

## **Director's Report** November 7, 2024

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

### **Educational Program**

#### **LAUSD Annual Oversight Visit:**

The LAUSD Annual Oversight Visit will be on Friday, Nov. 15, 2024. The annual oversight visits form the foundation of the LAUSD Charter School Division's recommendation to the LAUSD Board on charter renewal and terms. OCS is currently ranked a "high-performing" school and should be eligible for an expedited renewal process but details are not yet known and may be affected by the results of the LAUSD Board election this week.

#### **Deepening OCS' Commitment to Public Waldorf Education:**

Alliance for Public Waldorf Education: Planning for the January Alliance Conference at OCS is underway with an exciting line-up of speakers and workshop series. Administration is meeting with the planning committee of Alliance leaders and bringing information to our administrative team for on-site coordination and teachers for their involvement. At least one OCS teacher has submitted a proposal for a conference workshop. The workload to put on this national conference is large, but the benefits far outweigh the costs. Hosting the conference provides a unique opportunity for the OCS community as a whole to participate. OCS teachers, staff and Board members can attend for free. My hope is that all Board members attend at least one keynote presentation over the 3 days.

OCS Summer Institute: OCS plans to have our Summer Institute flier ready for sharing at the January Alliance conference.

Building Bridges: OCS' 13 teachers, plus 1 staff member and 1 parent and a few outside participants spent last Friday afternoon and all day Saturday and Sunday studying human development from a Steiner perspective, practicing Eurythmy, and working with visual arts skills. The lead instructors this past weekend were Carla Comey, a long-time Waldorf educator and Director of Antioch's Waldorf Teacher Preparation Programs, and Tomasa Mendoza, OCS mentor teacher and Summer Institute Coordinator.

Waldorf mentoring: A team of Waldorf mentors including Bonnie River, Dennis Demanet, Ania Kubik, Anjum Mir, Brenan Yack, and Mari Shintani are supporting OCS teachers in a variety of aspects of public Waldorf Education this year, including: child development, visual arts-integration, inner work, building community, storytelling, flute/recorder, singing, movement, and Waldorf and standards alignment.

ELA Professional Development and Instruction:

Traditionally, OCS is a high performing school, out-performing comparable schools and state and district averages. This year OCS has put a focus on ELA instruction and professional development to help increase achievement in ELA, especially in the lower grades and for socio-economically disadvantaged students and English Learners. To this end, OCS has:

- Begun daily targeted phonics practice (Heggerty) in lower grades classrooms
- Scheduled twice weekly differentiated group ELA centers, supported by teachers and intervention staff, in grades 1 and 2 to provide targeted instruction
- Tracked FRL student progress in ELA and provided additional support as needed across all grade levels
- Provided Professional Development opportunities to teachers for differentiation strategies to teach EL students and developing writers (strategies that support all learners)
- Provided MAP Growth NWEA training to teachers and intervention staff regarding using data to inform instruction

Math Professional Development and Instruction:

Traditionally, OCS is a high performing school, out-performing comparable schools and state and district averages. To maintain higher math scores, in 2024 OCS has:

- Developed a pacing plan for math instruction in Grades 1-5, aligned with the Zearn (grades 1 and 2) and EnVision (grades 3, 4, and 5) curriculums
- Made math manipulatives readily available to teachers
- Provide push-in and pull-out support for students who are socio-economically disadvantaged and not yet meeting grade level standards as well as any students not yet meeting grade level standards
- Provided MAP Growth NWEA training to teachers and intervention staff regarding using data to inform instruction

- Host both 8th Grade Regular Algebra and Accelerated Algebra 1 for grade 8 students, so students are enrolled in the appropriate class to meet their needs
- When students are ready for a math course that OCS does not offer due to not offering high school math courses, OCS offers an online option for these advanced students.
- Continue to work with LAUSD team to improve supports and services for students with disabilities

## **Finance**

### **Update on current LCAP implementation**

OCS has 6 goals in its current LCAP. Below is a summary of those goals with brief notes on what is working well and what areas need further growth and attention.

