charcoal, graphite, and colored pencils, watercolor painting, beeswax/other natural modeling materials, and seasonal crafting.

Goal 1 – 8th Grade

Drawing with pastels, chalk, charcoal, graphite, and colored pencils: Students draw precisely with teacher led art lessons as well as free form drawings.

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.

Goal 2 – 8th Grade

Painting: Students paint with a variety of mediums, perhaps layering paint with other mediums.
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 or Civil Rights movement.

Goal 3 – 8th Grade

Modeling: Students mature fine motor skills and awaken the understanding of form.

Measurable Outcome #1

Students model somewhat accurate, detailed three-dimensional geometric and natural forms, such as vertebrae for their anatomical studies or the Statue of Liberty for their history studies.

Goal 4 – 8th Grade

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

Measurable Outcome #1

Students are able to not only follow complex instructions for seasonal crafts, but also assist younger students in completing their seasonal crafts as well as create their own variations on crafts they have experienced before.

OCS SOCIAL EMOTIONAL DEVELOPMENT PROGRAM GRADES TK – 8TH

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 embedded into our every day. The grades children all begin 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 together as a class from grades one through eight and with their grades' teacher for more multiple years. The class becomes an extended family where successes are celebrated and troubles are discussed and handled. We expect and support cooperative, positive behavior built on a 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 one's own self-development with being one 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.

Recent research coming out of Yale University in July 2023 documents the beneficial effects of social-emotional learning.⁴⁰ As study authors Christina Cipriano, PhD, Med and Dr. Michael Strambler, PhD explain, *"Our new findings provide robust evidence and a deeper understanding of the effectiveness of SEL: positive effects that matter for student success in the*

⁴⁰ The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions [Christina Cipriano](#), [Michael J. Strambler](#), [Lauren H. Naples](#), [Cheyeon Ha](#), [Megan Kirk](#), [Miranda Wood](#), [Kaveri Sehgal](#), [Almut K. Zieher](#), [Abigail Eveleigh](#), [Michael McCarthy](#), [Melissa Funaro](#), [Annett Ponnock](#), [Jason C. Chow](#), [Joseph Durlak](#) ... See fewer authors
First published: 13 July 2023, <https://doi.org/10.1111/cdev.13968>

short and long term, across the K-12 academic lifespan, and across a range of SEL programs and outcomes.”

Of particular interest for schools is that the study found that SEL supports not only the more obviously impacted areas of self-esteem and connectedness, but also academic performance. The study abstract “results endorsed that, compared to control conditions, students who participate in USB SEL interventions experienced significantly improved skills, attitudes, behaviors, school climate and safety, peer relationships, school functioning, and academic achievement.”

OCS and Waldorf Education has long experienced the truth that this recent comprehensive study proves – that SEL is core to raising and educating healthy children. At OCS, the five CASEL competencies are carefully observed by 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.

Specific practices and approaches are embedded throughout the TK – 8th grade program to systematically, consistently, and intentionally help students build their emotional intelligence.

- Council or Circle Practice: All classrooms at OCS utilize council or circle practice as a way to listen and speak from the heart and to work through conflicts when they inevitably arise.
- Cool Tools/Safe Schools: All classrooms at OCS utilize Cool Tools to give students direct instruction, language and practice in self-regulation and conflict resolution. These “tools” are concrete and help younger students understand abstract concepts and values, such as personal space, autonomy, choice, and consent. As students get older, they may use the concrete tools but they may also shift into more direct conversations around values. The foundation of a shared language of the “tools” we all have builds students’ capacity and independence to navigate social situations and their own feelings, and enables all adults on campus to support them in consistent ways. Parents too are given these tools to implement them at home to further extend and deepen the developing capacities.
- More Than Sex Ed – Human Development Curriculum: All classrooms at OCS utilize More Than Sex Ed lessons and approaches to help students understand their own development, develop language to discuss it articulately, and to build empathy with others.

