

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 WSOH 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.



"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



Subjects are integrated

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.

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, drama 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

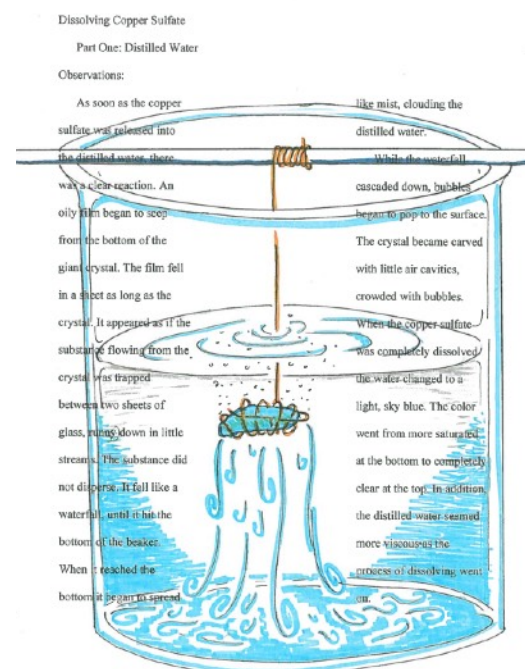
In our nurturing school community, we get to know each of our students well. Every grade has a faculty sponsor who provides academic, social, and personal support through all four years. As our students grow intellectually, spiritually, and socially, they come to understand themselves, their abilities and ambitions, and they envision the places that they will take in the world as adults.

In partnership with Strive to Learn, WSOC offers a robust, in-depth college and career counseling program to all students in grades 10-12. The thought of post-secondary planning can be extremely stressful for students, and this partnership aims to alleviate that stress while providing education and mentorship to allow students to gain clarity about their future trajectory post-high school. Strive to Learn features a team of highly specialized Independent Educational Consultants with experience guiding Waldorf students to thrive in any post-secondary space.

Students are assigned to a counselor who will guide their journey during their last three high school years, and with a student to counselor ratio of 10:1, (extraordinary compared to many schools), the counselors get to know Waldorf students in a deeply personal way as they work closely together throughout the years.

"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





Clubs and Activities

Our clubs are growing 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, Hydrogen Fuel Cell Car Club, Yearbook, Surf Club, and various sports offerings through the California Interscholastic Federation (CIF) 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 Homecoming and Prom, and other Student-Council-led activities.

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 currently offer CIF volleyball, beach volleyball, soccer, track & field, cross country, and tennis, and look forward to expanding our program even further each year.

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. In grade 10, students are provided the opportunity for an international exchange with other Waldorf schools.

"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

Curriculum Highlights

SUBJECT	9	10	11	12
Biology	Anatomy and Physiology	Embryology	Botany and Cell Biology	Zoology and Evolution
Earth Science	Geology	Dynamic Earth (Oceans and Atmosphere)	Astronomy	Climate Change and Sustainability
Chemistry	Organic Chemistry	Inorganic Chemistry	Periodic Table and Atomic Theory	Biochemistry
Physics	Thermodynamics	Mechanics	Electricity and Magnetism	Optics
Math Track Classes	Algebra 1	Geometry	Algebra 2 Accelerated Algebra 2 Precalculus	College Prep Math Precalculus Topics in Statistics and Calculus Calculus A/B Calculus B/C
Math Blocks	Combinatorics Descriptive Geometry	Trigonometry Computer Technology	Projective Geometry Trigonometry	Calculus Personal Finance
English Track Classes	English 1: Intro. to Literary Studies	English 2: Sacred Writings Homer's <i>Odyssey</i>	English 3: Dante's <i>Divine Comedy</i> British Romanticism	English 4: Senior Capstone Search for Meaning (20th/21st Century Literature)
English Blocks	Tragedy and Comedy The Novel	Poetry	<i>Parzival</i> Shakespeare	Birth of American Literature Senior Research
History	Modern World History Art History	Ancient Civilizations Greco-Roman History	US History Medieval History Music History	US History Symptomatology History of Architecture
Spanish	Spanish 1	Spanish 2	Spanish 3	Spanish 4
Visual Arts	Black and White Drawing; 2D and 3D; Study of Great Works; Color Theory	Painting; Mixed Media; Color Theory; Elements of Design	Painting; Mixed Media; Elements of Design	Senior Individual and Group Projects
Practical Arts	Metalsmithing; Copper; Ceramics; Fabric Dyeing; Basketry; Mask Making	Woodcarving; Ceramics; Printmaking; Basketry; Instrument Making; Weaving; Fabric Dyeing; Papermaking	Leathercraft; Ceramics; Jewelry Making; Screen Printing; Bookbinding	Stone Carving; Ceramics; Set Building; Weaving; Embroidery; Portraiture
Performing Arts	Orchestra; Band; Choir; Piano Ensemble; Guitar	Orchestra; Band; Choir; Piano Ensemble; Guitar	Orchestra; Band; Choir; Piano Ensemble; Guitar	Orchestra; Band; Choir; Piano Ensemble; Guitar
Theater Arts	Scene Study	Poetry Performance	Monologues Performance	Senior Play
Eurythmy (art movement set to music and poetry)	Eurythmy	Eurythmy	Eurythmy	Eurythmy
Electives (Grades 11-12)			Forensics; Personal Finance; Marine Biology; Molecular Biology; College-Prep Chem/Physics; Calculus and Precalculus Prep for AP Exams; Art Portfolio; Fabric Dyeing and Garment Construction; Printing; Advanced Ceramics; Interdisciplinary Studies; Gender Studies; Creative Writing; World Geography; Current Events	Child Development; Forensics; Personal Finance; Marine Biology; Molecular Biology; College-Prep Chem/Physics; Calculus and Precalculus Prep for AP Exams; Art Portfolio; Fabric Dyeing and Garment Construction; Printing; Advanced Ceramics; Interdisciplinary Studies; Gender Studies; Creative Writing; World Geography; Current Events
Physical Education	P.E.	P.E.	P.E.	
Health	Life Skills	Life Skills		
Overnight Curricular Trips	All-High-School Bonding Trip (Camping) Week-long Geology Trip	All-High-School Bonding Trip (Camping) Week-long Mexicali Exchange	All-High-School Bonding Trip (Camping) Week-long Botany Trip	All-High-School Bonding Trip (Camping) Week-long American Literature Trip Week-long Senior Trip

