

Educational Partner(s)	Process for Engagement
<p>Teachers, administrative team, staff, teachers' union (OCTA), parents and students</p>	<p>OCS' educational partners were engaged throughout the year as we analyzed the data regarding our progress on goals for the update as well as planned for the coming year. The processes used to garner engagement and input include the following:</p> <ul style="list-style-type: none"> - Monthly meetings with the elected parent coordinators of our Parent Collective - Monthly Board of Trustee meetings during which the Board heard public input and reviewed school performance measures in light of state and local priorities and indicators - Monthly Finance Committee meetings in person during which the committee reviewed the budget, funding priorities, grand funding and allocation, and discussed focus areas for the coming year - Monthly Diversity, Equity, Inclusion and Belonging Committee Meetings in person during which the committee reviewed our progress on the OCS Equity Plan in light of state, local, and LEA data with particular focus on meeting the needs of our students and community members from traditionally-marginalized groups to inform priorities - Weekly Faculty Meetings with teachers to engage in reflection of successes and challenges based on state, local, and LEA data and to inform ongoing professional development, goals, actions, and funding priorities - Weekly Administrative Meetings in person to ensure smooth operations in line with our goals and priorities and to adjust operations to address areas of need based on state, local, and LEA data - School Climate Survey (California Healthy Kids) that is conducted annually to gather input from stakeholders on all aspects of OCS - Student input gathered from class teachers in weekly Circle about school life, their needs and successes <p>Before finalizing the LCAP, the input received from these educational partners was considered and incorporated into the plan in ways that support OCS students' maximum achievement.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

<p>Feedback from OCS' educational partners influenced the LCAP plan in the following ways:</p> <ul style="list-style-type: none"> - preserving the school's commitment to public Waldorf Education through teacher training, mentoring, and workshops - preserving the school's commitment to public Waldorf Education through curricular programming - preserving the school's commitment to public Waldorf Education through school community events and parent education - supporting parents with resources and information on children and technology - focusing on academic growth in math is a priority for all students - focusing on student subgroups that are not yet performing at yellow or higher is a top priority - working with the district's special education to improve outcomes for students with disabilities is a priority - improving the use of assessment data to inform instructional practices is a priority

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achieve excellent attendance by supporting students' physical, mental, and academic well being.	Maintenance of Progress Goal

State priorities address by this goal.

1, 2, 5, 6

An explanation of why the LEA has developed this goal.

Strong attendance is one major indicator of high performance in school. Maintaining an environment where students' physical needs are met and nurtured, their mental well being is cared for, and they are challenged and supported academically is key achieving high attendance and therefore to supporting overall student performance and well being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Implementation of the OCS Student Safety and Patrol Team	Daily presence of the OCS Student Safety and Patrol Team	✓		Daily presence of the OCS Student Safety and Patrol Team	
2	% satisfaction on annual school climate survey	90% satisfaction with school safety	survey in Feb.		90% satisfaction with school safety	
3	Number of intruders on campus	0 intruders on campus	✓		0 intruders on campus	
4	Middle School drop out rate	0 students	✓		0 students	
5	Chronic Absenteeism rate on the CA Dashboard	Yellow ranking on the CA Dashboard for Chronic Absenteeism	yellow in 2024		Green ranking on CA Dashboard for Chronic Absenteeism	
6	Attendance rate	94.7% ADA	current 95.1.		95% ADA	
7	Suspension rate	Blue	yellow in 2024		Blue	

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Daily professional cleaning <i>yes</i>	OCS will ensure daily professional cleaning of the campus to ensure the campus is safe, clean, and inviting for students.	\$175,252.20	No
2	Training and ongoing supervision of the OCS Student Safety Patrol Team <i>yes</i>	The OCS Student Safety Patrol Program is part of OCS' plan to ensure students are safe as they arrive at school each morning and when school events are held. Students develop practical safety skills, communication skills and leadership skills as they work as a team to support efficient and safe procedures. They build a greater sense of connection to the school through their service and offer valuable support especially to younger students as they navigate arriving to school each day. Training and supervising this dedicated group of mixed-age students requires staff time and focus.	\$13,617.00	No
3	Ongoing maintenance and repair of our campus <i>yes</i>	By keeping up with regular maintenance and repairs, OCS ensures campus safety and security.	\$153,513.23	No
4	Regular emergency drills and trainings <i>yes</i>	Emergency preparedness is an important aspect of keeping school safe and being able to manage emergency situations if/when they occur. Regular practice and training is essential so that all community members know what to do in the event of a variety of situations, including but not limited to: fire, earthquake, air contaminant, intruder on campus, or an active shooter.	\$917.13	No
5	Providing mental health <i>yes</i>	A focus on student well being and mental health is core to our mission and vision. It is now more	\$52,756.15	No

