

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Oxford Preparatory Academy Saddleback Valley (OPA-SV) is a center for higher learning where students from transitional kindergarten to fifth grade are inspired to pursue university-level academic studies. Our students gain skills to be successful in the global community of the 21st century. Students will meet grade-level expectations and become critical thinkers, as they are engaged with dynamic teaching that makes them self-motivated, competent, and lifelong learners. Staff collaboration, continual reassessment of practices based upon ongoing performance measures, and recognition of every child's unique learning needs make Oxford a place where achievement is the norm. Challenges are viewed as temporary obstacles, and success is applauded.

The OPA-SV charter school is authorized by the Orange County Department of Education. The current enrollment is 562 students. Oxford's significant student subgroups consist of 11% Special Education, 7.8% English Learners, and 16% Socioeconomically Disadvantaged. The significant student race/ethnicity subgroups at OPA-SV include 17.0% Hispanic, 5.3% Filipino, 32.5% Asian, 14% Two or More Races, 1.2% African American, and 28.6% White.

Our Vision:

Oxford Preparatory Academy's (OPA-SV) vision is to create a center for higher learning where students from transitional kindergarten to fifth grade are prepared to pursue university-level academic studies and gain skills to succeed in the global community of the 21st century. Our students do not just meet, but exceed, grade-level expectations and become critical thinkers as they engage with dynamic teaching that makes them self-motivated, competent, and lifelong learners.

Our Mission:

We believe that all students are unique and gifted individuals. We are committed to working collaboratively to develop lifelong learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued. To that end, we are dedicated to:

- Emphasizing high academic standards, respect, patriotism, and courtesy
- Providing a structured environment conducive to learning
- Expecting active parent participation and support of school policies and programs
- Implementing the Theory of Multiple Intelligences as part of instruction

- Offering ongoing teacher and parent training
- Maintaining consistent communication between home, school, and community
- Engaging in community service-based (Service Learning) activities embedded throughout grade-level standards instruction
- Ensuring all students are performing at grade level, based on State Standards
- Including World Language as part of the curriculum
- Providing innovative, engaging learning experiences, including but not limited to STEAM, Tae Kwon Do, coding, music, art, clubs, and enrichment
- Supporting students’ social and emotional needs with school-based mental health services and SEL curriculum
- Hiring caring, highly qualified, dedicated instructional and support staff

OPA has developed a graduate profile called the Champion Profile that encompasses the 6Cs: Critical Thinking, Communication, Character, Creativity, Collaboration, and Civic Engagement. Graduate Profiles are a way to focus the community on a core set of learning goals, goals that support the development of skills and habits of mind that matter in school and beyond. Our Champion Profile helps clarify what skills we want students to master and our commitment to personalized pathways that ensure all students reach mastery.

Our teachers and leaders are committed to continuous improvement and participate in ongoing professional development focused on developing engaging lessons and learning opportunities for our students. Students are engaged in communicating, collaborating, and thinking both creatively and critically throughout the learning process to ensure they gain these important skills along with the strong content knowledge needed to be successful in today’s world. OPA-SV embraces the Professional Learning Community (PLC) philosophy, in which teachers and site leaders work collaboratively with the shared goal of improving student learning. The California State Standards provide the foundation for powerful classroom instruction, effective intervention strategies, and a rigorous and relevant curriculum. In addition, OPA-SV students continue to enjoy a wide variety of specialty classes such as music, art, World Language, and other enrichment programs that foster well-rounded students. Social-emotional well-being continues to be a priority at OPA-SV, as we continue to monitor all of our programs to ensure that we are meeting the needs of all students.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Dashboard:

The California Dashboard report continues to indicate that our students are performing at very high levels for English Language Arts and Mathematics. In addition, the suspension is rated as low with a .6% rate.

ELA CAASPP

Based on the 2023-24 reported ELA CAASPP Data, the percentage of students who scored met or exceeded standard are as follows: All Students 82.1%, English Learners 37.5%; Socio-Economically Disadvantaged (SED) 79.4%; Students with Disabilities (SWD) 68.2%.

The Fall 2024 California School Dashboard reflects a rating of Very High for ELA with students scoring 82 points above standard overall. Student groups showed Asian (119.6 points above standard), English Learners (31.7 points above standard), Two or More Races (105.9 points above standard), and White (70.3 points above standard) students performing Very High. Hispanic (28.5 points above standard) and Socioeconomically Disadvantaged (30.1 points above standard) students performed at the High level, and Students with Disabilities (19.8 points below) performed at the Low level.

Math CAASPP

Based on the 2023-24 reported Math CAASPP Data, the percentage of students who scored at or above standard are as follows: All Students 78.2%, English Learners 14.2%; Socio-Economically Disadvantaged (SED) 44.3%; Students with Disabilities 33.34%.

The Fall 2024 California School Dashboard reflects a rating of Very High for mathematics with students scoring 61.7 points above standard overall. Student groups showed Asian (112 points above standard), Hispanic (3.8 points above standard), Socioeconomically Disadvantaged (19.8 points above standard), White (45.6 points above standard) English Learners (37.4 points above standard) performing Very High. Two or More Races (73.7 points above standard) performed at the High level. No Student groups fell into the Medium, Low or Very Low levels.

English Learner Progress

Based on the Fall 2024 Dashboard, 48% of English Learners (EL) are making progress toward English language proficiency. No performance level was reported due to the low population of 25 students.

Also in 2023-24, Dataquest reflected the percent of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels or decreased at least one ELPI level are as follows:

48% ELs Who Progressed at Least One ELPI Level

44% of ELs who maintained ELPI levels

8% of ELs Who Decreased at Least One ELPI level

Learning Recovery and Emergency Block Grant

OPA-SV has unexpended LREBG funds for the 2025-26 school year.

