

Waldorf High School | Orange County





Waldorf High School

Waldorf® Education speaks to the body, heart, and soul, as well as the mind. The academically challenging curriculum is balanced by a program rich in music, drama, fine and applied arts, movement and practical skills. Grounded in the classics, academic courses expose students to the great ideas of mankind, the events that shaped civilizations, the beauty of mathematics, the power of the arts, and the wonder of the natural world. Every student participates in all subjects. The scientist experiences the joy of creating music. The musician explores the physical and natural laws of the sciences. The artist discovers the practical aspects of calculus. Rather than turning out specialists at the age of eighteen, the school graduates well-rounded and capable students who are confident in their ability to learn from the world, and to contribute to the world.

“Being personally acquainted with a number of Waldorf students, I can say that they come closer to realizing their own potential than practically anyone I know.”

Joseph Weizenbaum, Professor Emeritus,
Massachusetts Institute of Technology

“Waldorf education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and (therefore) with joy, which is the only true basis for later study. The textures and colors of nature, the accomplishments and struggles of humankind fill the Waldorf students’ imaginations and the pages of their beautiful books. Education grows into a union with life that serves them for decades. By the time they reach us at the college and university level, Waldorf students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the discoverer and the compassionate heart of the reformer, which, when joined to a task, can change the planet.”

Arthur Zajonc, Ph.D.,
Associate Professor of
Physics, Amherst College

The education is experiential

Experiences awaken the students to become active participants in their education. Learning progresses from experience to description to abstraction. After careful observation and detailed description, actively engaged students rise to the challenge of analytical abstraction. At WSOC High School, nature becomes the classroom during field trips in astronomy, ecology, oceanography, geology, and biology. Role-play and drama enhance history lessons. Surveying provides an intriguing introduction to trigonometry.



Subjects are integrated

“Finding solutions demands human capability in fields we have barely begun to understand. Today, an education is needed which enables children to unfold faculties which go beyond mere tradition or the conventional wisdom of our times. Waldorf Education seeks to do this. It seeks to participate in the development of human beings who will become initiators of cultural progress.”

Rudolf Steiner,
Founder of Waldorf
Education

The unnatural boundaries between subjects, which can make academics seem abstract and irrelevant, are dissolved. Material is presented from a larger context, and students are encouraged to cross disciplines in their independent research as well as the representation of their work. They realize that inventors from many disciplines contributed to the technology that we use today. In global studies, they connect how geography, geology, technology, economics, religion and history affect current events.

Cultures are studied in the contexts of their environmental, artistic, religious, and philosophical perspectives. In mathematics, our students don't just learn about math equations, they learn about the inventors of those equations. Having the ability to discern the larger picture in any situation, using flexible thinking, having clear perception of the connections between events and subjects, possessing innate confidence in the ability to learn in any situation - these are the skills acquired by our high school students through the Waldorf approach to learning. Our students are well prepared not only for college life, but to become citizens of the world and masters of their own destinies.

New material is presented in short and intensive units

Rather than taking a subject such as biology in grade nine for a whole year and then not experiencing this subject again, students take most subjects every year in rotating blocks of three to four weeks. This approach allows them to fully immerse themselves in a subject with freshness and enthusiasm. As students encounter subjects at different levels of maturity and from different angles, they appreciate that learning in any field is an ongoing and intriguing process.

Education as a living organism

The art of education means that questions are as important as answers. Classes are taught by specialist teachers who facilitate active involvement in each subject. Conversations and discussions, rather than a passive experience where the teacher lectures and the student takes notes, make up a large part of our classes. This active learning method “inspires students to develop an attitude of the alert critic, not of the tired skeptic.” (*Education Towards Freedom* by Frans Carlgren).

The education meets the needs of the students

During the four high school years, teenagers are transformed physically, mentally, and emotionally. Their development gives rise to different inner questions. At WSOC High School, those questions guide the way material is taught at the different stages.