	support to all students and to students in need	urgent than ever as children are experiencing rising rates of anxiety and depression. Mental health support at OCS is provided through the relationships students have with caring adults at school, through classroom pedagogical practices, through the weekly practice of Circle, and through both formal and informal counseling support.	
6	Attendance practices, protocols and communication that support high student attendance <i>yes</i>	Actions involved in attendance practices, protocols, and communication include, but are not limited to: accurate and timely implementation of our independent study policy; regular communication in writing with families that are struggling with attendance to share data and strategies; follow up with families as needed in writing, calls and meetings; offering before and after school care for students; identifying and supporting needs of students that are affecting attendance, such as mental health needs, academic needs, homelessness, etc.	\$6,300.54
			No

Goal

Goal #	Description	Type of Goal
2	Increase scores on annual CAASPP in ELA for Socioeconomically Disadvantaged Students and Students with Disabilities.	Focus Goal
State priorities address by this goal.		
2, 4		
An explanation of why the LEA has developed this goal.		
Socioeconomically disadvantaged students and students with disabilities are not scoring as high as other subgroups on ELA CAASPP testing. Therefore, OCS is focusing on these two groups for improvement.		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Scores on CAASPP ELA	Socioeconomically disadvantaged students scored in orange for ELA. Students with disabilities scored in red for ELA.	<i>Testing in May</i>		Socioeconomically disadvantaged students score in green for ELA. Students with disabilities scored in yellow for ELA.	

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in ELA	Professional development that focuses on helping teachers understand what students need to be able to do and know, that suggests specific research-based strategies to support ELA performance with struggling students, and that supports the use of ongoing assessments and data to inform instruction is key to helping students achieve at higher proficiency rates. <i>yes</i>	\$52,640.30	Yes
2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about ELA performance	The consistent use of meaningful assessments to measure and track student progress in ELA is essential to knowing where students are, what they need, and how to meet their needs. It informs decisions teachers make daily in their classroom instruction and in targeted support programs such as intervention and special education. <i>yes</i>	\$117,895.75	Yes
3	Participation in CAASPP testing in ELA <i>Testing in May but support + messaging is ongoing</i>	Achieving 95% participation rates for all subgroups in CAASPP ELA testing is one important way student growth is measured over time. Supporting students and parents in participating involves communicating with students and families about the importance of testing, preparing students for testing, creating low stress environments during testing, and using the resulting data effectively all positively affect participation.	\$46,680.90	Yes
4	Strong communication and sharing of information between class teachers and the intervention team <i>yes</i>	Strong communication between class teachers and the intervention team about student assessment data/progress, effective/ineffective strategies, and changes in needed student supports are essential to helping students achieve at their highest levels. Facilitating and overseeing this communication so that is ongoing, consistent, and focused requires coordination from class teachers, intervention team members, and administration.	\$17,878.48	Yes
5	Strong communication and sharing of information between class teachers and the special education team <i>yes</i>	Strong communication between class teachers and the intervention team about student assessment data/progress, effective/ineffective strategies, and changes in needed student supports are essential to helping students achieve at their highest levels. Facilitating and overseeing this communication so that is ongoing, consistent, and focused requires coordination from class teachers, intervention team members, and administration.	\$15,235.45	Yes
6	Technology management <i>yes</i>	Maintaining OCS' technology equipment and internet access is critical to ensuring that teachers	\$14,596.80	No

and students can participate in state testing, conduct regular assessments, communicate with families, and support the mindful implementation of technology in the classroom and in students' lives.

