



Directors' Report
September 7, 2017

ADMINISTRATION

Del Rey Campus Update:

Kindergarten – Third Grade Class Meetings and Meet and Greet with the Executive Director

Kindergarten, First, Second, and Third Grade parents were invited to a “Meet and Greet” with the Executive Director in the “Egg” prior to the first Parent meetings presented by individual class teachers on August 24th and 29th. Parents received information about upcoming events, including ACG meetings, Specialty class programs, and information specific to each grade level. Mr. Navarro and Yoriko Sensei spoke about their programs with the parents of second and third grade in attendance at the Meet and Greet. The meetings were well attended and the 2017-18 school year is off to a positive start!

Westchester Campus Update:

ACG Community Folk Dance

OCS Community members, including parents, students, toddlers, and grandparents participated in a lively folk dance with Donna Burgess leading for the 6th year in a row! Our 4th – 8th grade students assisted Donna in leading the dances they had learned in their folk dance lessons earlier in the week. Outstanding music was provided by OCS student, Zachary Atkinson and OCS faculty members Mr. Rivers, Mr. Ghiglia, and Ms. Lois. The annual Community Folk Dance is a wonderful way for the community to bond together in celebration of the new school year!

Fourth – Eighth Grade Class Meetings and Meet and Greet with the Director

Fourth through Eighth Grade parents were invited to a “Meet and Greet” with the Director in the Entrance Courtyard prior to the first Parent meetings presented by individual class teachers on August 22nd and 23rd. Specialty teachers introduced themselves and little about their programs to the large group, and then followed up with individual visits to the classes to share more grade level specific information. Parents received information about upcoming events, including ACG meetings, Specialty class programs, and information specific to each grade level. The meetings were well attended and the 2017-18 school year is off to a positive start!



Diversity and Equity Committee:

The OCS Diversity and Equity Committee has developed a core work group to forward some of the key priorities of the committee this year. Parent volunteers in collaboration with Outreach Coordinator, Dawn Kasey-Lovelace, and in coordination with administration form the work group and have identified the following priorities:

- To establish DEC classroom representatives and issue a contact list at the 1st meeting.
- To establish DEC representatives on all school activity committees (Winter Faire, Spring Faire, Book Faire, etc.) and to attend Board meetings.
- To establish a system to track and monitor the progress of issues presented to Admin.
- To establish a parent to support families on each campus with emerging issues

The committee, drawing from OCS' charter and work done in Governance committee, defines Diversity and Equity as follows:

Ocean Charter School defines Diversity as "the collective strength of experiences, skills, talent, abilities, and cultural perspectives that each student, teacher, staff member and parent brings to Ocean Charter School and the greater community". We define Equity as "the quality of being fair and impartial".

The purpose of the Diversity and Equity Committee is described below.

Increasing and supporting our diversity (race, religion, gender identity, culture and learning needs) are vital components of the OCS Charter. Therefore, The Diversity and Equity Committee of Ocean Charter School continues to outreach to encourage diverse enrollment and create a culture on OCS campuses that supports the needs of our diverse school community. The Diversity and Equity Committee meets regularly to discuss issues concerning diversity and equity. We work with administration, parents, teachers, and staff to create a rich and diverse educational experience for all students and their families.

The Orientation and Discussion topics will include the following:

1. Understanding Waldorf Traditions / Upcoming Events
2. Q&A: Are your child's needs being met at OCS?
3. Emerging Issues concerning Diversity and Equity
4. Featured Cultural Books and Educational Resources that align with Waldorf Child Development

Meetings will alternate between Del Rey and Westchester campuses.

Please join us for the first Diversity and Equity Committee meeting of the 2017-18 school year on Friday, Sept. 8th, 2017 at 8:30am at the Del Rey campus library.



Charter Renewal:

We are planning to submit the Renewal Charter Petition in November 2017. The process will require “All Hands On Deck”. In preparation, we are reviewing the updated Independent Charter School Renewal Petition Application Guide and the District Required Language (DRL). The Board will review and approve the charter renewal application, and specific board committees will work on sections relevant to their task, such as Finance and Governance.

Enrollment Update:

Snapshot by grade as of 9/6/17

K=78
TK=26
1st=55
2nd=55
3rd=50
4th=54
5th=55
6th=49
7th=47
8th=46
Total=**515**

There are 27 offers pending throughout the grades.

ACADEMIC PROGRAMS:

Internal Benchmark Assessments:

The standardized internal benchmark assessments (EasyCBM) that OCS uses multiple times each year to track student progress in math and language arts have been given to grades second – eighth. First grade students will take their first assessment at the mid-year mark in January. Teachers use these assessments to track progress and inform instruction.

Intervention Services:

Intervention services have begun for students in First through Eighth grade. Kindergarten students may participate later in the year. Intervention services are provided by our lead intervention teachers with support from intervention assistants. Services are targeted at supporting students to reach grade level expectations in reading, writing, and math.

**CELDT administered to EL students:**

OCS administered the California English Language Development Test (CELDT) to forty-eight (48) students with a primary language other than English. Before October 31st each school year, the CELDT is given to students classified as English learners. The California English Language Development Test (CELDT) is given once each year to English learners as an annual assessment of their progress toward English language proficiency. Three purposes for the CELDT are: (1) identifying students as limited English proficient, (2) determining the level of English language proficiency (ELP) for students who are limited English proficient, and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

As of this year, the CELDT only has to be administered for students who are newly enrolled and/or have not CELDT tested in the past. Students who are EL as a result of a prior year's CELDT testing only participate in the ELPAC (English Language Proficiency Assessments for California) from this year on. CELDT and ELPAC results will inform instructional decision-making for the year, as well as inform decisions regarding student support services such as intervention.

CAASPP Standardized Testing Results:

Educational Testing Services (ETS) notified OCS about inaccurately worded text printed on the 2016-17 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessment Student Score Reports for approximately 68 of our students in grade 4-8. Students in grades 4-8 who scored at achievement level 4 in both the 2015-16 and 2016-17 administrations, and whose scores increased this year, received a Student Score Report indicating they did not score enough to move to the next level. The text should have indicated they would remain at the highest achievement level. The error does not impact the student's scores in anyway. The error is in the text description of the student's progress on the CAASPP test over the past three years. We have requested ETS to send us the revised reports, which we will mail to the families with an explanation of the error.

Faculty and administration will be analyzing the school-wide as well as grade level and individual class results. These results will inform instructional decision-making for the year, as well as inform decisions regarding student support services such as intervention and after-school homework club.

We will share the analysis of the testing results next month.



Coming School Events:

- September 8th, Friday, **Diversity and Equity meeting**, DR Library, 8:30am
- September 21-22nd, Thursday-Friday, **Fall Recess**
- September 29th, Friday, **ACG meeting – Kindergarten team presentation: Habit Life at School and Home Part 1**, DR Library, 8:15am