- **Cyber Civics:** Grades 5th – 8th utilize Cyber Civics lessons to do more than just help students develop the skills and abilities they need to use technology wisely and effectively; they also explore the ethical decisions that come with being digital citizens, decisions that are based on the same values explored in the Cool Tools approach and the More Than Sex Ed curriculum.
- **Pedagogical Storytelling:** Teachers find or create pedagogical stories to address particular issues surfacing among their students. These stories are shared orally with time for students to take them in overnight, thus working with the power of sleep and nighttime brain activity to process information taken in during waking hours. Rather than asking the students immediately after a story what the meaning or moral is, teachers let the students rest with it and revisit the story the following day to see what they remember of it and what it means to them. Allowing this process to unfold over time gives children time to make their own meanings rather than simply be told by an authority figure.
- **Classroom Chores:** Every class at OCS performs daily and weekly chores. These chores rotate in systematic ways so that all children participate fully in caring for their learning environment and the greater school community. The level of complexity and responsibility expands over the years as the students mature. When students are involved in caring for themselves, each other and their environment, they can experience a sense of healthy responsibility as well as a sense of empowerment that they do directly impact the world around them.
- **Curricular Themes:** At each grade level, themes are introduced that speak to the particular developmental stage of the child. These themes tie directly into social-emotional learning as they help students experience and understand both themselves and the world around them more fully. Examples include the moral archetypes of fairy tales told in first grade; the virtues and vices of the fables told in second grade; creation stories explored in third grade that ground us on our earth; Norse myths that are told in fourth grade that explore the glory and challenges of strength, conflict and individuality; botany studies in fifth grade that explore interconnectedness and tie directly into sex ed; 6th grade stories about the rise and fall of Rome that relate to glory and tyranny or the study of astronomy and the power of realizing our connections to the stars as well as finding our inner light within; 7th grade biographies of Renaissance artists and scientists who persevered through turmoil to express their truths and create beauty; and finally in 8th grade, the biographies of people who have lost their lives fighting for their beliefs in causes greater than themselves.
- **Rhythm and Routine:** All teachers create daily and weekly routines and rhythms in their classes that give students a sense of predictability and safety. Students feel empowered when they know what is happening and can increasingly take on larger responsibilities for themselves and others.

OCS LEADERSHIP DEVELOPMENT

Students at OCS learn that leadership can take many forms. At times, it's obvious – students initiate a new activity or event and make it happen. Other times, it's quieter - a student stands up for a classmate who was being teased. At times, leadership may be taking a lead role in a play; at other times, being a leader means stepping into a minor role to support someone else having a turn in the spotlight. Our students are taught to notice these various forms of leadership, and, over time, to explore how they can be a leader.

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 adult leaders. 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 help broaden their understanding of the realities of our society. These experiences help students 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. 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. They are introduced to the satisfaction of doing something practical that benefits others and where they can see an immediate effect.⁴¹

Innovative Feature: OCS Leadership Program Goals & Measurable Outcomes Grades 6-8
<p>6th – 8th Grades</p> <p>Examples of possible leadership and community service projects:</p> <ul style="list-style-type: none"> • 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
<p>Goals – 6th Grade</p> <ol style="list-style-type: none"> 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 others, especially those who are different from oneself 5. Increased sense of leadership potential 6. Awareness of community service agencies and their role in our lives
<p>Measurable Outcomes</p> <ol style="list-style-type: none"> 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 community service activities 5. Ability to articulate the perspective of someone who is different from self

⁴¹ “Eight Steps for Peace Education: From the Alliance for Childhood, December 2002
www.allianceforchildhood.net.

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. 85% attendance at all tutoring/mentoring opportunities
2. 85% preparation for tutoring/mentoring responsibilities
3. Completion of 90% of assignments related to analysis of community/social service agencies
4. Willingness to take on leadership roles in all-school community events 80% of the time
5. Ability to list five things the student does well

OCS ENVIRONMENTAL STEWARDSHIP PROGRAM

Environmental stewardship is fostered at OCS through three themes that are explored in various ways from TK through 8th grade: 1) study of the natural world, 2) study of human being’s relationship with the environment, and 3) promoting healthy living systems.

3 Core Themes in TK – 4th Grade

Theme	TK-K	1 st & 2 nd Grades	3 rd Grade	4 th Grade
Study of the natural world	<p>Geography of our continent Botany Study of Insects</p> <p>Trips to (Catalina Island) and to botanical gardens to study botany</p>	<p>World Geography through Earth Science (Biomes) Geology Physics Astronomy</p> <p>(Hiking trip to mountains; astronomy overnight trip)</p>	<p>World Geography and History Physics Anatomy and Physiology and Nutrition Inorganic Chemistry</p> <p>Wilderness experience</p>	<p>World Geography: Peoples of the Earth Meteorology Physics Anatomy and Physiology Organic Chemistry</p> <p>(River trip)</p>
Study of human being's relationship with the environment	<p>Cultural histories and biographies of environmental stewards in relation to regions of the United States</p> <p>Cultural histories/ technological developments of ancient India and Middle East to Age of Greece</p> <p>(Trips to wastewater treatment center, beekeeper, plant nurseries)</p>	<p>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</p> <p>Developing an eco-friendly business in Business Math</p> <p>(Trip to landfill facility)</p>	<p>Cultural histories/ technological developments of Renaissances and Reformations around the world Study of human being as synthesis through Anatomy and Physics studies</p> <p>(Tall ship sailing experience)</p>	<p>Cultural histories/ technological developments of Revolutions-present day;</p> <p>Biographies of environmental stewards; visit environmental HS and/or sustainable community</p> <p>Application of scientific principles in industry</p> <p>(Trips to factories, museums)</p>
Promoting healthy living habits	<p>Daily environmentally conscious responsibilities</p> <p>Gardening</p>	<p>Daily environmentally conscious responsibilities</p> <p>Leadership of school's recycling and composting</p>	<p>Daily environmentally conscious responsibilities</p> <p>Nutrition and hygiene addressed in Human Anatomy and Physiology and Chemistry</p>	<p>Daily environmentally conscious responsibilities</p> <p>Nutrition and hygiene addressed in Anatomy and Physiology and Chemistry</p>