Sample Curriculum Offerings

NINTH GRADE

Science

Anatomy & Physiology
Organic Chemistry
Thermodynamics
Geology

Math

Possibility & Probability
Algebra 1 or 2

History

Modern World History
History of the Middle East

Aesthetics

World History Through Art

Language Arts

Tragedy/Comedy
Cultural Perspectives in Literature
The Birth of the Novel

Foreign Language

Spanish 1

Performing Arts

Marionettes
Performance Eurythmy

PA Elective

Choir
Chamber Orchestra
Wind Ensemble
Piano Ensemble

Health

Arts & Practical Activities

Puppetry
Drawing
Mask Making
Color Theory
Carpentry
Black & White Drawing
Basketry
Blacksmithing/Metal Work

TENTH GRADE

Science

Embryology
Inorganic Chemistry
Mechanics
Dynamic Earth

Math

Trigonometry
Euclidean Geometry

History

Early American History
Ancient World History
Greco-Roman History

Aesthetics

History of Poetry

Language Arts

Sacred Writings
Speech & Communications
The Odyssey

Foreign Language

Spanish 2

Performing Arts

Spoken Word
Performance Eurythmy

PA Elective

Choir
Chamber Orchestra
Wind Ensemble
Piano Ensemble

Health

Arts & Practical Activities

Painting
Drawing
Modeling
Sculpturing
Textile Arts
Printing
Woodwork/
Instrument Building
Carpentry

ELEVENTH GRADE

Science

Botany & Cellular Biology
Periodic Table & Atomic Theory
Electricity & Magnetism
Astronomy

Electives

Science or Humanities

Math

Projective Geometry
Algebra 2 or Pre-Calculus

History

Medieval History
Global Economics

Aesthetics

World History Through Music

Language Arts

Wolfram von Eschenbach's Parzival
Dante's The Divine Comedy
British Literature
(Beowulf to Romantics)

Foreign Language

Spanish 3

Performing Arts

Monologues
Performance Eurythmy

PA Elective

Choir
Chamber Orchestra
Wind Ensemble
Piano Ensemble

Health

Arts & Practical Activities

Painting
Drawing
Modeling
Sculpturing
Bookbinding
Printing
Leather Shoe Making
Jewelry Making
Coppersmithing
Blacksmithing/Metal Work

TWELFTH GRADE

Science

Zoology & Evolution
Biochemistry
Optics
Climate Change &
Sustainability

Electives

Science or Humanities

Math

Introduction to Calculus
Pre-Calculus or Calculus

History

Symptomatology

Aesthetics

World History Through Architecture

Language Arts

Birth of American Lit.
Essay Writing
Personal Narrative
Research Writing
Moby Dick

Foreign Language

Spanish 4

Performing Arts

12 Grade Play
Performance Eurythmy

PA Elective

Choir
Chamber Orchestra
Wind Ensemble
Piano Ensemble

Health

Arts & Practical Activities

Painting
Modeling
Sculpting
Weaving
Jewelry Making
Blacksmithing

CIF Team Sports: Boys' Soccer, Girls' Soccer, Girls' Volleyball, Boys' Basketball, Girls' Basketball, Cross Country, Track & Field

Combined Sports 9-12: Physical Education classes may include surfing, yoga, flag football, disc golf, hiking, basketball, dance, sailing, archery, soccer, swimming, track & field, and cross country.

Main Lesson

Unique to Waldorf education, the main lesson - a double academic period taught in the morning over a period of three to four weeks - explores one subject intensively through lecture, discussion, writing, and artistic projects. This intensive study of one subject allows for deep immersion. These main lessons are also complemented by year-long courses in mathematics, humanities, foreign language, physical education and music.



Student Resources

“Our highest endeavor must be to develop free human beings, who are able, of themselves, to impart purpose and direction to their lives.”

Rudolf Steiner
Founder of
Waldorf Education

In our nurturing school community, we get to know each of our students well. Each class has two Class Sponsors who provide academic, social, and personal support through all four years. Our high school has a designated Resource Teacher whose goal is to support students’ needs. As our students grow intellectually, spiritually, and socially, they come to understand themselves, their abilities and ambitions, and they envision the places that they will take in the world as adults.

Our students’ academic journey is one of growing independence. With each passing year, students work more independently and with more freedom of choice, culminating in the presentation of a challenging senior project. Each senior selects a topic for deep study and presents the project at the end of the year to the larger campus community. The senior year ends with international travel supporting the students’ transition out into the world.

“Waldorf taught me how to think for myself, to be accountable for my actions, to be a good listener, and to be sensitive to the needs of others. It also helped me to focus on the underlying importance of beliefs and values that are the foundations of good leadership.”