LREBG funded actions may be found in Goal 1, Action 5.

OPA needs assessment substantiated findings from the 2024 Dashboard related to chronic absenteeism. A review of state and local data indicates significant chronic absenteeism among SED and Hispanic students. Based on this, Goal 1, Action 5 directly addresses the need to motivate students to engage more consistently in their education and provide accessible intervention to support students in building resilience, developing coping strategies, and managing the emotional toll of their circumstances. These actions align to allowable uses of funds in the areas of intervention.

The OPA-SV needs assessment did not identify significant needs in the areas of ELA and Math.

Local Data

iReady results for Math and Reading show a significant increase of 23% of students who scored at Mid to Above Grade Level from Fall to Winter. Data also show a 24% decrease in students scoring below grade level in the iReady math assessment.

OPA-SV will maintain the above successes by continuing to focus on providing high-quality instruction with an emphasis on the integration of guaranteed and viable curriculum, rigorous, standards-based instruction, differentiation, identification and use of essential learning outcomes, and formative assessment (i-Ready Diagnostic) to monitor student achievement. OPA-SV will also continue to provide their students with supplemental, targeted academic intervention opportunities to engage students in learning recovery and acceleration. Students will also engage in meaningful learning activities that promote the development of communication, collaboration, creativity, critical thinking, and problem-solving skills.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP Strategic Planning and Engagement Committee	The LCAP Educational Partner Committee is composed of parents, staff, administration, and school board members. This group met 3 times throughout the year (1/14/25, 2/12/25, 5/13/25) to analyze schoolwide data, review/revise/ and create new LCAP goals, services, and actions.
School Staff Team	Staff were presented with (LCAP) information and asked for their feedback after reviewing (LCAP) goals, data, services and actions.
School Site Council	The School Site Council (SSC) is composed of parents, staff, and administrators from the school site. This group met several times throughout the fall and spring to discuss, analyze schoolwide data, review LCAP goals, services, and actions, and updated the Comprehensive School Safety Plan. The SSC provides input on the LCAP, which also acts as the School Plan for Student Achievement (SPSA).
Honour Society	Updates regarding school goals and services were shared with our Honour Society parent group during their regular meetings. Attendees had an opportunity to provide input regarding changes to service, actions, and goals. Meetings were held on the following dates: 9/11/24, 11/12/24, 2/12/25, 5/8/25
District English Learner Advisory Committee (DELAC)	During these meetings, results for the ELPAC were discussed as well as testing plans for the school year, reclassification criteria and test results were also discussed. ELAC meeting was held to discuss the ELPAC testing update, ELD group update, and Reclassifications. ELAC members provided feedback regarding ways to increase and improve EL parent participation and support provided for students. Meetings were held on the following dates: October 9, January 9, May 15
School Board	Each year the OPA Board of Directors holds a public hearing to review the LCAP in early June, followed by a second June meeting for approval of the LCAP. Additionally, the school board reviews the Local Indicators each June, CAASPP achievement data in October, LCAP Survey Data and California School Dashboard Data in January, Financial updates are presented at public board meetings each month.
Annual LCAP Survey	In December of 2024, the annual LCAP survey was sent out to collect Educational Partner input regarding progress toward (LCAP) goals, school climate, academic achievement, school programs, and ideas for improvement in the 8 state priority areas. The survey was taken by 80 parents and 22 staff members. Student surveys were also created and given to students in grades 4&5 with a total of 201 responses. Information was received from parents and students representing all (LCAP) priority groups including foster youth, English Learners, Redesignated English Proficient students, low socioeconomic students, gifted and talented students, and students with disabilities. Results from the survey were disaggregated and analyzed by school site staff. This information was shared out in staff meetings, School Site Council Meetings, and to the Board of Education in public sessions.

Focus Groups	OPA Staff Members meet in Focus Groups (MTSS, PBIS, GATE, OPA Traditions, Parent Involvement and Safety) to provide input in these core areas of implementation, which are aligned with LCAP Goals and services. Meetings were held on 10/25/24, 12/6/24, 1/17/25, 3/14/25, and 5/16/25.
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Insert or delete rows, as necessary.

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

Oxford Preparatory Academy-Saddleback Valley actively engages with its educational partners in a Strategic Priorities planning process that involves gathering vital input from a variety of representative educational partner groups. This collaborative effort to develop the Local Control and Accountability Plan (LCAP) ensures that OPA-SV meets the educational needs of every student and thereby promotes their continued success. Educational partner groups participated in data analysis, reviewed current goals and actions, and then proposed modifications to our school's actions and services.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student academic achievement, social-emotional strength, and engagement through rigorous, engaging, high-quality curriculum and instruction utilizing the Theory of Multiple Intelligences.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We firmly believe that education is not just about academics but also about developing the whole child. That is why we have developed a comprehensive approach to education that focuses on promoting the social-emotional well-being of our students while providing them with an academically rigorous curriculum.

The Theory of Multiple Intelligences, developed by Howard Gardner, suggests that there are multiple ways in which people learn and process information. It posits that individuals possess different strengths and abilities that can be harnessed through differentiated instruction. By tapping into these various intelligences, our educators can create a learning environment that is engaging, challenging, and fosters academic growth.

Our curriculum is designed to be both rigorous and engaging. We strive to challenge our students to think critically, problem-solve, and apply their learning to real-world scenarios. We use a variety of instructional strategies that cater to different learning styles and preferences to ensure that every student can thrive.

Moreover, we recognize that social-emotional strength is crucial for a student's overall well-being and academic success. Our school provides a supportive and inclusive environment that promotes the development of social and emotional skills. We offer programs that foster emotional intelligence, empathy, and resilience in our students, helping them navigate the complex social dynamics of middle school and beyond.