WSOC HIGH SCHOOL						
Main Lesson Block Schedule, 2025-2026 D						Faculty Key
Week of	9	10	11	12		Ms. Kuczenski
Sep 1	Tragedy/Com O	Ancient History J	Physics S	Calculus L		Mr. Ed
Sep 8						Mr. Brennan
Sep 15						Ms. Eijpen
Sep 22					Michaelmas Friday	Mr. Mesevage
Sep 29	Geology S	Trigonometry L	Medieval History J	Physics Lab		Ms. Nicole
Oct 6						Ms. Ingrid
Oct 13					No School Monday	Ms. Elise
Oct 20					Geology Trip	Ms. Garrison
Oct 27	Physics S	Dynamic Earth J	Chemistry Lab	The Novel L	Q1 Ends	
Nov 3						
Nov 10						
Nov 17					Grandparents Day	
Nov 24	Thanksgiving Break					
Dec 1	Art History O	Computer Technology Lab	Astronomy S	American Lit. O		
Dec 8						
Dec 15						
Dec 22	Winter Break					
Dec 29						
Jan 5	Anatomy S	Poetry J	Music History. L	Architecture O	Three Kings	
Jan 12			Monologues L		No School Fri, Q2 ends	
Jan 19				Chemistry Lab	No School Mon,	
Jan 26			Poetry Night, Jan. 30			
Feb 2	Descriptive Geometry J	Embryology S			Conferences, Feb. 4, 5,6	
Feb 9						
Feb 16	February Break					
Feb 23			Parzival J	Pers Finance L		
Mar 2	Modern History L	Cetys		Zoology S		
Mar 9		Chemistry Lab				
Mar 16					Proj. Geometry	Accreditation
Mar 23					Eurythmy Thu., Q3 ends	
Mar 30	Spring Break					
Apr 6						
Apr 13	Writing Int. J		L	Senior Trip		
Apr 20	Chemistry Lab	Greek History J	Botany S	Play Meadows O	Prom April 25	
Apr 27					Botany Trip	
May 4						
May 11	Combinatorics . J	Physics Lab	Shakespeare L	Climate Change and Sustainability S		
May 18					Music and Art, Fri.	
May 25					No School Mon	
Jun 1					Senior Showcase	
Jun 8					Q4 Ends	

College Requirements

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
History	4 Years	2 Years
English	4 Years	4 Years
Mathematics	4 Years	3 Years
Laboratory Sciences	4 Years	2 Years
World Languages	4 Years	2 Years
Visual / Performing Arts	4 Years	1 Year
Elective	2 Years	1 Year

Where do Waldorf students go to college?

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%. The Class of 2025 - our fifteenth graduating class, with 15 students - received an impressive 60 college acceptances, and a collective total of \$2,041,650.00 in merit-based scholarships over a four-year period.

What career paths have Waldorf students taken?

The range of career paths for our graduates is as varied as the individual students themselves. 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.

“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

College Acceptances 2011 - 2025

This represents a total of 194 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)
Hampden Sydney College
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
Occidental 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 Alabama
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 North Carolina Chapel Hill
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 South Florida
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

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



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 '17

"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. Although, it has always been a financial challenge for our family and I maybe have not always agreed with the direction the school has taken, I believe I have invested in the best possible return you can get in life, our future generations and world leaders. 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 '18

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



Please deliver both the completed **Questionnaire** and your **Self-Portrait** together, to the Admissions Director in the Office, between **November 10** and **December 19, 2025**.

We encourage you to not wait until the last day! You'll want to have this completed in advance of your winter break. As soon as we have received your completed forms, we will schedule a Family Meeting for you and your parents. These will take place in January.

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 is **Tuesday, January 6, 2026**. 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.





WALDORF SCHOOL
ORANGE COUNTY



Curious about what happens next?

MEET OUR ALUMNI

Join this annual event to ask them

Dec 11, 7-8:30 PM

VIRTUAL EVENT



RSVP

Waldorf
EDUCATION



Waldorf School Orange County

Serving students from 18 months to 18 years
2350 Canyon Drive, Costa Mesa, CA 92627
949-574-7775

www.waldorfschool.com