3 Core Themes in 5th – 8th Grade

Theme	5 th Grade	6 th Grade	7 th Grade	8 th Grade
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>

TK and K

Goal

Students will rhythmically experience and become families with their natural building surroundings.

Measurable Outcome #1

Students will be able to sort and manipulate various types of natural materials and use some descriptive language to express their sensations.

Measurable Outcome #2

Students will assist with making snack at least once a month in a manner that conserves resources.

1st Grade**Goal 1**

Students will understand the value of sorting and recycling various materials in their classroom.

Measurable Outcome #1

Students participate in weekly recycling and re-use program as part of their regular classroom jobs/chores.

2nd Grade**Goal 1**

Students will expand their understanding of the value of sorting and recycling various materials both in their own classroom and beyond.

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.

3rd Grade**Goal 1**

Students share their growing understanding of recycling and reuse with students in other grades.

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.

Goal 2

Students work regularly in the school garden and observe seasonal changes in the garden.

Measurable Outcome #1

Students contribute labor in the garden at least 1x/month.

4th Grade**Goal 1**

Students will learn to conserve and live more sustainably based on their knowledge of how Native Californians lived.

Measurable Outcome #1

Students will participate in a recycling, restoration, or preservation initiative off-campus for at least 1 month.

5th Grade**Goal 1**

Through their intensive study of botany, students will experience the interconnectedness of our planet and its many species.

Measurable Outcome #1

Students will share their understanding of the interconnectedness of the earth in writing, verbal, or visual 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 look at historic examples of how humans have interacted with their environments (nature and humans), evaluate if the effects of those interactions in specific cases were positive or negative for the environment, and make a connection to their own actions today.

8th Grade**Goal 1**

Students examine ways technology has impacted our environment, positively or negatively.

Measurable Outcome #1

Students present their findings that include the relevance of their findings to them personally in oral 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 TK-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 TK – 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:
 - TK and K: PTK DRDP assessments
 - K – 3rd: Multitudes
 - NWEA MAP
 - Easy CBM
 - DIBELS
 - San Diego QUICK
 - Qualitative Reading Inventory
- Math:
 - TK and K: PTK DRDP assessments
 - NWEA MAP
 - 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 OCS' development as a learning community. Data is shared with stakeholders, including the OCS Board, faculty, 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. **NWEA MAP** testing is administered three times a year and results are shared with the Board over the course of the academic year. Parents meet with teachers to discuss student performance data in Fall and Spring and receive individual student written reports from these meetings, 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 (Parent Collective, LCAP, class meetings), and with faculty 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 as close to 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”.

Ongoing Performance Assessments

OCS’s internal assessments in grade-level Math and Language Arts that include standard tools such as NWEA Map Growth tests, the Easy CBM, DIBELS and the QRI (Qualitative Reading Inventory) as well as textbook and 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, community climate surveys, Special Education program assessments, analysis of mentoring program, and tracking which schools OCS graduates attend 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 TK – 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%	5: Excellent
A: 96% - 93%	4: Good
A-: 92% - 90%	3: Satisfactory
B+: 89% - 87%	2: Inconsistent
B: 86% - 83%	1: Unsatisfactory
B-: 82% - 80%	
C+: 79% - 77%	
C: 76%-73%	
C-: 72% - 70%	
D+: 69% - 67%	
D: 66%-63%	
D-: 62% - 60%	
F: Below 60%	
P: Pass	
F: Fail	

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 Assistant 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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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