At our school, we believe that every student has the potential for academic success and personal growth. Our commitment to utilizing the Theory of Multiple Intelligences to guide our curriculum and instruction reflects our dedication to ensuring that every student reaches their full potential. We invite you to join us in this exciting journey of learning and growth.

As data becomes available during our first year of operation, we will use multiple measures to assess our effectiveness in meeting this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA (CAASPP)	ELA (CAASPP) % Meeting or Exceeding (2022-2023) All Students: 79.9% EL: 14.3% SWD: 45.5% SED: 62.1% Asian: 91.9% Hispanic or Latino: 65.9% White: 78.1%	ELA (CAASPP) % Meeting or Exceeding (2023-2024) All Students: 82.1% EL: 37.5% SWD: 68.2% SED: 79.4% Asian: 95% Hispanic or Latino: 67.3% White: 76.9%		All Students 88% Proficient/Advanced EL, SWD and SED increase by 5%	All Students:+2.2% EL:+23.2% SWD:+22.7% SED: +17.3% Asian:+3.1% Hispanic or Latino:+1.4% White:-1.2%

2	ELA iReady Grade Level Performance by Grade Level	Kinder does not test until the 2nd Trimester. <u>First Grade</u> 59% At/above, 38% 1 Below, 3% 2 or More Below <u>Second Grade</u> 78% At/above, 20% 1 Below, 2% 2 or More Below <u>Third Grade</u> 81% At/above, 16% 1 Below, 2% 2 or More Below <u>Fourth Grade</u> 73% At/above, 18% 1 Below, 8% 2 or More Below <u>Fifth Grade</u> 66% At/above, 28% 1 Below, 6% 2 or More Below	<u>Kindergarten</u> 83% At/above, 17% 1 Below, 0% 2 or More Below <u>First Grade</u> 82% At/above, 18% 1 Below, 0% 2 or More Below <u>Second Grade</u> 87% At/above, 13% 1 Below, 0% 2 or More Below <u>Third Grade</u> 81% At/above, 7% 1 Below, 2% 2 or More Below <u>Fourth Grade</u> 76% At/above, 17% 1 Below, 6% 2 or More Below <u>Fifth Grade</u> 85% At/above, 12% 1 Below, 3% 2 or More Below		<u>First Grade</u> 80% At/above, <u>Second Grade</u> 80% At/above, <u>Third Grade</u> 80% At/above, <u>Fourth Grade</u> 80% At/above, <u>Fifth Grade</u> 80% At/above,	<u>First Grade</u> 23% Increase, 20% Decrease, 3% Decrease <u>Second Grade</u> 9% Increase 7% Decrease, 2% Decrease <u>Third Grade</u> 0% Increase, 11% Decrease 0% Decrease <u>Fourth Grade</u> 3% Increase, 1% Decrease, 2% Decrease <u>Fifth Grade</u> 19% Increase, 16% Decrease, 3% Decrease
3	Math (CAASPP)	(CAASPP) % Meeting or Exceeding (2022-2023) All Students:70.1% EL: 14.3% SWD: 33.4% SED: 44.3% Asian: 91.1% Hispanic or Latino: 44.7% White: 65.3%	(CAASPP) % Meeting or Exceeding (2023-2024) All Students: 78.2% EL: 37.5% SWD: 50% SED: 66.7% Asian: 96.2% Hispanic or Latino: 52.7% White: 81.6%		<u>All Students</u> 85% Proficient/Advanced EL, SWD and SED increase by 5%	All Students Up 8.1% EL: Up 23.2% SWD: Up 16.7% SED: Up 22.4% Asian: Up 5.2% Hispanic or Latino: Up 8% White: Up 16.3%

4	Math iReady Grade Level Performance by Grade Level	Kinder does not test until the 2nd Trimester. <u>First Grade</u> 45% At/above, 50% 1 Below, 6% 2 or More Below <u>Second Grade</u> 63% At/above, 36% 1 Below, 2% 2 or More Below <u>Third Grade</u> 54% At/above, 41% 1 Below, 4% 2 or More Below <u>Fourth Grade</u> 73% At/above, 27% 1 Below, 0% 2 or More Below <u>Fifth Grade</u> 70% At/above, 22% 1 Below, 7% 2 or More Below	<u>Kindergarten</u> 77% At/above, 23% 1 Below, 0% 2 or More Below <u>First Grade</u> 81% At/above, 19% 1 Below, 0% 2 or More Below <u>Second Grade</u> 80% At/above, 20% 1 Below, 0% 2 or More Below <u>Third Grade</u> 84% At/above, 15% 1 Below, 1% 2 or More Below <u>Fourth Grade</u> 82% At/above, 15% 1 Below, 3% 2 or More Below <u>Fifth Grade</u> 81% At/above, 13% 1 Below, 6% 2 or More Below		<u>First Grade</u> 80% At/above, <u>Second Grade</u> 80% At/above, <u>Third Grade</u> 80% At/above, <u>Fourth Grade</u> 80% At/above, <u>Fifth Grade</u> 80% At/above,	<u>First Grade</u> 36% Increase, 31% Decrease, 6% Decrease <u>Second Grade</u> 17% Increase, 16% Decrease, 2% Decrease <u>Third Grade</u> 30% Increase, 26% Decrease, 3% Decrease <u>Fourth Grade</u> 9% Increase, 12% Decrease, 3% Increase <u>Fifth Grade</u> 11% Increase, 9% Decrease, 1% Decrease
5	English Learner Achievement	2023 Dashboard has 71% making progress toward EL Proficiency (no performance level due to less than 30 students)	2024 Dashboard has 48% making progress toward EL Proficiency (no performance level due to less than 30 students)		75% making progress toward EL Proficiency	Decrease of 23%
6	English Learner Reclassification	2023-2024 19% of EL students are RFEP	2024-2025 21% of EL students are RFEP		25% of EL students are RFEP	Increase of 2%
7	Attendance	2023-24 96.7% Attendance Rate	2024-25 97.5% Attendance Rate		98% Attendance Rate	Increase of 1.4%

