

Directors' Report
October 6, 2022

“A healthy social life is found only when, in the mirror of each soul,
the whole **community** finds its reflection, and when, in the
whole **community**,
the virtue of each one is living.”
~ Rudolf Steiner

Williams Inspection:

Background information on Williams Legislation:

<https://www.lacoe.edu/Portals/0/LACOE/WmsLegInfo.pdf>

Implementing the Williams Legislation in Los Angeles County Laws Aim for Educational Equity Williams v. California was a class-action lawsuit filed May 2000 claiming the state's poorest children were being denied equal educational opportunities. The suit alleged that public school students lacked equal access to instructional materials, safe and decent school facilities, and qualified teachers. Settlement of the lawsuit in August 2004 resulted in a package of laws — known as the “Williams legislation” — aimed at ensuring that all students have the basics of a quality education. The laws expand and create accountability systems so that:

- All students have access to standards-aligned instructional materials and textbooks.
- All students have access to school facilities that are clean, safe, and functional.
- Teachers have the proper certification or training for their assignment, especially those in classrooms with 20 percent or more English Learners.

OCS had its first Williams facility inspection on Sept.14, 2022.

“Great job on getting an EXEMPLARY 100.00% at Ocean Charter. Also, extend our appreciation to our staff for their hard work.

Regards,
Adrian Saldivar, CFM
Regional Facilities Director
Maintenance & Operations Branch
Central Region, Local District West”

CAASPP Testing Analysis 2021-22:

The state is not releasing CDE Dashboard information regarding last year’s CAASPP testing. However, individual schools were able to access results that teachers and administration have been analyzing. What follows is a presentation of overall scores by grade level. The grade level indicates grade level during the 2021-22 school year. These scores represent the first time students took the standardized tests since the pandemic and reflect the effects of distance learning and readjustment to in-person schooling. These results, plus more detailed individual and teacher level results, are being used to inform teachers’ lesson planning, decisions for student support services such as intervention, and professional development. The scores indicate consistency with OCS’ track record of higher ELA scores than Math scores.

Grade Level	% Met or Above ELA	% Met or Above Math	% Met or Above CAST (Science)
3 rd	70%	51%	na
4 th	74%	57%	na
5 th	53%	18%	35%
6 th	71%	54%	na
7 th	81%	52%	na
8 th	74%	51%	58%

CDE Local Indicators and Priorities:

Requirement:

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator. [Submitted Sept. 30, 2022](#)



Priorities:

- 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)
- 2- Implementation of State Academic Standards (LCFF Priority 2)
- 3- Parent and Family Engagement (LCFF Priority 3)
- 6 - School Climate (LCFF Priority 6)
- 7 - Access to a Broad Course of Study (LCFF Priority 7)

Drug Awareness and Planning - Fentanyl and Naloxon:

Health Alert: Counterfeit Pills Contaminated with Fentanyl Causing Drug Overdose

The Los Angeles Department of Public Health is issuing a health alert after four adolescents were found overdosed following purchasing counterfeit narcotic pills at Lexington Park, including one student found deceased on campus at Bernstein High School in Hollywood on September 13, 2022.

Nationwide, there has been a growing trend of illicit drugs (particularly methamphetamine and cocaine) and counterfeit pills contaminated with fentanyl and other life-threatening substances. This has impacted both adults and youth. In 2021, fentanyl was identified in about 77% of adolescent overdose deaths nationally, and over 80% of drug overdose deaths among adolescents aged 15 – 19 in 2015 were unintentional. Fentanyl and methamphetamine-related overdose deaths have increased in Los Angeles County even prior to the pandemic and continue to rise at an alarming rate.

Fentanyl is a high potency synthetic opioid that is colorless and odorless and can cause rapid respiratory depression resulting in accidental death. Awareness of the risk of fentanyl in counterfeit pills, stimulants, and other substances sold outside of pharmacies is necessary for both the general public, including youth and adults, as well as healthcare providers.

LACDPH and SAPC Naloxon training:

Thursday, Oct. 6th

OCS participants: 3 administrative team members

Title IX and Sexual Harassment Compliance:

What is Title IX?

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.”

- Sex-based discrimination includes sexual harassment and sexual assault

Update requirements and training: as of 2020

- 4 required roles: Title IX Coordinator, Investigator, Decision-Maker, and Person designated to facilitate an informal resolution process
- Required training being completed by 4 designated people by Oct. 9, 2022 through online training with YMC (Kristy Mack-Fett, Stephanie Edwards, Debbie Tripp, and Ed Eadon)
- Title IX policy and grievance procedures and process – Administration is working with YMC to update to be compliant with new requirements. The revised policy, procedures and process will be brought to the Board for review and approval and included in revised employee and student/parent handbooks as well as on OCS' website, per requirements.

Community Folk Dance and Latinx Heritage Month:

The dearly loved tradition of the Community Folk Dance combined with the LatinX Hispanic Heritage Celebration was a huge success! Longtime Waldorf Educator and friend of OCS, Donna Burgess led the community in a variety of Folk Dances from around the world outdoors on the “egg”. Ms. Glo, OCS classroom assistant partnered with Donna and also taught the community a variety of LatinX Hispanic dances! Live music was provided by Mr. Ghiglia, Mr. Rivers, and a host of musicians!

