



Directors' Report
October 3, 2019

ADMINISTRATION

Annual Performance Based Oversight Visit

The dates for our annual oversight visit by the Charter Schools Division at LAUSD have been confirmed for Thursday, December 5th (DR) and Friday, December 13th (WC). The visit includes 4 areas: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Last year, OCS received the following scores on a 4 point rubric: Governance - 4; Student Achievement and Educational Performance - 3; Organizational Management, Programs, and Operations - 4; and Fiscal Operations - 4. The 3 earned for Student Achievement and Educational Performance is directly related to our students' scores on the SBAC state mandated standardized test. The two factors contributing to this score not being a 4 are the percentage of students in certain subgroups was not high enough and the English Language Learner reclassification rate was not high enough for OCS to earn a 4. These two areas are priorities for this year. Our English Language Development program and our Intervention program are focusing efforts on supporting in these groups to achieve at a higher rate this year.

Public Waldorf Education Core Principles

As part of ongoing sharing with the Board about our school's philosophy, the Directors will highlight one of the seven core principles of Public Waldorf Education in each Directors' Report. The first core principle of Public Waldorf Education has been adapted from the Alliance For Public Waldorf Education publication.

- 1 **Image of the Human Being** – Public Waldorf Education is founded on a coherent image of the developing human being.
 - Each human being is a unique individual who brings specific gifts, creative potential, and intentions to this life. Public Waldorf education addresses multiple aspects of the developing child including the physical, emotional, intellectual, social, cultural, moral, and spiritual. Through this, each child is helped to integrate into a maturing whole, able to determine a unique path through life.
 - Rudolf Steiner's educational insights are seen as primary, but not exclusive, source of guidance for an understanding of the image of the human being.



Del Rey Campus Update

New Staff Members:

We are pleased to welcome the following new staff members to the Del Rey campus:

- Ms. Raina – First grade Classroom Assistant
- Ms. Taci – Administrative Assistant
- Mr. Theo – Aftercare Supervisor
- Ms. Aracely – Aftercare Supervisor

Emergency Drills:

DR students, faculty, staff, and parents on campus participated in the first fire drill of the school year on September 19th. All participants followed the direction of the teacher in charge and the SERT (School Emergency Response Team) was activated. Members moved into their assigned positions (e.g. Gate Team, Reunion Gate Team, Classroom teacher/assistants escorted students to designated areas, Search and Rescue Team, and First Aid Team). The Great California Shake Out Earthquake Drill is the next scheduled emergency drill on October 17th.

Repairs:

Plumbing repairs have been made to the downstairs Kindergarten and first grade restrooms, as well as the upstairs student restrooms. An outdoor sink located upstairs outside the third grade classrooms was removed due to a crack, causing water to drain onto the walkway. Given that there are sinks in upstairs classrooms, we do not plan to replace the outdoor sink.

Westchester Campus Update

FUA and SUA:

The district has not yet sent the Formal Use Agreement or the Shared Use Agreement for our WC campus. Administration is working with the district to get these documents finalized for the year.

Emergency Drills:

Emergency drills at the WC campus are conducted with the 4 other schools on the site. We have had 4 fire drills so far; two were planned, and two were unexpected. Faculty, staff and students have practiced exiting classrooms quickly and quietly and waiting for instructions on our blacktop. Most students have turned in their emergency packs, but not all. Continuous follow up with families that have not turned them in is ongoing.

The next scheduled emergency drill is the Great Shake on 10/17. This drill practices protocols for earthquakes. Search and rescue teams as well as first aid and psychological service teams will be activated.



Enrollment as of 10/1/19

K=55

TK=27

1st=56

2nd=75

3rd=56

4th=52 (3 offers pending)

5th=44 (1 offer pending)

6th=55 (1 offer pending)

7th=53

8th=51

Total=524

ACADEMIC PROGRAMS:

Intervention Program

The information below has been distributed to parents of students involved in OCS' intervention program.

What is intervention?

OCS intervention is designed for students who are actively experiencing challenges with grade level materials. The Intervention team will regularly assess student progress to track growth, adjust strategies, and move students out of intervention. The concept of intervention is to help students reach grade level mastery of skills in Reading, Writing and Math. Students move in and out of intervention as they only attend when needed based on student work samples and assessments.

Intervention is not an opt-in/out program. If OCS determines, based on student assessments and work samples, that a student needs additional support, intervention support will be provided. OCS is proud to offer this additional support to students who need it.

What is taught in Intervention classes?

Intervention sessions are based on areas of need in Reading, Writing, and Math that are clearly defined by student work samples and assessments.

Who teaches Intervention?

Ms. Saldana oversees our intervention program. At the Del Rey campus, Ms. Atkinson and Ms. Lisa also work with students in our intervention program.



Who attends Intervention?

Students participate in intervention when they are identified by their teachers, intervention team, and administration as struggling with reading, writing, and/or math skills based on multiple measures.

When are Intervention classes held?

Intervention classes are held over the course of the school day. In scheduling sessions, every effort is made to ensure as little disruption to each student's weekly rhythm as possible. That said, intervention support sessions are a top priority in scheduling.

What are the expectations for families participating in the Intervention Program?

Parents of students in intervention are encouraged to check in with the intervention teacher to get updates about their child's progress, as well as tips for how to support their child at home in ways that are complimentary to the efforts being made at school.

Questions? Please email Ms. Saldana at mssaldana@oceanschool.org or leave a note or message for her at either campus' office.