Kenneth Chenault
President and CEO
American Express



Dissolving Copper Sulfate

Part One: Distilled Water

Observations:

As soon as the copper sulfate was gathered into the distilled water, there was a clear reaction. An oily film began to seep from the bottom of the giant crystal. The film fell in a sheet as long as the crystal. It appeared as if the substance flowing from the crystal was trapped between two sheets of glass, running down in little streams. The substance did not disperse. It fell like a waterfall, until it hit the bottom of the beaker. When it reached the bottom it began to spread

like mist, clouding the distilled water. While the waterfall cascaded down, bubbles began to pop to the surface. The crystal became carved with little air cavities, crowded with bubbles. When the copper sulfate was completely dissolved, the water changed to a light, sky blue. The color went from more saturated at the bottom to completely clear at the top. In addition, the distilled water seemed more viscous. The thickness of dissolving went on.



Clubs and Activities

Our clubs grow right along with our student body. Student inspiration drives their creation. Clubs are based on student interest; therefore, they vary each year. Student clubs such as Student Council, Model UN, Chamber Music Group, Yearbook, Surf Club, Sailing Club, Cooking Club, DEI and various sports clubs give our students opportunities to exercise their talents as planners, organizers and leaders. The participation and initiative of each individual is highly valued and supported by the student body as well as the faculty. Social opportunities are created with events such as our annual Prom, and are collaborations with other Southern California Waldorf schools.

Athletics

Physical education classes, focusing on both outdoor adventures and physical activity, expand physical capacities along with self-confidence and self-respect. Participation in sports and movement is vital to the mental and physical growth of the student.

We are members of the California Interscholastic Federation (CIF). Students participate in athletics often to the same degree as their academic and artistic studies. The program allows both opportunity and access for all students to develop a passion for athletics, while experiencing the camaraderie of teamwork, the joy of positive sportsmanship, the satisfaction of hard work and competition, and the depth of relationships that comes only through shared experiences such as team sports.

There is a "no cut" policy - all students in good academic and community standing who wish to participate have the opportunity to do so in our high school athletic programs.

As a new member of CIF, the High School will endeavor to field a variety of programs based on student interest. The 2019-2020 roster currently includes Boys' and Girls' Basketball, Girls' Volleyball, Cheer, Cross-Country, Boys' and Girls' Soccer, and Track and Field, with the possibility of more opportunities as the program grows.

Go Wildcats!



Outside the Classroom

We recognize that learning is not limited to the classroom and encourage our students to go out into the world to learn and to give back. The high school years are rich with trips to support the curriculum and include visits to California geological formations, significant historic and architectural sites, museums, performing arts events, international travel and more. The students engage in service projects during much of their travel and are encouraged to give back to the local communities.

International Exchange

In grade 10, students are provided the opportunity for an international exchange with other Waldorf schools. Our Waldorf School is one of more than a thousand Waldorf schools in over sixty countries worldwide. Each school is independently run yet shares a commitment to cultural understanding and global connectivity.

Students gain language fluency and further cultural understanding through the program, living with host families while attending Waldorf high schools in places like Argentina, Spain, Scotland, England, Japan, and Taiwan. Our exchange students travel, make friends, and return home with new insights about themselves and the world.

While abroad, students attend classes, school functions, and family activities with their brother/sister host, and in turn become a host back in Orange County. The families participating in the exchange determine the order of travel based on personal preference and school schedules. The program is designed for direct exchanges within the international Waldorf school system and the families who make the commitment to host students from abroad.



College Counseling | Excellence in College Placement

WSOC High School meets, or in many cases exceeds, college admissions requirements for entry. Because students are taught in “blocks” over the course of four years, students may receive more units for a given subject because of the number of times it is introduced.

SUBJECT	WSOC REQUIREMENTS	UC / CSU REQUIREMENTS	TOTAL UC / CSU CREDITS EARNED
History	3 Years	2 Years	40 units
English	4 Years	4 Years	50 units
Mathematics	4-5 Years	3 Years	40 units
Laboratory Sciences	3 Years	2 Years	20 units
Foreign Language	4 Years	2 Years	40 units
Visual / Performing Arts	4 Years	1 Year	80 units
Elective	4 Years	1 Year	10 units

Our Comprehensive Counseling Program, in partnership with **Strive to Learn**, includes age appropriate lessons, activities and guidance across the grade levels covering the domains of academic planning, career exploration, and post-secondary exploration.