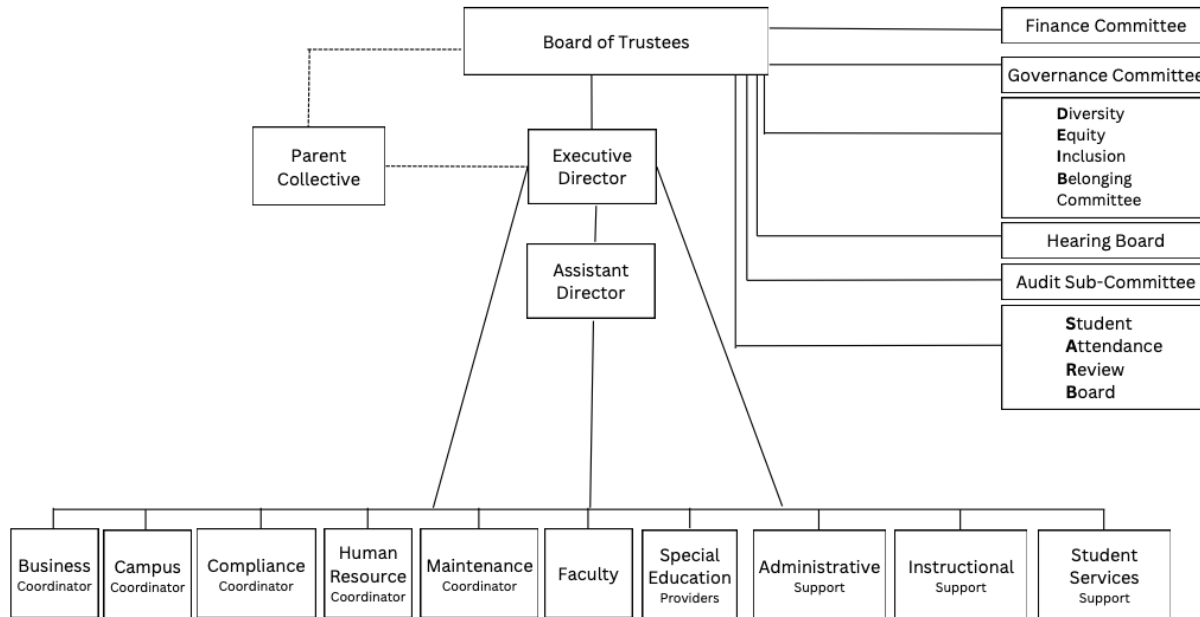
Ocean Charter School began as a grassroots effort, and has grown into an independent charter school. It operates as a California public benefit nonprofit corporation governed by the OCS Board of Trustees in accordance with California law and the OCS Bylaws. Ocean Charter School seeks a 5-year independent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



Major Roles and Responsibilities

OCS Board of Trustees

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.
 - Standing committees include
 - Finance Committee: Subcommittees: (a) Audit
 - Governance Committee
 - Diversity, Equity, Inclusion and Belonging Committee

- Hearing Board
- Student Attendance and Review Board (SARB)
- Current Task Forces include
 - 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. The elected OCS Parent Collective Fundraising Coordinator 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 Parent Collective Fundraising Coordinator. The OCS Parent Collective Fundraising Coordinator 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 an email distribution list of enrolled families and interested community members. Print notice is posted in the marquee outside of the building near the entrance, in an accessible location for the public to view, and through the 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 website, are available at the school office, and can be emailed 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. Approved minutes are then posted to the website and are provided in 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 applicable requirements of the Brown Act are met.

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 Parent Collective. 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 Parent Collective (PC) regularly meets as a collaboration of OCS parents to fulfill the mission and vision of the Charter School. Parent Collective 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 Parent Collective 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. The PC 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 the OCS community to help Ocean Charter School realize its mission of offering an arts-integrated, experiential curriculum within a safe, beautiful, and successful environment. The PC is the forum where the parent community provides input in the development of the LCAP and where an annual update is presented.

Four individuals are elected by a community-wide vote to jointly direct the PC's activities that typically involve monthly meetings open to the entire community. One of the elected Parent

Coordinators 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 Parent Collective (PC), school committees such as the Diversity, Equity, Inclusion and Belonging Committee and English Learner Action Committee, festivals, events, activities, site beautification days, gardening, and library assistance, among many other opportunities.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(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 Positions and Qualifications

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 with support of Assistant Director and mid-level staff
- 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

Assistant Director

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

Qualifications of Assistant Director:

- A valid teaching credential and/or an administrative credential.
- At least five years of successful educational experience.
- Certification, expertise, or strong interest/knowledge of and commitment to Public Waldorf Education

The Assistant Director:

- Provides support and 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
- Supports, plans, directs, implements, and evaluates the instructional program of the school with oversight of the Executive Director.
- Works as a member of a team for charter renewal, strategic planning, and problem solving.
- Supports evaluation of faculty and staff effectiveness, with oversight of the Executive Director
- Coordinates and provides professional development for faculty and staff with oversight of the Executive Director
- Supports daily operations, special education and implementation of student services, including intervention, discipline and crisis intervention with oversight of the Executive Director.
- Supports management of the safety and operation of the school facilities, with oversight of the Executive Director
- Meets the demands of the workload, including regularly scheduled evening hours.
- Assists in labor negotiations with the union as needed, with oversight of the Executive Director

