

May 7, 2015

## **ADMINISTRATION**

### **Prop 39/Co-location Update:**

OCS and WESM continue to work through campus security issues involving the driveway and pedestrian gates. For next year, we may request that the district either provides a buzzer for the pedestrian gate or a staff person to monitor it. If neither is possible, OCS visitors/faculty/staff may need to park in the high school lot on Manchester, enter the WESM administration building, and walk down the west side of campus to the buzzer gate outside the OCS main office.

### **Mar Vista Campus Update:**

There continues to be plumbing issues with the downstairs office restroom. MCF is in the process of repairing the pipe located inside the restroom wall.

- Administration is obtaining bids to repair the Spanish church building so the kitchen, multipurpose room, office space and restrooms could potentially be utilized in the 2015-2016 school year.

### **Long Term Site Update:**

OCS' site task force continues to work with realtors to identify private sites that meet our program needs and are located in areas as close as possible to our current MV and WC sites. The task force also continues to engage LAUSD in conversation about possible long-term co-location possibilities.

### **Del Rey Neighborhood Council's Education Committee:**

The Del Rey Neighborhood Council's Education Committee invited administrators of all the local schools to meet at Del Rey Square on April 30<sup>th</sup> for an educational discussion. Board member Steve Zimmer was in attendance and gave a talk with the group of educators about the need for equity in the LAUSD schools. There was a lively discussion and all in attendance participated and shared about their motivation for being in the field of education and how they make a difference.

### **Enrollment Update:**

2014-15 Enrollment as of May 4, 2015 continues at 467.

## **ACADEMIC PROGRAMS**

### **CST Science and CAASP ELA and Math Testing 2015:**

#### CST Science:

5<sup>th</sup> and 8<sup>th</sup> grade students completed science testing during the final week of April. These tests are taken with paper and pencil over the course of two days. They assess student achievement in California State Science Standards. Test preparation involves reviewing key concepts and terms from 5<sup>th</sup> and 8<sup>th</sup> grade CA

standard curriculum, and taking practice tests to familiarize students with test format, wording, and strategies.

CAASP ELA and Math:

3<sup>rd</sup>-8<sup>th</sup> grade students have begun CAASP ELA and Math testing as of May 5, 2015. This testing will continue for the next two weeks with make-up testing occurring during the third week of May. Students are testing using a combination of Chrome books, laptops, and iPads. Students take both the computer adaptive tests and the performance tasks. These tests measure student achievement in the Common Core Standards for English Language Arts and Mathematics. Test preparation involves reviewing curriculum studied over the course of the year, practicing using the devices and trouble-shooting technical issues that arise, and improving students' word processing/typing skills.

**Western Association of Schools and Colleges (WASC) Accreditation:**

OCS has applied and will begin first steps towards the ultimate goal of WASC accreditation. The accreditation process is lengthy and will take several years. The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) mission advances and validates quality ongoing school improvement by supporting its private and public elementary, secondary, and postsecondary member institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on student learning.

The ACS WASC criteria for initial affiliation is organized into five categories:

1. Organization:
  - a. Vision and Purpose Criterion: The school has a clearly stated vision and mission based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by school-wide learner outcomes and the academic standards.
  - b. Governance Criterion: The governing board has policies and bylaws that are aligned with the school's purpose and support the achievement of the school-wide learner outcomes and academic standards based on data-driven instructional decisions for the school; delegates implementation of these policies to the professional staff; and monitors results regularly and approves the single school-wide action plan and its relationship to the Local Educational Agency (LEA) plan.
  - c. Leadership and Staff Criterion: Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes and academic standards.
  - d. Ongoing Professional Development Criterion: Leadership and staff are involved in ongoing professional development that focuses on identified student learning needs.

- e. **Resources Criterion:** The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the school-wide learner outcomes. The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting). The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.
  
- 2. Standards-based Student Learning: Curriculum**  
All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the school-wide learner outcomes. Through standards-based learning (i.e., what is taught and how it is taught), these are accomplished.
  
- 3. Standards-based Student Learning: Instruction**  
To achieve the academic standards and the school-wide learner outcomes, all students are involved in challenging learning experiences. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.
  
- 4. Standards-based Student Learning: Assessment and Accountability**  
The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.  
Teachers employ a variety of strategies to evaluate students learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.  
The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the school-wide learner outcomes.  
The assessment of student achievement in relation to the academic standards and the school-wide learner outcomes drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.
  
- 5. School Culture and Support for Student Personal and Academic Growth**  
The school leadership employs a wide range of strategies to encourage Parental and community involvement, especially with the teaching/learning process.

The school is a safe, clean, and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement.

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

**LAUSD Board Member Steve Zimmer visited OCS:**

On May 1<sup>st</sup>, Board Member Steve Zimmer visited some of our classrooms at the Westchester campus. The Directors and teachers enjoyed sharing a bit of our Waldorf educational program with him. We invited him to visit our TK-3<sup>rd</sup> grade campus at a later date when he is available.

**Environmental Stewardship:**

Beach Clean-A-Thon

OCS students in TK-8<sup>th</sup> grade participated in the Beach Clean-A- on April 29<sup>th</sup> at the Playa Del Rey beach. It was a beautiful day full of cross-grade level collaboration and joy. A representative from Councilman Mike Bonin's office attended the event and presented OCS with a certificate for the school's community service in cleaning the beach.





**Alumni Night:**

A large group of alumni (roughly 13) joined our panel to share their experiences transitioning from OCS to high school with current OCS students and parents. Alumni came from a broad variety of local high schools, including: Da Vinci Science and Design Charter, New Roads, New West, Palisades Charter, Santa Monica High School, Venice World Languages Magnet and Venice STEM Magnet, Vista Mar, Westchester Enriched Science Magnets (WESM), Westchester Secondary Charter, and Wildwood. The evening highlighted the strength of our OCS graduates as scholars, athletes, artists, and, most importantly, ethical human beings.

**Diversity Update:**

OCS administration is interviewing candidates to intensify our diversity outreach and marketing efforts so that OCS can achieve our diversity goals of: 45% white and 55% non-white overall student population, plus a 3% increase of English Language Learners, Latino students and students eligible for Free/Reduced lunch each year by our next charter renewal.