College and Career

Strive to Learn is highly specialized in college admissions counseling and is an active member of the National Association of College Admissions Counseling (NACAC) which ensures their ability to keep students and families up to date and informed with latest trends and practices in the college admissions process.

Each student has a School Counselor who meets frequently with each student and their parents to create or review their four-year academic plan, discuss pre-college and career exploration programs appropriate for their interest, and review the post-secondary education timeline.

In 10th and 11th grade, these more frequent meetings include more in-depth discussions and planning for visiting colleges, developing a college list or list of post secondary options (Gap year, Apprenticeship, Career and Technical Education programs). In 12th grade the meetings include technical (nuts and bolts) information on how to apply to colleges.

Strive to Learn holds application and essay workshops; regular College Fairs; SAT and ACT workshops; hosts visiting admissions staff; and provides an extensive podcast on admissions-related topics. Students have a vast amount of contact with and support from the Strive team.



“I was asked to describe how my Waldorf education has served me in life - but that’s like asking me how my heart has served me in life! It has been so essential. Now, I am not saying that knitting got me into Yale, but (Waldorf education) helped me develop a vitally important capacity which I would call ‘cognitive love’ - the ability to embrace the world with one’s thinking, to engage one’s mind actively in loving dedication to a brighter future.”

Waldorf Graduate

Strive to Learn College Preparation

strivetolearn.com

Strive to Learn Values:

- Lead with empathy and seek understanding
- Empower our students; teach skills, not dependency
- Give good advice; solve problems in our community
- Catalyze growth and pursue challenges

Strive to Learn Mission Statement:

- Inspire students to develop self-efficacy and take ownership over their future
- Empower our community and narrow the gap in education
- Strive for self actualization



Where do Waldorf students go to college?

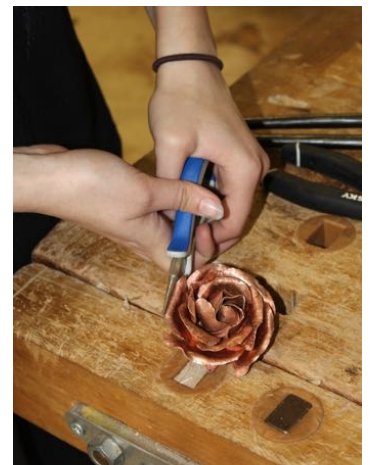
The short answer is, everywhere! According to the high school graduate study conducted by the Association of Waldorf Schools of North America, approximately 94% of Waldorf students continue their studies in college, university, or other post-secondary education programs. 88% of Waldorf graduates not only entered college or university, but also graduated - well above the national average of 59%. Graduates expressed a feeling of "happiness" and "success" in their post-graduate lives. 94% of the college professors who participated in the study said *initiative* and *ethical standards* were among the strongest life skills demonstrated by Waldorf graduates. Similarly, 80% of the professors described the graduates as having *strong leadership skills*.

In a time of rising plagiarism and college admissions scandal, it is striking to hear a professor say of a Waldorf graduate that "her social awareness is incredibly high, leadership excellent, ethical and moral standards stellar. I interact with many students. Her demeanor, skills, and social standards are the best I have encountered." Another professor described the Waldorf student she had taught as "a Renaissance man who has been able to find a balance between his intellectual gifts, his athletic interests, and his high ethical and moral standards."

What career paths have Waldorf students taken?

The range of career paths for our graduates is as varied as the individual students themselves. We have graduates who have entered fields in Science, Medicine, Arts, Engineering, Education, Entrepreneurship, Military, Peace Corps, Creative Writing and more. Over the years, Waldorf schools have educated some of the world's foremost leaders, thinkers and creative minds, including Kenneth Chenault, former president and CEO of American Express; Kristen Nygaard, a computer scientist whose work is the basis for all modern programming languages; David E. Blackmer, inventor of the DBX noise reduction system; Jens Stoltenberg, former Prime Minister of Norway; Sandra Bullock, Jennifer Aniston, Uma Thurman, and Julianna Margulies, award-winning actresses; Benjamin Agost, 2006 Olympic silver medalist in ice dancing and a four-time U.S. National Champion; and Thomas Sudhof, 2013 Nobel Prize Winner.

We are looking for students who are insightful, curious, nurturing, creative, purposeful, engaging and respectful of themselves and life in all its forms.