Certificated Faculty

Teachers

The Executive Director and Assistant Director will select teachers on an application and interview basis. 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, public 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

Substitute Teachers

The Executive Director and Assistant Director select substitute teachers on an application and interview basis and select qualified substitute companies to meet the school's substitute needs . 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
- Substitute Teacher Permit
- Interest in Public Waldorf Education, when possible

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

Instructional Support Staff

The Executive Director and Assistant Director will select the Instructional Support Employees, including teacher assistants, paraprofessionals and recess supervisors on an application and interview basis. Teacher assistants, 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.

Classified Staff

The Executive Director and Assistant Director will select the Human Resources Coordinator, Enrollment Coordinator, Business Manager, Compliance Coordinator, Campus Coordinator, and Administrative Assistants on an application and interview basis. The qualifications include sufficient related experience and skills to fully execute the duties and responsibilities of the positions. The Executive Director and Assistant 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
- 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:

- Completes onboarding process for all newly hired employees including but not limited to I9 and W4's
- Submits new employee documents to Business Service provider
- Verifies all credentials
- Acts as Custodian of Record and reviews all LiveScan reports and validates and monitors subsequent DOJ reporting to ensure employees and volunteers maintain their eligibility to work in a public school setting.
- Manages employee files
- Tracks employee attendance
- Manages employee benefits and employee handbook
- Oversees payroll processing
- Acts as Credential Analyst and maintains CALSAAS reporting to ensure compliance

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
- 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 Coordinator

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

Qualifications of Business Coordinator:

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

- 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 in collaboration with the Campus Coordinator
- Tracks all open Purchase Orders
- Oversees and tracks field and camping trip budgets
- Oversees and tracks all facility rentals

- 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 and tracks fundraising
- Assists the administration in monitoring adherence to the budget
- Participates in LAUSD Annual Oversight Visit, preparation and interview
- Participates in annual audit preparation and interview
- Participates in Budget creation process
- Attends and participates in Finance Committee meetings
- Attends and participates in Board of Trustees meetings when needed
- Attends and participates in weekly administrative team meetings

Campus Coordinator

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

Qualifications of Campus Coordinator:

- A minimum of 5 years administrative school experience, preferably in a charter school
- 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 Campus Coordinator:

- Maintains daily attendance and completes regular attendance reports
- Tracks faculty attendance and sub coverage
- Manages front office team
- Manages student safety, conflict resolution, and discipline issues as needed with oversight of the Directors
- Maintains emergency preparedness plan and SERT roles and drafts Comprehensive Safe School Plan
- Creates and distributes notification of student health conditions (medical conditions, allergies etc.) throughout the year
- Maintains and updates all calendars, schedules, and flyers

- Manages inventory and lending system
- Manages textbook room
- Coordinates space usage for all activities
- Supports all event planning and execution
- Oversees IT on site and manages devices on site with support from IT consultant
- Supports Facility Manager and coordinates with custodial teams
- Supports all day-to-day functions of the school

Compliance Coordinator

The Executive Director and Assistant Director will select the Compliance Coordinator on an application and interview basis. The qualifications include sufficient related school, reporting, and administrative experience and skills to fully execute the duties and responsibilities of the position.

Qualifications of Compliance Coordinator:

- A minimum of 5 years administrative school experience, preferably in a charter school working with CALPADS
- 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 Compliance Coordinator:

- Manages all CALPADS compliance; Completes ongoing reporting and updating of student, parent, class, teacher and school data in Federal, State, District and School systems within allotted timelines
- Coordinates with special education administrator on special education data CALPADS reporting
- Manages and provides administrative assistance with SBAC, ELPAC, NWEA, PFT and other testing in coordination with Assistant Director
- Serve as school registrar and process, maintain and update SIS for new, returning and withdrawing students
- Oversee records requests for transferring students
- Serve as Custodian of Records for Cumulative Files: Create and maintain cumulative file for every student

Administrative Assistant(s)

The Executive Director and Assistant Director will select the Administrative Assistants on an application and interview basis. 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 2 years administrative experience, preferably in a charter school
- Computer proficiency
- 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, dress code
- Provide first aid
- Assist with discipline support and conflict resolution
- Support parent volunteers, chaperones, drivers
- Support field and camping trips
- Collect, date stamp, and distribute mail
- Assist with preparation and organization of school events
- Support faculty and staff as needed

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-

campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in

writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the school site as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

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, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 increase and maintain the school’s diversity. OCS’ efforts have focused both on outreach and on supporting the diversity of our school community once enrolled.