8	Chronic Absenteeism	Chronic Absenteeism: 10.4% EL: 10.2% SED: 17.4% SWD: 19.7% African American: 18.8% Asian: 4% Filipino: 5% Two or More Races: 9.3% Hispanic: 17.3% White: 12%	Chronic Absenteeism: 4.2% EL: 8.3% SED: 12.9% SWD: 4.1% African American: 18.8% Asian: 1.8% Filipino: 4.5% Two or More Races: 2.9% Hispanic: 12.8% White: 2.2%		Chronic Absenteeism: 5%	Chronic Absenteeism: Down 6.2% EL: Down 1.9% SED: Down 4.5% SWD: Down 5.6% African American: Unchanged Asian: Down 2.2% Filipino: Down .5% Two or More Races: Down 6.4% Hispanic: Down 4.5% White: Down 9.8%
9	LCAP Student Survey: % of students who strongly agree or agree:	OPA has high expectations for students 73.7% I want to do well in school 98.6% Provides adequate learning materials and technology - 79.1% I have access to challenging classes - 61.8% OPA provides multiple Intelligence classroom activities- 71.6% I have access to technology in class - 88.3% OPA has interesting clubs and activities - 71.8% OPA provides academic supports for students, if needed - 80.6%	OPA has high expectations for students 72.22% I want to do well in school 84.2% Provides adequate learning materials and technology - 77.6% I have access to challenging classes - 59.2% OPA provides multiple Intelligence classroom activities- 67.5% I have access to technology in class - 88.1% OPA has interesting clubs and activities - 77.2% OPA provides academic supports for students, if needed - 88.5%		Increase each metric by 5% or maintain percentages over 95%	OPA has high expectations for students -1.5% I want to do well in school -14.4% Provides adequate learning materials and technology -1.5% I have access to challenging classes -2.6% OPA provides multiple Intelligence classroom activities- -4.1% I have access to technology in class -.2% OPA has interesting clubs and activities +5.4% OPA provides academic supports for students, if needed +7.9%

10	LCAP Staff Survey: % of staff who strongly agree or agree that instruction at OPA effectively promotes:	Critical Thinking - 92.3% Collaboration - 92.3% Communication - 92.3% Problem Solving - 76% Creativity - 84.6% Empathy - 80.8% Character/Compassion - 84.6% Civic Learning/World Readiness - 80.8%	Critical Thinking - 92.4% Collaboration - 92.4% Communication - 92.4% Problem Solving - 72% Creativity - 80.7% Empathy - 76.9% Character/Compassion - 80.7% Civic Learning/World Readiness - 76.9%		Increase each metric by 5% or maintain percentages over 95%	Critical Thinking +.1% Collaboration +.1% Communication +.1% Problem Solving -4% Creativity - 3.9% Empathy - 3.9% Character/Compassion -3.9% Civic Learning/World Readiness -3.9%
11	LCAP Staff Survey: % of staff who strongly agree or agree that OPA Provides:	MI Activities - 60% High Expectations for Students - 100% Preparation for high school - 85.7% Support for EL 89.3% Quality Curriculum - 96.4% Rigorous courses - 100% Support for SWD - 92.9% Enrichment for gifted - 78.6% Positive learning environment - 100% Engaging enrichment - 100%	MI Activities - 60% High Expectations for Students - 100% Support for EL 89.2% Quality Curriculum - 96.4% Rigorous courses - 100% Support for SWD - 78.5% Enrichment for gifted - 79.5% Positive learning environment - 100% Engaging enrichment - 100%		Increase each metric by 5% or maintain percentages over 95%	MI Activities unch High Expectations for Students - unch Support for EL +3.5% Quality Curriculum - unch Rigorous courses unch Support for SWD -14.4% Enrichment for gifted +.9% Positive learning environment Unch Engaging enrichment Unch
12	LCAP Parent Survey: % of parents who strongly agree or agree that instruction at OPA effectively promotes:	Critical Thinking 83.8% Collaboration 87.1% Communication 87.1% Problem Solving 74.2% Creativity 74.2% Empathy 74.2% Character/Compassion 80.7% Civic Learning/World Readiness 67.7%	Critical Thinking - 80.1% Collaboration - 83.1% Communication - 81.2% Problem Solving - 78.4% Creativity - 78.1% Empathy - 81.5% Character/Compassion -78.4% Civic Learning/World Readiness - 73.4%		Increase each metric by 5% or maintain percentages over 95%	Critical Thinking - 3.7% Collaboration - 4% Communication - 5.9% Problem Solving +4.2% Creativity - +3.9% Empathy +7.3% Character/Compassion -2.3% Civic Learning/World Readiness +5.7%