"I think that it is not exaggerated to say that no other educational system in the world gives such a central role to the arts as The Waldorf School movement. There is not a subject taught that does not have an artistic aspect. Even mathematics is presented in an artistic fashion and related via dance, movement or drawing, to the child as a whole. Steiner's system of education is built on the premise that art is an integral part of human endeavors. He gives it back its true role. Anything that can be done to further his revolutionary educational ideals will be of the greatest importance."

Konrad Oberhuber, Curator of Drawings, Fogg Art Museum &
Professor of Fine Arts, Harvard University



WSOC Grade 8 Students have the option of **Early Registration** to confirm a place in Grade 9. There is no application required.

We would love for every Grade 8 student to continue into our high school. No extensive application is required for entry, we simply ask for the following from your student:

Student Questions

1. What excites you most about learning in school?
2. What extracurricular activities or hobbies are most important to you? Please explain/describe in some detail.
3. Is there anything you want the high school faculty to know about you and your interests, (travel, sports, experiences of foreign cultures, languages spoken, family, summer programs, etc.)? Please share.

Artistic Expression

Instead of asking you to write a personal essay, we are requesting that you submit an Artistic Expression created specifically for the high school. You may use any medium or art form; for example, a verbal self-portrait might be an essay, a letter or a poem. You might wish to present yourself with a painting, drawing, sculpture, or textile creation. You can record your voice or make a video. The only limit is your imagination!

What next?

Students deliver both the completed **Questionnaire** and **Artistic Expression** together, to the Admissions Director in the Main Office, between **prior to winter break**.

We highly encourage you not to wait until the last day! As soon as completed forms are received, we schedule a Family Meeting for student and parents. These take place in January with several of our high school faculty.

Outside Applicants

Applications for **students new to our school** are completed online:

<http://mytads.com/a/waldorfschooloforangecounty>

- Parent Questionnaire
- Student Questionnaire
- Student Photo
- Transcript Release and Confidentiality Form
- Current Counselor/Principal Evaluation Form
- Current English Teacher Evaluation Form
- Current Math Teacher Evaluation Form
- ISEE Test Results (for entry to Grade 9 only)
- Transcripts for two years prior and Progress Report for current year
- Student Self-Portrait
- \$100 Non-Refundable Application Fee
This fee is not a guarantee of entry

The application deadline for outside applicants to the high school occurs in the end of January each year. Applications are accepted after this date based upon space availability.

Waldorf School Orange County students in 8th grade have a priority opportunity for entry. Following their Early Registration period, space is then opened for outside applicants.



College Acceptances 2011-2022

This represents a total of 149 graduates

Agnes Scott College
AMDA College and Conservatory of the
Performing Arts
American University (DC)
American University of Paris
Appalachian State Univ. - Honors College (NC)
Arizona State University
Bard College
Barnard College
Barrett Honors College at ASU
Baylor University
Beloit College
Berklee College of Music (MA)
Bishop's University Canada
Boise State University
Boston College
Boston University
Brandeis University
Brooks Institute
Cal Maritime
California Baptist University
California Institute of the Arts, Valencia
California Lutheran University
California Polytechnic State University, Humboldt
California Polytechnic State University, Pomona
California Polytechnic State University,
San Luis Obispo
California State University, Channel Islands
California State University, Chico
California State University, East Bay
California State University, Fullerton
California State University, Long Beach
California State University, Monterey Bay
California State University, Northridge -
Honors Program
California State University, San Marcos
Carnegie Mellon University
Carol College
Case Western Reserve University (OH)
Chapman University
City University of New York
Clark University
Clarke Atlanta University
Colby-Sawyer College
Colgate University
College of Charleston
College of Wooster (OH)
Colorado School of Mines
Colorado State University, Boulder
Colorado State University, Colorado Springs
Concordia University
Connecticut College
Cornell University
Cornish College of the Arts
Creighton University (NE)
Culinary Institute of America
DePaul University
Dominican University
Drew University
Drexel University
El Camino College
Elms College (MA)
Elon University
Embry Riddle Aeronautical University (AZ)
Emerson College
Essex University (UK)
Evergreen State College (WA)
George Mason University
George Washington University
Georgia State University
Gettysburg College
Green Mountain College
Hamilton College (NY)
Hampshire College (MA)
Hillsdale College
Hofstra University (NY)
Humboldt State University
Indiana University
Irvine Valley College
Johnson State College (VT)
Kalamazoo College