- Achieve excellent attendance by supporting students' physical, mental, and academic well-being.  
OCS continues to support student attendance through these measures as evidenced by strong attendance thus far this year (above 94%).
- Increase scores on annual CAASPP in ELA for Socioeconomically Disadvantaged Students and Students with Disabilities.  
OCS sees this as an area for further growth as the upper grades Resource Teacher position was left vacant by LAUSD until mid-October so students were not receiving their academic services during this time. OCS used every means possible to advocate with the district to get the position filled. OCS continues to offer additional support to our students with special needs through accommodations and modifications in the classroom, but the lack of RSP services definitely impacted students' progress so far this year.
- Maintain reclassification rates for English Language Learners.  
OCS continues to support our ELLs with strong integrated and designated support. All class teaches have participated in a series of 3 professional development workshops focused on effective English Language Development strategies that actually support all learners.
- Increase scores on annual CAASPP testing in Math for Socioeconomically Disadvantaged Students, Students with Special Needs and Students of Two or More Races.  
As mentioned above, the support for students with special needs in the middle grades has been difficult this year with the unfilled RSP position until mid-October. However, our intervention program and classroom teachers have focused on additional support for students who are socioeconomically disadvantaged and who are of two or more races with success.

- Support parent involvement and engagement by continuing to offer parents/guardians parent education, parent events, and parent participation opportunities that help parents understand and support their child's success in the school's public Waldorf program. OCS is proud of the parent engagement and involvement we continue to see and build upon.
- Maintain OCS' unique Waldorf-informed practices and specialty programs that support students' wholistic growth in the head, the heart, and the hands. OCS has remained firm in our commitment to provide all of our students with a wholistic program that supports intellectual, artistic, social-emotional, and practical skills through our specialty programs.

## **Governance**

### **CALSAAS:**

Current Status: We have been going back and forth with the LAUSD person responsible for coordinating between OCS and CTC for CALSAAS reporting. It seems, per conversation with CTC, that 2 of the 4 misassignments have been cleared, ideally as not being misassigned at all, and worst case as corrected misassignments. We will not know the outcome until the CTC releases CALSAAS preliminary outcomes in January for 2023-24.

For the remaining 2 misassignments, OCS has documented to LAUSD that the proper processes and timelines were followed for all aspects that were in the school's and teacher's control. LAUSD has not, however, confirmed that they are communicating to CTC that they are in fact corrected.

It appears that CTC has the final say. They will release their determinations in January and OCS can respond again by the end of January, if needed.

## **Operations**

### **Staffing**

**Maintenance Coordinator:** A Maintenance Coordinator has been hired and should be able to begin work in early November. She will be part-time and will handle project-management with vendors and the district (HVAC, inspections, kitchen dishwasher, etc.), event planning, some aspects of daily operations, and oversight of the full-time custodial team and company.

**Aftercare:** Aftercare is currently fully staffed.



Intervention: A recent hire was made to fill an unfilled position on the intervention team. The new hire is a newly credentialed teacher interested in learning more about Waldorf Education.

TK/K Assistants: A new TK assistant has been hired due to a shift in schedule for a previous assistant. Ongoing substitute coverage is being provided for a K assistant currently out on leave.

## **Festivals and Events**

Many classes had individual celebrations of the following holidays: Rosh Hashana, Yom Kippur, Dia de los Muertos and Diwali.

Schoolwide celebrations were enjoyed by all for Knight of the Bedtime Stories (combined this year for the first time with a used book sale for “beautiful books”) and Festivals of Courage.

Coming festivals include Lantern Walks in the younger grades and TK/K, Winter Faire, Candle dipping, and Winter Spirals.

Celebrating 20 Years: Planning has begun for updates to our OCS film to reflect growth and change over the last 20 years and to reflect the diversity of our school community. Alumni outreach is in the works for contributions to the film as well as an alumni gathering at Winter Faire to celebrate 20 years.

## **Parent Engagement, Education and Support**

In response to the need for more regular community engagement, we have created monthly parent education sessions, monthly coffee with school and parent leadership, and monthly parent circle events to build and sustain community.

Topics recently have included building volunteerism, co-creating the community we all want, effective ways to communicate with families, respectful and productive communication (working on guidelines for chat groups).

Future topics include specialty program presentations, parenting and technology, and ongoing study of child development.