13	LCAP Staff Survey: Rate interest in the following Professional Learning opportunities	Cultural Diversity, Welcoming Classroom, Unconscious Bias- 74.1% Effective Virtual Teaching Strategies- 40.7% Curriculum Implementation- 63% Writing Across the Curriculum- 36% Social Studies Framework- 44.4% PBIS- 66.7% IReady Assessments-40.7% Aeries Student Information System- 37% GATE Strategies- 44.4% Thinking Maps- 44.4% MTSS-59.3% Civic Learning Pathways-45.6%	Cultural Diversity, Welcoming Classroom, Unconscious Bias- 74.1% Effective Virtual Teaching Strategies- 39% Curriculum Implementation- 59.2% Writing Across the Curriculum- 53.7% Social Studies Framework- 44.4% PBIS- 70% IReady Assessments-44.4% Aeries Student Information System- 40.7% GATE Strategies- 44.4% Thinking Maps- 44.4% MTSS-59.2% Civic Learning Pathways-55.6%		Increase each metric by 5% or maintain percentages over 95%	Cultural Diversity, Welcoming Classroom, Unconscious Bias- Unch Effective Virtual Teaching Strategies- 1.7% Curriculum Implementation- 3.8% Writing Across the Curriculum +17.7% Social Studies Framework- Unch PBIS +3.3% IReady Assessments +3.7% Aeries Student Information System +3% GATE Strategies Unch Thinking Maps- Unch MTSS -.1% Civic Learning Pathways Unch
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14	Professional Development	Staff trained in multiple Intelligences (50% differentiated training) Staff trained on classroom management (50% differentiated training) Staff trained on data decision making (50% differentiated training) Staff trained on Wonders/StudySync (NA) Staff trained on Amplify Science (NA) Staff trained on Thinking Maps (100%) Staff trained on Write from the Beginning (100%) Staff trained on MTSS (100%) Staff trained on Intervention and small group strategies (100%) Staff trained on iReady Assessments (100%) Staff trained on iReady Curriculum (100%) Staff MTSS Certified: 5	Staff trained in multiple Intelligences (50% differentiated training) Staff trained on classroom management (50% differentiated training) Staff trained on data decision making (50% differentiated training) Staff trained on Wonders/StudySync (NA) Staff trained on Amplify Science (NA) Staff trained on Thinking Maps (100%) Staff trained on Write from the Beginning (100%) Staff trained on MTSS (100%) Staff trained on Intervention and small group strategies (100%) Staff trained on iReady Assessments (100%) Staff trained on iReady Curriculum (100%) Staff MTSS Certified: 5		Maintain 100% of staff trained in OPA Instructional Priorities	All staff is currently trained in OPA Instructional Priorities Staff MTSS Certified: 5
15	LCAP Parent Survey: % of parents who strongly agree or agree that instruction at OPA effectively promotes:	Critical Thinking - 71.9% Collaboration - 77.3% Communication - 74.1% Problem Solving - 74.5% Creativity - 78.3% Empathy - 73.6% Character/Compassion-75% Civic Learning/World Readiness - 74.7%	Critical Thinking - 80.1% Collaboration - 83.1% Communication - 81.2% Problem Solving - 78.4% Creativity - 78.1% Empathy - 81.5% Character/Compassion -78.4% Civic Learning/World Readiness - 73.4%		Increase each metric by 5% or maintain percentages over 95%	Critical Thinking +8.2% Collaboration +5.8% Communication +7.2% Problem Solving +3.9% Creativity -.2% Empathy +7.9% Character/Compassion +3.4% Civic Learning/World Readiness -.7%

16	LCAP Parent Survey: % of parents who strongly agree or agree that instruction at OPA effectively promotes:	High expectations for students - 89.4% Preparation for high school - 69.9 Academic supports for students- 78.8% Quality curriculum - 87.8% Rigorous courses - 83.8% Positive Learning Environment - 93.2% Engaging enrichment - 82.2%	High expectations for students - 93.9% Academic supports for students- 77.1% Quality curriculum - 92.2% Rigorous courses - 87.8% Positive Learning Environment - 93.7% Engaging enrichment - 89.2%		Increase each metric by 5% or maintain percentages over 95%	High expectations for students +4.5% Academic supports for students -1.7% Quality curriculum +13.4% Rigorous courses +5% Positive Learning Environment +.2% Engaging enrichment +7%%
17	LCAP Staff Survey: Rate interest in the following Professional Learning opportunities	Cultural Diversity, Welcoming Classroom, Unconscious Bias- 74.1% Effective Virtual Teaching Strategies-40.7% Curriculum Implementation- 63% Writing Across the Curriculum-53.9% Social Studies Framework- 44.4% PBIS-66.7% IReady Assessments-40.7% Aeries Student Information System- 37% GATE Strategies- 44.4% Thinking Maps-44.4% MTSS-59.3% Civic Learning Pathways-55.6%	Cultural Diversity, Welcoming Classroom, Unconscious Bias- 74.1% Effective Virtual Teaching Strategies-40.7% Curriculum Implementation- 59.2% Writing Across the Curriculum-53.7% Social Studies Framework- 44.4% PBIS-70.1% IReady Assessments-44.4% Aeries Student Information System- 40.7% GATE Strategies- 44.5% Thinking Maps-44.4% MTSS-59.2% Civic Learning Pathways-55.5%		Increase each metric by 5% or maintain percentages over 95%	Cultural Diversity, Welcoming Classroom, Unconscious Bias Unch Effective Virtual Teaching Strategies Unch Curriculum Implementation -3.8% Writing Across the Curriculum -.2% Social Studies Framework Unch PBIS +3.4% IReady Assessments +3.4% Aeries Student Information System +3.7% GATE Strategies +.1% Thinking Maps Unch MTSS -.1% Civic Learning Pathways -.1%

Goal Analysis for 2025-26

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.