Laguna College of Art & Design
Lehigh University
Lee Honors College, Western Michigan Univ.
Lewis & Clark College (OR)
Lindenwood University (MO)
Linfield College (OR)
London University of the Arts
- School of Fashion
Loyola Marymount University
Macalester College
Marquette University
Marymount California University
Marymount Manhattan University
Marquette University
Massachusetts College of Pharmacy and
Health Sciences
McGill University (Canada)
McPherson College (KS)
Michigan State
Middlebury College
Middlesex College (NJ)
Middlesex University, London
Mills College
Minneapolis College of Art & Design
Montana State University
Morgan Community College
Morningside College
Mount Holyoke College
New England College (NH)
New York Institute of Technology
New York University
Northeastern University
Northern Arizona University
Oberlin College
Orange Coast College
Oregon State University
OTIS College of Art and Design
Pace University
Parsons School of Design
Pasadena Art Center
Penn State University
Pepperdine University
Plattsburgh State
Point Loma Nazarene University
Portland State University
Pratt Institute of Design
Purdue University
Reed College
Regis University (CO)
Rensselaer Polytechnic Institute
Roanoke College
Robert Morris University (PA)
Rochester Institute of Technology
Rochester Polytechnic Institute
Rose-Hulman Institute of Technology (IN)
Saddleback College
Saint Joseph's College
Saint Louis University
Saint Mary's College of California
Saint Mary's College of Maryland
St. Mary's University, Texas
St. Olaf College
San Diego State University
San Francisco State University
San Jose State University
Santa Clara University
Santiago Canyon College
Sarah Lawrence College
Savannah School of Art & Design
School of Visual Arts
Scripps College
Seattle Pacific University
Seattle University
Seton Hall
Smith College
Soka University of America
Sonoma State University
Southern Methodist University
Southwestern University (TX)
State University of New York, New Paltz
Stevens Institute of Technology

Stony Brooke University
Syracuse University
Texas Christian University
The New School
Trinity College, Dublin
University of Alaska, Anchorage
University of Arizona
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Merced
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Barbara -
College of Creative Studies
University of California, Santa Cruz
University of Colorado, Boulder
University of Colorado, Colorado Springs
University of Dayton
University of Denver
University of East Anglia
University of Georgia
University of Hawaii, Manoa
University of Idaho
University of Illinois, Chicago
University of Kent (UK)
University of La Verne
University of Massachusetts, Boston
University of Massachusetts, Dartmouth
University of Minnesota
University of Montana
University of Nevada, Las Vegas
University of Nevada, Reno
University of Northern Colorado
University of Oregon
University of the Pacific
University of Pittsburgh
University of Puget Sound (WA)
University of Redlands
University of Redlands -
Johnston Center for Integrative Studies
University of Rochester -
Eastman School of Music
University of Saint Thomas
University of San Diego
University of San Francisco -
Honors College
University of Southern California
University of the Pacific
University of Toronto
University of Vermont
University of Washington, Seattle
University of West London
Ursinus College (PA)
Valley Forge Military College
Villanova University
Virginia Polytechnic Institute & State Univ.
Warren Wilson College
Washington State University
Wesleyan University
Westchester University
Westmont College
Willamette University
Whittier College
Whitworth University
Worcester Polytechnic
Xavier University

Parent Testimonials | Why Waldorf?

"Over the 23 years I have been exposed to them, Waldorf high school students have always made a strong impression on me. I am consistently in awe of their unusual confidence to speak their mind or sing in front of a group, their ability to hold conversations and have opinions that differ from their peers. How unlike each other they are for their age. I remember high school being a time of just wanting to 'fit in,' but I see these Waldorf students just naturally figuring out who they are, what is important to them, and honoring how different they are from each other. They seem to develop a distinct confidence in figuring out how to do anything they try. These students do not just learn and memorize information in quantity, but they learn how to be curious about a subject, to look at it from many angles, and are encouraged to debate, forming their own questions and opinions. It turns out that colleges seek out these well-rounded Waldorf students, and professors are thrilled to have them in their classes. We are very grateful that both of our sons will have access to this education throughout their high school years. I have confidence that they will not only be well-prepared for college when they graduate from WSOC, but most importantly, they will be well prepared for life." - Alumni Parent '18

"15 years ago my first daughter was born and I wanted to give her the world, as all parents do for their child. Three and a half years later she was at Waldorf inspired daycare and one and a half years later I was sitting on the smallest chair possible, learning to finger knit, while hearing the basics of child thought processes, surrounded by the round walls of pink.