Plan Highlights

- Increased the diversity of faculty over the past 7 years from 31% to 39%
- Increased online/ social media outreach
- Increased number of presentations at neighborhood community meetings, education forums, school expos, etc.

- Increased word of mouth through parent outreach
- Increased number of tours for interested families
- Provided Spanish and Japanese speaking tour guides for parent tours
- Provided general school information, in addition to the application, in Spanish on OCS' website
- Developed the OCS Equity Plan 2022-25 that is being updated for the next 3-5 year cycle
- Renewed commitment to and promotion of OCS' Diversity, Equity, Inclusion and Belonging Committee
- Conducted Faculty professional development focused on BIPOC students and Culturally Responsive Teaching
- Hosted culturally diverse community and student events, such as: Hispanic Heritage Month Celebration, Dia de Los Muertos ofrendas, Native American Heritage Month assembly, Japanese Boys' and Girls' Days, Diwali celebrations, Festivals of Lights, Black History Month Assembly, Lunar New Year celebrations, Women's History Month assembly, Neurodivergence Month assembly, Pride Day celebration, and LGBTQIA Heritage Month assembly
- Center DEIB on prospective parent tours by either having a DEIB parent representative speak on tours or by having the Directors share about the work of the DEIB and the OCS Equity Plan at all levels of the school community (Board, faculty, staff, parents, students)
- Maintain multi-lingual front office school staff

Specific Outreach and Recruitment Activities: 2024 – 2025

DIVERSITY OUTREACH EVENTS 2024-25								
Date	Outreach Rep	Event Name	Event Type	Location	Person contacted	Outreach completed	Materials provided	email links & resources
All tours are held at 8:45am 9/18/24, 10/2/24, 10/23/24, 11/6/24, 12/4/24, 1/8/25, 2/5/25, 3/12/25, 4/9/25, 5/21/25	M. Helms K. Mack-Fett	OCS Tours	Tours	Ocean Charter School	K. Mack-Fett	completed	in-person tours, Spanish and 2 Japanese	oceans.org
27-Oct	K. Mack-Fett	Del Rey Day	Neighboring Community	Bill Rosendahl Park	Jackie	completed	fliers in Spanish and English; QR code; student work samples	http://www.delreync.org/del-rey-day-is-october-21-2018/
9-Oct	K. Mack-Fett	Coeur d'Alene Middle School Forum	middle school outreach	Coeur d'Alene Elementary	Jennifer Sousa	completed	fliers in Spanish and English; QR code; student work samples	jennifersousa@cdavenice.org
12/14/24	DEIB Team	Public OCS Winter Faire/Parent Tour Invitations	Community festival	Ocean Charter School	/	completed	QR code, Winter Faire Flyer + Parent Tour Dates and Info	
ongoing	DEIB (Delia)	Mocha Moms	online network	online	/	completed	QR code, tour flier	
ongoing	DEIB members	parks, outside activities	personal contacts	in person networking	/	completed	QR code cards	
ongoing	Aly Leavitt	Facebook groups on westside moms	online network	link website	/	completed	personal postings and flier	
ongoing	Marissa	FB group for Windsor Hills and Venice moms	online network	link website	/	completed	personal postings and flier	
Fall 2024	Marschinda	Wildchild Gym in Playa Vista	flier	https://www.wildchildgym.com/	/	completed	QR code, tour flier	
Fall 2024	Danielle	SoFi kids in Playa	flier	https://www.softykids.com/	/	completed	QR code, tour flier	
Fall 2024	Danielle	Playa Runway	flier	https://www.runwayplayavista.com/	/	completed	QR code, tour flier	
Fall 2024	Danielle	Broadway Gymnastics	flier	https://broadwaygym.com/	/	completed	QR code, tour flier	
Fall 2024	Ms. Zanze	Inglewood Library	flier	https://www.cityofinglewood.org/1648/Library	/	completed	QR code, tour flier	
Fall 2024	Marissa	Viewpark Library	flier	https://lacountylibrary.org/location/viewpark-library/	/	completed	QR code, tour flier	
Fall 2024	Marissa	Culver YMCA	flier	https://www.ymcala.org/locations/culver-palms-family-ymca/	/	completed	QR code, tour flier	
Fall 2024	Marissa	Westchester YMCA	flier	https://www.ymcala.org/locations/westchester-family-ymca/	/	completed	QR code, tour flier	
Fall 2024	Danielle	MDR Library	flier	https://lacountylibrary.org/location/loyd-laber-marina-del-rey-library/	/	completed	QR code, tour flier	

Materials and Methods

- Tour flyers printed in colorful hardcopies in Spanish, Japanese, and English
- Website postings of tours and events
- Online posting on social media including Instagram and Facebook
- QR code cards for current OCS families to carry and share with their formal and informal networks, such at the park or grocery store, when people compliment their children and ask where they go to school

Languages for Outreach and Recruitment Activities, Methods, and Materials

OCS uses Spanish, Japanese and English in our outreach and recruitment activities, methods, and materials.