- Standards-based curricula for all students is provided in all core subject areas. ELA - StudySync, Mathematics - iReady, Science - Amplify, Social Studies - SAVVAS, ELD - iLit or an alternative, Social-Emotional Learning - Second Step, Spanish - Realidades (SAVVAS),.
- Supplemental materials are used to enhance instruction.
- iReady MyPath personalized learning program for K-5 ELA/Reading and math is utilized so students receive real-time intervention and acceleration, as appropriate.
- All students receive World Language instruction in Mandarin (2nd and 4th Grade) or Spanish (TK,K,1,3,5) throughout their time at OPA-SV.
- An instructional aide to provide additional support for English Learners using the pull out model during the school day.
- Additional intervention opportunities are provided during small group time.
- We administer iReady common formative and summative assessments in grades K-5. These provide us with timely and relevant data that informs our decision-making, guides our instruction, and facilitates our creation and administration of targeted interventions. iReady assessments are given three times a year.
- The GATE Coordinator and GATE certified teachers provide support for differentiation and GATE testing. We will continue the GATE testing and GATE program with differentiated instruction for GATE identified students in a full inclusion model.
- A full time school counselor provides social-emotional support, group interventions, individual interventions, classroom instruction, and social-emotional instruction for all students.
- Students' opportunities to participate in field trips during both the school day and overnight field trips. Elementary students in every grade level participated in a field trip to the OC Zoo, Aquarium of the Pacific, Discovery Cube, the Mission at San Juan Capistrano and our 5th grade students were able to experience an overnight field trip at the Irvine Ranch Outdoor Education Center. Our PTSO (Honour Society) organized an enrichment field trip for our 4th grade students to travel for the day to Sacramento.
- A tip-line for students and families to anonymously report bullying or other incidents was implemented during the 2024-2025 school year.

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.

Budgeted expenditures for assessments, including GATE assessments, were less than projected.

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

Although all actions and services contribute to OPA-SV reaching our goal of increasing student academic achievement, social-emotional strength, and engagement through rigorous, engaging, high-quality curriculum and instruction utilizing the theory of multiple intelligences, some specific actions were 1.2: the purchase of intervention curriculum and 1.9 which was to provide curriculum and resources for students with special needs.

Our Intervention Specialists were able to use the research-based curriculum to assess student needs, target learning gaps during the intervention cycle, and measure progress. Our full-inclusion program for students with an IEP, which we refer to as Scholar Academy, has been enriched by the extra support and resources, as well as providing an Extended School Year program to mitigate academic regression.

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.

We increased the metrics from our LCAP educational partner surveys to ensure that we are considering perception data. During the LCAP engagement process, a focus on improving chronic absenteeism and addressing elementary health standards in fifth grade.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum	Provide standards-based curriculum for all students, for all core subject areas. ELA - Wonders, Math - iReady K-5th, Science - Amplify, Social Science/History - Savvas (K-5), Social-Emotional Learning TK-5th - Second Step, and Write from the Beginning. Insight ELD curriculum	\$80,000	N
1.2	Supplemental Materials	Based on assessment data, provide supplemental materials to enhance student learning and differentiate for individual students' needs, including English Learners and Low Income Students. Intervention curriculum to support student needs such as but not limited to: • Fountas and Pinnell Benchmark Assessment System - Addresses reading fluency, accuracy, and comprehension in 1st-5th grades • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) - Addresses foundational reading skills in K-5th grades. • Bridges Intervention for K-5 mathematics - Addresses foundational numeracy skills, computation, and place value in K-5th grades • Bridges Intervention for 3-5 mathematics - Addresses multiplication and division, fractions, and money sense • Benchmark reading assessment 1&2- This program provides research based assessment materials to identify the instructional and independent reading levels of students • Heggerty • Learning A-Z • Pear Deck subscriptions • Rock a lingua Subscriptions • Learning without Tears • Kami • mClass Supplemental materials will also be purchased to supplement ELA curriculum and meet Science of Reading Initiatives in the areas of phonics and phonemic awareness.	\$6,195	Y

1.3	Materials and Supplies	Sufficient supplies will be available to Professors to facilitate student academic achievement, including paper and office supplies, instructional materials, art supplies, Meet the Masters, media supplies, elective supplies, science materials, and other student materials.	\$35,000	N
1.4	Enrichment/Electives	Continue to provide staffing and materials for World language, STEAM, and music instruction to all students in grades TK-5. Enrichment opportunities for students such as Tae Kwon Do in grades 2-4. Leadership clubs such as PAL and Leadership will support the school community.	\$295,000	N
1.5	Enrichment/Support	Ensure ELD support, including staffing, for English Learners and intervention opportunities to support low income students in core academic areas, including integrated and designated EL services, increased intervention time through a small group learning model, and inclusion strategies for instruction. A rigorous Student Success Team (SST) process is in place to identify and implement individualized strategies for student success.	\$200,000	Y
1.6	Assessment/Diagnostics	Continue to provide and implement iReady diagnostic systems in ELA and mathematics in grades K-5 to provide data and guide instruction for targeted intervention. The diagnostic system also includes a personalized learning system, called MyPath, to help students improve in identified areas of growth and accelerate learning. Increase parent communication of iReady diagnostic results. Support statewide testing for the ELPAC, Physical Fitness Test (PFT), and CAASPP testing in Mathematics, English Language Arts/Literacy, and CAST testing.	\$23,000	N
1.7	GATE	Support a GATE program and club for gifted students to address their unique and diverse learning characteristics, including an assessment of verbal, non-verbal, and quantitative reasoning. Expand enrichment opportunities, as well as outreach for families of GATE-identified students.	\$2,000	N
1.8	Field Trip/Enrichment	Create experiential learning opportunities for students, including field trips, civic learning in the community, grade-level performances, Walk-Through California and American Revolution, and other educational enrichment to enhance student learning.	\$10,000	N
1.9	Resources for Student Groups	Curriculum and resources will be provided for students with disabilities, English Learners, and students from low income environments. An Extended School Year program for students with disabilities helps to decrease academic, social, and emotional regression. Additional intervention and support, such as Instructional Assistants, reinforce academic progress for struggling students. (Federal & State SPED and Title I 100%)	\$0	N
1.10	Comprehensive Health Education	We will provide age-appropriate, integrated health support in the elementary classroom as outlined in the Health Education Content Standards for grades K-5.	\$1,000	N
1.11	Attendance	Attendance outreach, SART/SARB, home visits, Independent study, and other options to increase attendance and decrease chronic absenteeism targeted to all students, including English Learners and low income students. PBIS rewards will be used to incentivize good attendance.	\$25,000	Y

