



Directors' Report
October 4, 2018

ADMINISTRATION

DR Campus Update

- The 1st-3rd grade students shared songs and recitations with each other during a Michaelmas assembly held on Friday, September 28th in the "Egg" (outdoor space). The students in all grades modeled beautiful and respectful assembly manners, taking turns listening to one another!
- Students, faculty, and staff participated in the first Lock-Down drill of the year on September 18th. Emergency drill practice is key to safety for everyone on campus.
- DR after school enrichment now includes Spanish through Song!
- Window screens will be installed on all windows to deter pests from entering the office and classroom spaces.

WC Campus Update

- The WC Campus has new drop-off and pick-up procedures per LAUSD's Office of Environmental Health and Safety. OEHS has made it clear that there is no changing the policy that forbids student pick-up and drop-off on campus. However, they are working with OCS, the other schools on the site, and the city with our requests for signage and a crosswalk. While the students, staff, teachers, and parents have adjusted, the impact has been large. The congestion on the street is heavy, the signage is not yet installed for loading zones, and there is no crosswalk. We do have safety concerns that have been expressed to the district and LADOT regarding the lack of a crosswalk. We are also enlisting the help of Mike Bonin's office to hopefully expedite our request for the crosswalk.
- Administration is still finalizing the Shared Use Agreement for the WC campus this year as the revised version sent to us did not accurately reflect our usage of the space. When it is revised and accurate, we will sign and submit to the district.



- The WC Campus has had 4 emergency drills this year so far, some planned and others incidental. The students have done an excellent job evacuating the classrooms quickly and quietly to the evacuation area on the blacktop. We will continue to run emergency drills in coordination with Westchester High School, per our Safe School Plan.

DVR (District Validation Review)

A District Validation Review will be conducted at Ocean Charter School this year on November 30, 2018. The DVR is the ongoing, internal monitoring process for Special Education Programs in LAUSD. The DVR includes various activities designed to measure the school's adherence to special education legal requirements and applicable District policies and procedures. The activities include: parent and teacher surveys, parent and staff group interviews, classroom observations, a review of student records and Welligent data reports. The DVR Team consists of team members from outside the school, 2 school staff members, and one parent team member. The DVR findings are calculated and shared with the administrator and school team upon the conclusion of the one-day review.

Annual Performance-Based Oversight Visit

To support the success of students enrolled in LAUSD authorized charter schools, the Charter Schools Division (CSD) annually observes and monitors our school's performance in view of state and federal law, District policy, and the charter. The CSD Team focuses on the following four categories:

- I - Governance
- II - Student Achievement and Educational Performance
- III – Organizational Management, Programs, and Operations
- IV – Fiscal Operations

This year, the annual performance visit is scheduled for December 5th and 7th. For the first time, the District is allowing an option for electronic submission of the documents traditionally required in hard copy form and assembled in binders!

The following is required from each Board of Trustee:

- Documentation of Brown Act training
- Resume
- Biography
- Completion and submission of form 700

CCSA (California Charter Schools Association)

The California Charter Schools Association advances the charter school movement through state and local advocacy, leadership on accountability, and resources for



member schools. CCSA provides data and information on California's charter schools for parents, authorizers, legislators, and the press. CCSA membership dues will increase from \$8 per student to \$10 per student in January 2019.

Total Enrollment as of 10/2/18:

K=54
TK=27
1st=81
2nd=53
3rd=55
4th=47
5th=56
6th=46
7th=52
8th=51
Total=522

There are 12 offers pending.

SCHOOL EVENTS:

ENVIRONMENTAL STEWARDSHIP - Neighborhood and Campus Clean-Ups:

On October 3rd, OCS TK-3rd grade students participated in their first environmental community service event of the year, as they cleaned up our campuses and surrounding neighborhoods. 4th-8th students will clean the Westchester campus and surrounding neighborhood on October 10th. Starting the year by taking care of our immediate surroundings helps students prepare for stepping further out into the community for environmental community service during our annual Spring Beach Clean-A-Thon on March 8th. Both events are coordinated with our partner Heal the Bay and help instill a sense of environmental stewardship in our school community.