Goal

Goal #	Description	Type of Goal
3	Maintain reclassification rates for English Language Learners.	Maintenance of Progress Goal
State priorities address by this goal.		
2, 4		
An explanation of why the LEA has developed this goal.		
OCS has a strong track record of high reclassification rates for English Language Learners (ELLs), one that the school wants to continue to maintain in order to support the highest possible achievement for our ELLs.		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Reclassification rate of English Language Learners	24% reclassification rate <i>testing M Spring</i>			Maintain a reclassification rate higher than the state's and district's rates	

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Providing English Language Development (ELD) instruction to English Language Learners through integrated and designated instruction	ELD instruction is provided to English Language Learners to support their progress towards reclassification. The support is provided both in an integrated way in the classroom as well as in designated ways through small group instruction. Specific ELD skills are taught and practiced so that students can incorporate them into their daily classroom performance. <i>yes</i>	\$51,092.16	Yes
2	Professional development (training, mentoring, workshops) on English Language Development instructional strategies and supports for English Language Learners	Building teachers' understanding of the needs of ELLs and how best to support them through ELD instruction, both designated and integrated, is key to ELLs success. By providing ongoing professional development and support of ELD strategies and implementation, OCS equips our teachers to meet the needs of our ELLs so they can continue to achieve high reclassification rates. <i>yes</i>	\$639.09	Yes

Goal

Goal #	Description	Type of Goal
4	Increase scores on annual CAASPP testing in Math for Socioeconomically Disadvantaged Students, Students with Special Needs and Students of Two or More Races.	Focus Goal
State priorities address by this goal.		
2, 4		
An explanation of why the LEA has developed this goal.		
Socioeconomically disadvantaged students, students with special needs, and students of two or more races have not scored as high on CAASPP Math as students in other subgroups. OCS is therefore focusing on improving student achievement with these subgroups.		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Math scores	Socioeconomically disadvantaged students scored in orange for CAASPP math. Students with special needs scored in red for CAASPP math. Students of two or more races scored in orange for CAASPP math.	<i>testing in May</i>		Socioeconomically disadvantaged students scored in green for CAASPP math. Students with special needs scored in yellow for CAASPP math. Students of two or more races scored in green for CAASPP math.	

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher professional development (trainings, mentoring, workshops) that focuses on supporting students struggling in Math	Professional development that focuses on helping teachers understand what students need to be able to do and know, that suggests specific research-based strategies to support Math performance with struggling students, and that supports the use of ongoing assessments and data to inform instruction is key to helping students achieve at higher proficiency rates. <i>yes</i>	\$52,640.30	Yes
2	Consistent use in classrooms, in intervention and in special education of assessments and resulting data about Math performance	The consistent use of meaningful assessments to measure and track student progress in Math is essential to knowing where students are, what they need, and how to meet their needs. It informs decisions teachers make daily in their classroom instruction and in targeted support programs such as intervention and special education. <i>yes</i>	\$135,084.00	Yes
3	Strong communication and sharing of information between class teachers and the intervention team	Strong communication between class teachers and the intervention team about student assessment data/progress, effective/ineffective strategies, and changes in needed student supports are essential to helping students achieve at their highest levels. Facilitating and overseeing this communication so that is ongoing, consistent, and focused requires coordination from class teachers, intervention team members, and administration. <i>yes</i>	\$17,878.48	Yes
4	Participation in CAASPP testing in Math	Achieving 95% participation rates for all subgroups in CAASPP Math testing is one important way student growth is measured over time. Supporting students and parents in participating involves communicating with students and families about the importance of testing, preparing students for testing, creating low stress environments during testing, and using the resulting data effectively all positively affect participation. <i>in May, but ongoing support + messaging</i>	\$46,680.90	Yes

5	Strong communication and sharing of information between class teachers and the special education team <i>yes</i>	Strong communication between class teachers and the special education team about student assessment data/progress, effective/ineffective strategies, and changes in needed student supports are essential to helping students achieve at their highest levels. Facilitating and overseeing this communication so that is ongoing, consistent, and focused requires coordination from class teachers, intervention team members, and administration.	\$15,235.45	Yes
6	Technology management <i>yes</i>	Maintaining OCS' technology equipment and internet access is critical to ensuring that teachers and students can participate in state testing, conduct regular assessments, communicate with families, and support the mindful implementation of technology in the classroom and in students' lives.	\$14,596.80	No

Goal

Goal #	Description	Type of Goal
5	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.	Maintenance of Progress Goal
3	State priorities address by this goal.	
	An explanation of why the LEA has developed this goal.	