1.12	Aeries	Provide Aeries to store, monitor and record student information, academic progress, and student conduct. Purchase a tip-line for students and families to anonymously report bullying or other incidents to administrators.	\$4,000	N
1.13	Social-Emotional Support	Retain a school counselor and school psychologist to provide social-emotional support, small groups, and individual counseling. School counselors and Teachers will provide Social-Emotional instruction for all students with emphasis on English Learners and Low income students TK-5th.	\$100,000	Y
1.14	Intramural Sports Program	Build an intramural sports program for students in grades 4-5 to support physical well-being and team-building.	\$2,000	N
1.15	Full Steam Ahead	Full Steam Ahead program will be offered during summer for students who are identified as performing one grade level or more below standards (ELOP funded)	\$0	N
1.16	WASC Accreditation	We will begin the accreditation process to validate quality programs and ongoing school improvement.	\$1,000	N

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
2	Highly qualified staff will participate in professional development focused on 21st century teaching and learning	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We recognize that we live in a rapidly changing world, and the traditional ways of teaching and learning may not be enough to prepare our students for success in the 21st century. That is why we are committed to providing our students with a learning environment that is forward-thinking, innovative, and meets the needs of a globalized society.

To achieve this goal, we believe that hiring and retaining a highly qualified staff is crucial. Our educators are not only experts in their respective fields but are also committed to providing our students with the best possible education. We believe that our educators are lifelong learners, and as such, we provide them with opportunities for professional development that focuses on 21st-century teaching and learning.

Professional development is an ongoing process that enables our educators to stay up-to-date with the latest teaching methodologies, trends, and technologies. It provides them with opportunities to reflect on their practices, exchange ideas with peers, and explore new ways

of teaching and learning. All staff participate in four days of professional development that take place before school starts and on two professional development days embedded within the school year. Our educators participate in professional development that focus on the following and more:

Student Grouping Strategies and Small Group Instruction

Technology Integration

Project-Based Learning

Creating Flipped Classrooms

Using Google Classroom

iReady Math Assessment Development and Administration

Full Inclusion Strategies

Reading and Writing Strategies

Assessment Planning and Strategies

Social and Emotional Learning

Creating a Welcoming and Inclusive School

We believe that investing in our educators' professional development is a vital component of providing our students with a 21st-century education. We are committed to ensuring that our educators are equipped with the skills, knowledge, and expertise to provide our students with an education that prepares them for success in the 21st century.

We will use multiple measures to assess our effectiveness in meeting this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of credentialed Teachers	2023-2024 - 100%	2024-2025 - 100%		Maintain 100% of teachers appropriately assigned	Unchanged
2	Number of professional development opportunities: Certificated Classified Administration	2023-2024 Certificated: 28 Classified: 7 Administration: 8	2024-2025 Certificated: 28 Classified: 7 Administration: 8		Maintain Professional Develop Opportunities: Certificated-30 Classified-10 Administration-10	Unchanged
3	LCAP Staff Survey: % of staff who strongly agree or agree that OPA:	Makes sure that staff are credentialed-96.3% Recruits high quality staff-96.3% Retains high quality staff-51.9% Provides opportunities for staff to give input -88.9% Provides positive work environment - 81.5% Encourages staff collaborations- 92.6%	Makes sure that staff are credentialed-98.2% Recruits high quality staff-92.5% Retains high quality staff-51.9% Provides opportunities for staff to give input -88.8% Provides positive work environment - 81.5% Encourages staff collaborations- 92.6%		Increase each metric by 3% or maintain percentages over 95%	Makes sure that staff are credentialed +1.9% Recruits high quality staff -3.8% Retains high quality staff 0% Provides opportunities for staff to give input -.1% Provides positive work environment 0% Encourages staff collaborations 0%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

SV continues to attract and hire highly-skilled, credentialed teachers, instructional assistants, and instructional support staff to support students with special needs. We have established a comprehensive professional development plan that provides ongoing, targeted professional development throughout each school year. Teachers are using Thinking Maps and GATE icons in all classrooms. Professional development is provided to our administrators to build their capacity in instructional leadership, interpersonal communication, and collaboration. OPA has established professional development reimbursement allowances that promote a growth mindset and provide additional training for staff. Staff can be reimbursed for up to \$1,000 for approved professional development activities.

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.

There was a significant difference in budgeted expenditures and estimated actual expenditures primarily due to lower enrollment than originally budgeted, therefore reduced overall expenditures, including early retirement for the Director of Student Services and Accountability and several vacant positions. The 2025-26 proposed budget for these actions are accurately aligned for the 2025-26 school year.

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

Adding the Trainer-of-Trainers for goal 2.2 has provided additional professional development opportunities for all staff members and consistency of implementation of our new writing program.

The additional staff added, including rotational teachers and speciality teachers for world language, have allowed us to support smaller class sizes and teacher retention.

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.