ACADEMIC PROGRAMS:

Public Waldorf Education Core Principles:

The following core principles 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.
- 2 **Child Development** – An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.
- Human development proceeds in approximate 7-year phases. Each phase has characteristic physical emotional, and cognitive dimensions and a primary learning orientation.
 - The Public Waldorf educational program, including the curriculum, teaching methodologies, and assessment methods works with this understanding of human development to address the needs of the individual and the class in order to support comprehensive learning and healthy, balanced development.
 - Our developmental perspective informs how state and federal mandates, including curriculum sequence, standardized testing, and college and career readiness are met.
- 3 **Social Change Through Education** – Public Waldorf education exists to serve both the individual and society.
- Public Waldorf education seeks to offer the most supportive conditions possible for the development of each student's unique capacities and for engendering the following qualifications to work towards positive social change:
 - A harmonious relationship between thinking, feeling, and willing;
 - Self-awareness and social competence;
 - Developmentally appropriate, academically informed, independent thinking;
 - The initiative and confidence necessary to transform intentions into realities; and
 - An interest in the world, with active respect and a feeling of responsibility for oneself, one's community, and the environment.
 - Such individuals will be able to participate meaningfully in society.



- 4 **Human Relationships** – Public Waldorf Schools foster a culture of healthy relationships
 - Enduring relationships and the time needed to develop them are central to Public Waldorf education. The teacher works with each student and class as a whole to support relationship-based learning.
 - Healthy working relationships with parents, colleagues, and all stakeholders are essential to the well being of the student, class and school community. Everyone benefits from a community life that includes festivals, events, adult education, study, and volunteer activities.
 - Public Waldorf education encourages collaboration in schools, within the Alliance for Public Waldorf Education, among all schools working out of a developmental approach, in conjunction with the broader field of education.

- 5 **Access and Diversity** – Public Schools work to increase diversity and access to all sectors of society.
 - Public Waldorf schools respond to unique demands and cultures in a wide range of locations in order to provide maximum access to a diverse range of students. Schools work towards ensuring that students do not experience discrimination in admission, retention, or participation.
 - Public Waldorf schools and teachers have the responsibility to creatively address the developmental needs of the students with the most inclusive possible approaches for all learners.
 - The Public Waldorf program and curriculum is developed by the school to reflect its student population.

- 6 **Collaborative Leadership** – School leadership is conducted through shared responsibilities within established legal structures.
 - Faculty, staff, administration and boards of a Public Waldorf school collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner’s educational insights.
 - Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability. A Public Waldorf school is committed to studying and deepening its understanding of best practices of governance appropriate to its state of organizational development.

- 7 **Schools as Learning Communities** – Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.



- Public Waldorf education emphasizes continuous engagement in learning and self-reflective practices that support ongoing improvement. At the individual and classroom level, teachers reflect regularly on their observations of the students and of the educational process. Essential aspects of school-wide work and professional development include self-reflection, peer review, faculty and individual study, artistic activity, and research.
- Rudolf Steiner is a primary, but not exclusive source of guidance for developing an active inner, meditative life and an understanding of the dynamics within society.
- Public Waldorf schools encourage all community members to engage in active and ongoing ways to enhance their capacities as human beings through self-reflection and conscious social engagement.

CAASPP Standardized Testing Results:

The school-wide results were officially released this week by the state and are now available for public viewing. OCS faculty and administration will begin analyzing our results, and administration will bring a detailed analysis to the Board during the next regularly scheduled meeting.

Coming School Events:

- October 5th, Friday – ACG - How to Support your Child at Home the Waldorf way, 8:15am, DR campus library
- October 10th, Wednesday – Prospective Parent Tour, 8:15am, DR campus
- October 11th, Thursday – Diversity and Equity Meeting, 3:30pm, WC campus
- October 12th, Friday – Diversity and Equity Meeting, 8:30am, DR campus library
- October 15th-19th, Monday-Friday –WC Book Faire
- October 16th, Tuesday- High School Information Night, 6:30 – 8pm
- October 16th, Tuesday-DR Picture Day
- October 22nd-26th, Monday-Friday –DR Book Faire
- October 23rd, Tuesday-WC Picture Day
- October 24th, Wednesday- Prospective Parent Tour, 8:30am, WC campus
- October 25th, Thursday-Knight of the Bedtime Stories and Del Rey Open House, 3:30pm
- October 26th, Friday-DR Pajama Day
- October 31st, Wednesday – Halloween – 1st-8th may wear costumes (see guidelines)
- November 1st, Thursday-Professional Development Day, NO SCHOOL