Achieving a ratio of students in Special Education and English Learners, including Redesignated Fluent English Proficient pupils, that is reflective of the general population residing within LAUSD

OCS has consistently served a student population that has 12% – 15% of students with special needs. This range is more typically seen at district schools with non-general education special education options, such as Special Day Programs or other more restrictive settings. As OCS offers only a general education setting, serving 12% - 15% of students with special needs exceeds the ratio at many schools. Given the consistency of this ratio over OCS' 20+ year history and the draw that OCS' program and approach have for students and families that are looking for a non-traditional approach, OCS expects to maintain this higher ratio.

OCS' population of English Learners (5.2%) is lower than LAUSD's (18.6%), however it falls in range with the local resident schools our students would otherwise attend. For example, Short Avenue Elementary has a 4.9% EL ratio; Cowan Elementary has a 0.5% EL ratio; Broadway Elementary has a 7.8% EL ratio; Coeur D'Alene has 6.8% EL ratio; and Westport Heights Elementary has an 8.9% EL ratio. This ratio speak largely to the demographics of the neighborhood in which we are situated. OCS will continue to attempt to draw in more English Learners and their families through our outreach efforts as described above. And once these multilingual students and families join the OCS community, OCS will work diligently to serve them as our consistently strong reclassification rates, most recently 24% in 2024-25, indicate.

Looking Ahead

- Deepening our work with updating and implementing our Equity Framework 2025-2030
- Continuing outreach to recruit diverse families, especially by word of mouth as that has been our most successful outreach strategy
- Increased targeted outreach in geographically close pocket neighborhoods with greater diversity, specifically around the intersection of Culver Blvd. and Inglewood, Playa Vista, and areas within Westchester
- Continue to expand our online social media presence
- Update the school's website
- Continue growth of faculty and staff diversity

Additional Retention Methods:

1. Provide homework assistance and aftercare for families in need.
2. Open campus early for working families.
3. Provide daily breakfast and lunch.
4. Cultural heritage and identity events centering non-dominant groups.
5. Student clubs to support students who identify in non-dominant groups.
6. Ongoing professional development and resources for faculty and staff in DEIB and Culturally Responsive Teaching, including student materials and teacher resources.
7. Monthly Diversity, Equity, Inclusion and Belonging Committee meetings to support outreach and retention efforts as well as develop and implement the OCS Equity Plan
8. “Buddy” families for new families to welcome them and support their integration into the life of the school

How This Plan Will Achieve and Maintain the Racial and Ethnic Balance Goal of 60:40

OCS and the Diversity, Equity, Inclusion and Belonging Committee (DEIBC) will continue to do all we can to meet the required racial and ethnic balance by implementing the outreach efforts and recruitment activities described above. In addition to outreach events, website postings, and social media, 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.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not

limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each school site and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

Ocean Charter School serves students eligible for Transitional Kindergarten and Kindergarten through 8th grade.

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, Stoner Avenue 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 FAQ and the Enrollment section on the school's website in Spanish and English. In addition, the application deadline information is included in the weekly newsletter to the community each week.

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 newsletter, and at all enrollment events. The Ocean Charter School Executive 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 conducting a public meeting via Zoom (link provided on our website) where each eligible applicant's name appears on screen and an electronic, random drawing is held for the public to witness. Within 24 hours of the drawing, each applicant receives their result by email.

Ocean Charter School's annual open enrollment period typically occurs from September to January of each year, with the enrollment lottery typically following in February. In 2026, the lottery will be conducted on February 25th (the enrollment lottery is typically scheduled the last Wednesday in February at 10:00 am). 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 their respective category 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. Enrollment offers to all eligible applicants are sent by email. When an offer is made, Ocean Charter School typically requests that applicants notify the school within 2 business 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 the last day of that school year. 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 printed 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(c)(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)(c)(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 Coordinator 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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(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. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

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 School⁴² 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 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:

⁴² At the time of this Petition, Charter School is an Option 1 school of LAUSD. As such, Charter School operates as a school of LAUSD for special education purposes. LAUSD will provide special education personnel, operate special education classrooms (i.e., RSP and SDP, etc.), and implement the programs and services, including providing related services and services within the interim alternative educational setting for students undergoing discipline, and as required by the IEPs of the students enrolled at the Charter School. Charter School will identify students suspected of being students with disabilities, and will notify LAUSD when a student with a disability or suspected disability is recommended for expulsion by Charter School and requires a manifestation determination review. Accordingly, all responsibilities set forth regarding students with disabilities within this Element 10 will be addressed in accordance with the special education MOU and state and federal law.