When parents are engaged in the school community and feel empowered to support their child's learning, students succeed at higher levels. Offering parents a variety of ways to be involved and be informed so they can engage and support their child has a direct positive impact on their child's performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent involvement ratings in the annual school climate survey	Promotion of parent involvement 39% Parental involvement in school 74% School encourages me to be an active partner 44% School actively seeks the input of parents 20% Parents feel welcome to participate at this school 55%	Survey in Feb.		Promotion of parent involvement 50% Parental involvement in school 75% School encourages me to be an active partner 50% School actively seeks the input of parents 50% Parents feel welcome to participate at this school 65%	

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Consistent communication from teachers with parents about classroom activities generally and about how they include a diversity, equity, inclusion and belonging lens <i>yes</i>	Teachers incorporating a diversity, equity, inclusion, and belonging (DEIB) lens in their classroom activities and lessons helps students see themselves in the curriculum and promotes student achievement. Communicating with families what is happening in the classroom and specifically about how DEIB is incorporated in the classroom helps parents know what their child is experiencing, encourages parents feeling connected themselves, and promotes greater parent involvement and engagement.	\$38,900.75	No
2	Outreach to families that are underrepresented at OCS to support their involvement and engagement <i>yes</i>	Specific outreach to traditionally underrepresented groups within the OCS community encourages a sense of care and belonging that builds involvement and engagement, and ultimately supports student success.	\$7,635.45	Yes
3	Development of OCS outreach and promotional materials to celebrate our community's diversity	Highlighting the diversity of students, families, and staff in our community helps retain traditionally marginalized community members and recruit new members to our school community. <i>in progress</i>	\$8,032.40	Yes
4	Support child-friendly	Supporting parents with information, strategies, and community to make informed decisions about	\$39,158.25	No

parenting around access and use of technology	<p>their child's access to and use of technology directly supports student achievement in that it promotes the children's ability to concentrate, form mental images, use their imagination, develop physical health, and build strong relationships.</p>		
5	<p>Parent education about health child development, particularly through a Waldorf lens</p> <p><i>yes</i></p>	<p>Sharing information and discussing with parents about general child development and specifically their child's development and how to support them in healthy ways is crucial to working collaboratively with parents as educational partners. Asking parents what they want to know, what they already know, and what they need builds trust and a positive cooperative relationship between teachers and parents.</p>	<p>\$45,263.63</p> <p>No</p>
6	<p>Hosting school events that bring the community together around the students</p> <p><i>yes</i></p>	<p>Weaving a strong web within our OCS community supports students' sense of belonging and engagement with school in ways that lead to student achievement and overall health. Students seeing their families engaged and participating in school tells children that this is a safe place where they belong, where they are seen and cared for, and where they matter. Parents are able to share their talents and gifts with the community when they feel welcome and included.</p>	<p>\$24,097.20</p> <p>No</p>

Goal

Goal #	Description	Type of Goal
6	Maintain OCS' unique Waldorf-informed practices and specialty programs that support students' wholistic growth in the head, the heart, and the hands.	Maintenance of Progress Goal
State priorities address by this goal.		
7, 8		
An explanation of why the LEA has developed this goal.		

Evidence for the connections between a truly well-rounded educational experience - one that incorporates the arts on a daily basis, that is founded on healthy relationships, and that meets children where they are developmentally - and student achievement is growing. OCS' public Waldorf program and pedagogy incorporates research-based practices that focus on integrating the arts, building health relationships, and understanding child development. Maintaining our program and pedagogy is therefore key to continuing to meet our students' needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	% of class teachers with partial or full Waldorf Certification	33% <i>13 teachers in training in Building Bridges</i>			65%	
2	% of students accessing Waldorf-informed practices and programs	100% <i>yes</i>			100%	

Goal Analysis for 2024-2025

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1	Support Waldorf training for teachers <i>yes</i>	Waldorf training helps teachers understand not only the what and how of being Waldorf educators, but also the why. With an understanding of why Waldorf methods work, teachers experience greater freedom to creatively meet the needs of the students before them in developmentally-appropriate ways.	\$120,261.20	No
2	Provide students with relationship-based, multi-sensory, multi-modal, integrated, thematic, wholistic, hands-on learning experiences <i>yes</i>	OCS is founded on the principle that students are complex human beings whose healthy development depends on nurturing not only their intellect but also their hearts and bodies. By integrating this principle into main lesson every day and into specialty classes on a weekly basis, OCS makes a well-rounded education accessible to all of our students, especially those who would otherwise not have access to these types of experiences and classes. This action is dedicated to deepening our practice of Waldorf principles in main lesson and to maintaining our unique specialty program.	\$884,757.35	No