Fast forward 10 years and my daughter struggled with the choice of high school. After letting her feel confusion and unrest I stepped in and asked if she wanted my opinion. She said, 'yes,' while holding back tears and I said, 'do I really need to say anything? I think you know how I feel.' With a huge sigh of relief our family moved on. I then began to search for the ways and means to keep my daughter, for the next 4 years, at WSOC, which I believe is the best gift I could ever give her in life.

I have watched my daughter grow into one of the most amazing people I have ever had the chance to be around. For thirteen years at this school she has been guided with love, consideration, thought, perseverance and compassion for all subjects of life and learning.

I truly believe in this school and a Waldorf education. Together as a community of people that believe in our children and the people who teach them, we can do anything. And prove to our children that anything is possible if you are willing to look forward, dream big and work for it." - Alumni Parent '17

Discover Waldorf Education

Waldorf Education is based on educator and philosopher Rudolf Steiner's (1861-1925) research on child development. The Waldorf approach recognizes the simple but profound insight that children learn in distinctly different ways at different stages of their development. Waldorf teachers are dedicated to teaching in ways that profoundly meet the needs of the developing human being, and the curriculum fosters an unfolding of the student's natural capacities. In classrooms filled with light and life, Waldorf students learn traditional academic subjects through distinctive and time-tested teaching methods that serve their intellectual, physical, emotional, and spiritual development. Engaging the hands, heart, and mind cultivates an inner enthusiasm for learning.

Part of a worldwide educational movement that began over 100 years ago, Waldorf School of Orange County has been helping families raise well-balanced and multifaceted young people since 1988.

With the opening of our High School in the 2007/2008 school year, Waldorf School of Orange County joined a strong and vibrant Waldorf high school community that can be found throughout North America.

Academe of the Oaks, Atlanta, GA
Austin Waldorf School, Austin, TX
Berkshire Waldorf High School, Stockbridge, MA
Camp Hill, Glenmore, PA
Chicago Waldorf School, Chicago, IL
The Denver Waldorf School, Denver, CO
Emerson Waldorf School, Chapel Hill, NC
Green Meadow Waldorf School, Chestnut Ridge, NY
Haleakala Waldorf School, Kula, Maui, HI
The Hartsbrook School, Hadley, MA
Hawthorne Valley Waldorf School, Ghent, NY
High Mowing Waldorf School, Wilton, NH
Highland Hall Waldorf School, Northridge, CA
Honolulu Waldorf School, Honolulu, HI
Kimberton Waldorf School, Kimberton, PA
Lake Champlain Waldorf School, Shelburne, VT
Maine Coast Waldorf School, Freeport, ME
Monadnock Waldorf School, Keene, NH
The Otto Specht School, Chestnut Ridge, NY
Pasadena Waldorf School, Pasadena, CA
Portland Waldorf School, Milwaukie, OR

Rudolf Steiner School of Ann Arbor, Ann Arbor, MI
Rudolf Steiner School, New York, NY
Sacramento Waldorf School, Fair Oaks, CA
San Francisco Waldorf School, San Francisco, CA
Santa Fe Waldorf School, Santa Fe, NM
Seattle Waldorf School, Seattle, WA
Shining Mountain Waldorf School, Boulder, CO
Summerfield Waldorf School & Farm, Santa Rosa, CA
Tara Performing Arts High School, Boulder, CO
Tamarack Waldorf School, Milwaukee, WI
Toronto Waldorf School, Thornhill, ON
Vancouver Waldorf School, North Vancouver, BC
Waldorf High School of Massachusetts Bay, Belmont, MA
Waldorf School of Garden City, Garden City, NY
Waldorf School of Orange County, Costa Mesa, CA
Waldorf School of San Diego, San Diego, CA
Waldorf School of Saratoga Springs, Saratoga Springs, NY
Waldorf School of the Peninsula, Los Altos, CA
Washington Waldorf School, Bethesda, MD
Whistler Waldorf School, Whistler, BC
Youth Initiative. High School, Viroqua, WI



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