- 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, involuntary removals, 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.

Gun Safety Notice: At the beginning of the school year, OCS shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

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 and within the Suspension and Expulsion Policy.

OCS Safe School Commitment

At OCS, we are a safe school. We are a caring community where everyone feels safe to learn.

Our Safe School Agreements

We agree to:

- Accept everyone's differences and how they make us special
- Use kind language
- Give put ups to ourselves and others
- Work together to keep our school safe for everyone
- Protect each other's bodies and hearts
- Accept responsibility for our words and actions without excuses

Our Safe School Guidelines

We will:

- 1) Respect differences of all types – physical, mental, social, emotional and spiritual.
- 2) Choose our words and actions to help, not hurt, others.
- 3) Work to keep our school free of verbal and nonverbal put-downs regarding the following:
 - a. Academic progress
 - b. Age
 - c. Appearance/body image/mannerism

- d. Athletic ability
- e. Belief systems
- f. Cultural, ethnic and/or racial background
- g. Family background and family composition
- h. Friendships
- i. Languages
- j. Learning styles
- k. Physical challenges
- l. Sexual harassment of any type, including gender stereotypes and homophobic taunts
- m. Use language that is appropriate for school
- n. Stand against physical abuse, taunts, or threats

As a safe school, we will accept responsibility for our words and actions without excuses.

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.
- 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.

Parent/Caregiver Code of Conduct Family Rights and Responsibilities

Parent/Caregiver Rights

SEP Ocean Charter School parents/caregivers have the right to:

- Be treated with respect and 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;

Parent/Caregiver 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 needs. 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

*Please note: Physical activity during the school day will not be withheld as punishment for any reason, unless there is a safety concern.

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 preventive 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 II - 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.

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.

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, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and

distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the front office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian, and shall inform the student, and the student’s parent/guardian, of the basis for which the student is being involuntarily removed and the student’s parent/guardian’s, right to request a hearing to challenge the involuntary removal. If a student’s parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Suspension

Enumerated Offenses

1. **Discretionary Offenses:** Students may be **suspended and/or recommended for expulsion** when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.

- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- 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 Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: 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.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the

circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone,

wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, 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.
- u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Offenses: Students **must** be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

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 five (5) days per incident and ten (10) days per school 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 their 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 their 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 their 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^[1]_[SEP]

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.

For additional considerations regarding students with disabilities, please see the section below titled *Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities*.

How and where the student will be provided with meaningful access to education during the term of the suspension

Students 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 or 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 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, composed 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 circumstances 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 date 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 parents within 30 calendar days prior to the end of the expulsion term. This notification will request parents to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan.

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA: The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension: Students with disabilities or who are suspected to have disability are entitled to additional protections prior to the principal's decision to recommend expulsion, as well as throughout the expulsion process.

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards for Students with Disabilities: Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian at a Manifestation Determination Review ("MDR) meeting to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

The MDR will be convened as an Expulsion Analysis IEP meeting for students with IEPs. For a student receiving accommodations for a disability under Section 504, the Section 504 team will hold a separate MDR meeting, which will not be recorded in Welligent as an Expulsion Analysis IEP

If the student is incarcerated and is withdrawn from the Charter School, or the parent withdraws the student from the Charter School prior to the Expulsion Analysis IEP meeting, the school will contact LAUSD's Welligent Support office to regain access to the student's Welligent record to be able to move forward with conducting the Expulsion Analysis IEP meeting.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the **IEP Team** make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the **Section 504 Team** make the determination that the conduct was a manifestation of the child's disability, the Section 504 Team shall consider whether to develop or revise the Section 504 Plan, including updating the accommodations and/or developing accommodations to add areas of concern related to the student's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was **not** a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

If the principal determines an Interim Alternative Educational Setting (IAES) may be needed at the Expulsion Analysis IEP meeting, the principal may contact LAUSD for assistance with obtaining a range of IAES options.

4. Due Process Appeals: The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School

believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances: Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting: The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services: A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.

- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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(c)(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.

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(c)(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.

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(c)(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(c)(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 section 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

Ocean Charter School
c/o Executive Director
12870 Panama St.
Los Angeles, CA 90066

- 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

Ocean Charter School
c/o Executive Director
12870 Panama St.
Los Angeles, CA 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(c)(5)(O).)

REVOCATION 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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” 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.

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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)