

Director's Report August 8, 2024

Receive the children in reverence.
Educate them with love.
Send them forth in freedom.
~ Rudolf Steiner

Educational Program

(Originally sent 7/5/24)

Deepening OCS' Commitment to Public Waldorf Education

Specific goals with measurable metrics toward enriching and deepening
Waldorf curriculum and culture at OCS

2024-25

As those who have studied Waldorf Education know, understanding Waldorf Education, and particularly public Waldorf Education, is a journey, not a task one ever completes. Understanding Waldorf Education is a spiritual, artistic, and practical study that evolves over years; it is a living art of education that constantly adjusts to the needs and realities of our time and of the students in front of us. It is most in danger when it becomes stagnant, calcified, or rarified, and yet, it demands rigorous practice and study over time if one wishes to experience its depth and share it with others. As the Alliance for Public Waldorf Education states, **Public WaldorfSM Education** *is ever-evolving and continuously renewed through practice, research, observation and active reflection.*

The work involved in deepening one's understanding and practice of public Waldorf Education is demanding, while also being fulfilling. As a public Waldorf school, OCS contends annually with the challenges of supporting our teachers in meeting the many state requirements for public school teachers while also supporting their ongoing growth as public Waldorf educators.

In this context, I share the following measurable goals towards enriching and deepening Waldorf curriculum, practice and culture at OCS.

Goals with metrics:

1. Host at OCS the Building Bridges Waldorf Teacher training program in collaboration with the Center for Anthroposophy and Antioch University.

Metric: Recruit enough participants to ensure program is held in LA.

2. Enroll as many teachers as possible in the Building Bridges program starting in November 2024

Metric: Enroll OCS teachers in the Building Bridges LA program.

3. Provide Waldorf mentoring to all non-Waldorf certified teachers

Metric: Provide a designated mentor to all non-Waldorf certified teachers

4. Provide ongoing professional development for teachers and staff through faculty meetings and professional development/in-service days

Metric: Incorporate elements of Waldorf practice and study into every faculty meeting and professional development/in-service day

5. Continue to organize and expand teacher resources, both hardcopy and online, to support public Waldorf practice that also reflects our school's commitment to DEIB

Metric: Grade level resources that are organized and vetted available in both hardcopy and online for all grade levels TK – 8th by Spring of 2024-25

6. Support new teachers and teachers new to Waldorf in their incorporation of Waldorf methodology in the classroom through clear expectations (shared during in-service days), regular informal and formal observations and feedback, and formal evaluations

Metrics:

- Expectations shared during in-service orientation
- Monthly informal or formal observations of all teachers not Waldorf certified
- First formal evaluations of all teachers new to Waldorf and new to OCS by the winter break

7. Exploration with faculty of shared leadership model with faculty/staff committees focused on the head, the heart, and the hands with DEIB embedded into all 3

Metric: At least 3 scheduled explorations/discussions of this model with faculty over the course of the year

8. Support the OCS parent community in deepening their understanding of public Waldorf Education through regular talks by OCS faculty and guest lecturers

Metric: Monthly parent education opportunities about public Waldorf for the community

Start of Year Events

In-Service and Professional Development: Faculty and staff are participating in in-service and professional development days prior to the start of the school. The entire faculty and staff are together for certain elements, such as key policies and procedures, positive discipline, mission and vision, emergency procedures and health and safety, OCS' mission and vision and related intention setting for the year in a council setting. Sub-group sessions are also being held with focused time for class teachers, specialty teachers, and support staff for certain elements such as communicating with families, team meetings, intervention, practice periods and more.

Ice Cream Social: Our annual whole community gathering is a time to see old friends and make new ones. All faculty and staff are introduced. New families can meet their teachers and get a feeling for the community and everyone can enjoy some good ice cream.

Rose Ceremony: Our annual opening of the year Rose Ceremony will be held on Friday of the first week of school. First grade students will receive a flower from their 8th grade buddies as a sign of welcome into the grades. First and Eighth grade parents are encouraged to attend.

Governance

(Originally sent 7/5/24)

2023-24 Annual Oversight Report

The Annual Oversight Report from LAUSD overall scores are based on a 1-4 rubric with 4 as the highest, are:

Governance - 4; Student Achievement and Educational Performance - 3;
Organizational Management, Programs, and Operations - 2; Fiscal - 4

OCS has consistently scored at the highest level in Governance and Fiscal with the exception of the past couple years in fiscal when our score was affected by the audit finding related to the site project. Now that that finding is cleared, we are back to achieving a 4. Congratulations to our Board, Gov Committee and other Board committees, and admin team on achieving the 4 in Governance and to our Board, Finance Committee, Ayanthy and the ExEd team, and the admin

team, particularly Ms. Maryangee, on achieving the 4 in fiscal. The 3 in student performance is good but we continually strive for better. Our receiving a 3 instead of a 4 is due to the scores of our subgroups on state testing. As our LCAP pointed out, we are focusing our academic growth efforts on the underperforming groups in particular. The 2 in Organizational Management, Programs and Operations is disappointing. It is due to the fact that three of our teachers last year did not have EL Authorization with their teaching credentials. EL Authorization is related to teaching English Language Learners and is typically part of the credentialing process in CA. However, when teachers earn their credentials from other states and transfer them to CA, they must take and pass a test, the CTEL, to earn their EL Authorization. Two of the teachers took and passed the test, but they weren't able to do so in time for the district's report. The third simply refused to take the test; she is not returning next year. It is highly unfortunate that the district marks us down in these types of situations when every effort was made, by the two teachers, to fulfill the requirements but the timing of when the test is offered, the timing of getting results, and the timing of when the state credentialing website is updated all played a role. Moving forward, we expect more of our teachers to be in the process of fulfilling ALL the credentialing requirements that the state requires as more are coming from out of state and from private Waldorf schools. A priority is therefore to support them in the process of doing all they need to do as it can be time-consuming, overwhelming and costly, and comes in addition to their duties as public Waldorf class teachers.

Operations

Staffing

OCS has hired 5 new class teachers for the coming year. The reasons for the openings ranged from tending to family, being on leave, seeking a shorter commute, and finding a better fit.

Our new class teachers come with a range of teaching experiences and experience with Waldorf Education. Two of the five new class teachers have long histories with Waldorf Education and three are strongly drawn to the integration of the arts and engagement of the imagination inherent in Waldorf Education.

There are no new specialty or intervention teachers.

Classroom assistants, intervention assistants, and aftercare staffing is still being finalized.

We currently have two openings: Maintenance Coordinator and Garden/Landscaping Coordinator.

New Parent Orientations



New Parent Orientations were held in June and again in August in separate groups for TK/K families and 1st – 8th grade families. Ms. Megan and Ms. Kristy shared some of OCS' key pedagogical practices, key policies that support our mission and vision – media policy and dress code policy, and key logistical information. New families were eager to learn about OCS and grateful that their child had one a spot in the lottery.