Leadership students sold drinks and ice cream as a fundraiser for future cultural celebrations. The community enjoyed tacos and a salsa bar, which raised \$700. Lauren Hall and the crafters sold handmade items to raise funds as well.

The entire community of students, parents, and staff had an amazing time at the first all school community event since the pandemic.

Middle School Sports:

OCS' middle school (6th – 8th) sports teams have started off the year strong. We currently have 2 flag football teams and 2 girls' volleyball teams. The football teams travel to game locations around the city, while the volleyball teams host their games in our gym. Our students and fans are thrilled to have the games on campus. Turnout has been tremendous and has fed the players' energy on the court. We are encouraging fans to travel to the football games to offer those teams the same level of support. All teams are registered with the FIYA league. OCS is exploring the possibility of a futbol team (indoor soccer) for the next season followed by both boys' and girls' basketball in winter.

After School Enrichment:

The after school enrichment programs have begun with strong enrollment. Administration continues to monitor the programs for fundraising goals and equity priorities, and will continue to make adjustments in offerings, scheduling, and



pricing as needed. A more detailed breakdown will be shared during the Finance portion of the meeting.

Waldorf Mentoring and Professional Development:

OCS teachers not yet Waldorf certified are enrolled in the Gradalis Understanding Waldorf Education program, year 1 for those new to OCS this year and year 2 for those continuing from last year. The program provides philosophical lectures and discussions, arts and music practice, and grade level mentoring online once a month. It also includes site visits 1-2 times per year.

In addition, Waldorf teacher and Waldorf teacher trainer Ania Kubik and founding OCS teacher Tamar Kern are providing more individualized support for designated class teachers and one specialty teacher. OCS teacher and Waldorf teacher trainer Merrie Schmidt is also providing classroom mentoring particularly for circle activities, painting, and singing with particular younger grades teachers.

Outreach Events:

Tours: OCS is resuming in-person tours once again this year. The first tour is Wednesday, Oct. 12th. Tours will continue on a monthly basis for the remainder of the school year through April. Tours will be promoted through the OCS website, social media, and word of mouth through our families.

Del Rey Day: Sunday, Oct. 23, 11am – 4pm in Bill Rosendahl Park
OCS will have a table at this neighborhood festival. We look forward to celebrating the Del Rey neighborhood and to sharing what makes OCS a special part of this community. Board members are asked to join administrators and parents in taking a turn representing OCS at our table. OCS students will also perform at the festival if the timing of our performance time works for the Peace Players.

Faculty Work:

OCS faculty members are working in a number of areas to increase student engagement and performance and to deepen connections among students and with our environment.

- Festivals with a DEIB lens committee: This committee is examining OCS' and Waldorf's traditional seasonal festivals with a DEIB lens to ensure that our practices are aligned with our commitment to diversity and to representing the true variety of our community while continuing the Waldorf tradition of honoring the seasons with rhythms and rituals.
- Human Development and Sex Education: This committee is examining the resources OCS currently uses to organize them and ensure they are accessible for all teachers. They are also looking to expand our resources to address changing requirements both from the state and from our students' needs and

- realities. Discussion of how topics and situations have been handled and could be handled support teachers as they navigate this vital component of our curriculum.
- Buddy Classes: Teachers have engaged in a conversation about developmentally and pedagogically appropriate buddy class pairings and are working to ensure regular contact between buddy classes. A highlight of the buddy classes this year so far is seeing the 8th and 1st grade buddies connect, first at the Rose Ceremony and then informally through interactions at recess.
 - Recycling: Teacher leads have been identified within loops to help bridge the work of our custodial team with the practices of our students. Leadership students will also be engaged in raising awareness and helping students ensure that our recycling and composting programs are properly and consistently implemented.

Credit Card Increase: (under Finance on Board agenda)

Increasing the limits on both ED's school credit cards was discussed during the most recent Finance Committee meeting. The Eds and Business Coordinator brought to the committee the challenges of hitting card limits at particular times in the year, particularly in June when professional development costs (trainings, travel, accommodations) are billed. At times, an employee put multiple thousands of dollars on their personal card to cover expenses to ensure travel and/or accommodations were in place. To avoid this happening in the future, the Business Manager is tracking credit card expenses and making earlier payments once the limit is 50% reached. In addition, the Finance Committee with the EDs and Business Coordinator is requesting an increase in both EDs credit card limits from \$10,000 to \$15,000.

Student Support and Progress Teams (SSPT) and Intervention

The SSPT process is designed to support students who need additional support to meet academic or behavioral expectations. As OCS' charter states, there are 3 tiers of support.

Tier 1: classroom support provided by the class teacher

Tier 2: intervention support provided by intervention teachers

Tier 3: special education support provided by special education providers

Teachers complete documentation about a student's performance, strengths and needs and then track their progress. If needed, students move from tier 1 to tier 2 based on performance data, although they continue to receive tier 1 supports as well from their class teacher. Students may move in and out of the tiers as their skills and needs change. For tiers 1 and 2, class teachers are supported by our intervention team and resources such as the Pre-Referral Intervention Manual and the Behavior Intervention Manual. If needed, students may move from tier 2 to tier 3 for formal assessment for special education. The process is



data driven and allows time for strategies and supports to be implemented and then evaluated for effectiveness before jumping to the next level. Communication between teachers and parents is a critical part of the process so parents are aware of their child's performance and progress and of the supports and strategies being used, as well as how they can support their child at home.