Goals, metrics, target outcomes and actions will remain the same for the coming year in order to review and compare our first two years of comprehensive data. A Professional Development Plan will be developed focused on Professional Learning Communities, adding professional development for new curriculum/reading screener, WASC accreditation training, and curriculum development.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing - General	Hire and retain highly-skilled credentialed teachers, instructional assistants, and instructional support staff to support students with disabilities, student learning, and reduce class sizes to TK 10:1, grades K 25:1, Grade 1 26:1, 2-3 28:1, and grades 4-5 30:1. Hire highly skilled support and administrative staff to sustain a thriving school environment. Onboarding strategies will be enhanced to retain qualified staff.	\$3,900,000	N
2.2	Professional Development - General	High quality professional development opportunities are available for all teachers and support staff for all adopted curriculum and implementation focus areas, including research-based instructional practices and programs, collaborative learning communities, and Focus Groups. Some academic professional learning programs may include Thinking Maps, Write from the Beginning, Second Step, PBIS, MTSS, GATE, Inclusion and Behavioral strategies. Professional learning is also provided for support staff, including Aeries and technology conferences, webinars, Orton Gillingham, and leadership training. EEBG funded	\$21,232.50	N
2.3	Professional Development - PLCs	Provide staff with grade-level collaboration opportunities to review individual and aggregate data, as well as to work jointly on small group intervention practices, instructional strategies, lesson planning, assessment, etc. Subject Area Coordinators have been added to support the PLC process and Focus Groups.	\$1,000	N
2.4	Professional Development - Reimbursement	Provide professional development reimbursement stipends to encourage professional growth for teachers and classified staff in their area of interest. (Educator Effective Block Grant Funds)	\$5,000	N
2.5	Professional Development - Administration	Professional development, workshops, and professional academies are offered for administrators to increase leadership, knowledge, and technical skills. EEBG funded	\$3,000	N

Goal #	Description	Type of Goal
3	Safe, secure, well-equipped learning environments will be provided for student activities.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We understand that safety is paramount in providing a conducive learning environment for our students. As such, we are committed to ensuring that our school is a safe and secure place where students can learn, grow, and thrive without fear or distraction. To achieve this goal, we have implemented various measures to ensure that our students are safe and secure in our school. We have a comprehensive safety plan that outlines emergency procedures, security protocols, and crisis management procedures. Our staff is trained in responding to emergencies, and we conduct regular safety drills to ensure that our students are prepared in the event of an emergency. Furthermore, we have invested in a state-of-the-art security system that includes surveillance cameras, an intercom system, and access control protocols. Our security systems are regularly maintained and upgraded to ensure their effectiveness.

To further ensure the safety and efficacy of the learning environment, we support students' mental health and social and emotional well-being through a Multi-Tiered System of Supports (MTSS) that includes Positive Behavioral Interventions and Supports (PBIS) and the ongoing efforts of our Student Success Team (SST). The SST is a general education body that strives to involve all educational partners in creating effective solutions for meeting each student's needs. These solutions include, but are not limited to, personalized instructional strategies and specific academic, behavioral, and social-emotional interventions and supports. The SST process may lead to a continuum of educational programming and services for maximizing student success within the school environment.

Our mental health and school counseling staff provide training and support to all general education and specialized teaching and support staff on how to integrate social and emotional learning into daily lessons and how to employ community building strategies. We have an effective referral system in place for academic, behavioral, and social emotional needs for our students.

A well-equipped learning environment is also essential in promoting student learning and engagement. Our school is equipped with modern classrooms, technology, and resources that cater to the diverse learning needs of our students. We have a robust media center, computer labs, science and STEAM labs, and music and art rooms that provide our students with opportunities to explore their interests and talents.

In addition, we recognize that students learn best in a clean and comfortable environment. That is why we have dedicated site and district staff who maintain our facilities and keep our school clean and well-maintained. We facilitate repairs in a classroom through regular inspections, disseminating reports, creating work orders, following up on work order prioritization, coordination of repairs, working with teachers to create spaces that align with "Good Repair" standards, and through other best practices. We utilize the Facilities Inspection Tool (FIT) when inspecting our facilities for "Good Repair" to comply with California Education 17002(d)(1).

We will use multiple measures to assess our effectiveness in meeting this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of Chromebooks available for student use	520 Devices	540 Devices		Maintain 1:1 devices for students	Increase in student enrollment by 20 devices
2	Classroom Technology	iPads- All teachers have access to an iPad and STEAM has 10 mini-iPads. All classrooms have Smart TVs and Chromecast All teachers have a laptop	iPads- All teachers have access to an iPad and STEAM has 10 mini-iPads. All classrooms have Smart TVs and Chromecast All teachers have a laptop]		Maintain a FIT score of Good for facilities inspection	Unchanged
3	Facilities Inspection Tool (FIT)	2023-24 FIT score: Good	2024-25 FIT score: Good		Continue to provide all teachers with a laptop. Maintain the classroom TV's and Chromecast, and maintain all teachers having access to an ipad and the 10 additional mini iPads for STEAM lab.	Unchanged
4	Technology	New single mode fiber, MDP,	New single mode fiber, MDP,			Unchanged

5	Suspension Rates	All students: 0 Suspensions English Learner: 0 Social-Economically Disadvantaged (SED): 0 Students with Disabilities (SWD) : 0 Student Groups African American: 0 Asian: 0 Filipino: 0 Two or more races: 0 Hispanic: 0 White: 0	All students: 0 Suspensions English Learner: 0 Social-Economically Disadvantaged (SED): 0 Students with Disabilities (SWD) : 0 Student Groups African American: 0 Asian: 0 Filipino: 0 Two or more races: 0 Hispanic: 0 White: 0		Maintain suspension rate to under 1%	Unchanged
6	Expulsion Rates	0	0		Maintain a 0% expulsion rate.	Unchanged
7	LCAP Student Survey: % of students who strongly agree or agree that OPA:	2023-2024 Survey Provides counseling support: 73.3% Provide programs that build character: 64% Encourages good behavior: 84.4% Is a safe place: 81% Takes bullying seriously: 68.4% Provides fair and appropriate discipline: 67.8% Provides a positive environment: 77.6%	2024-2025 Survey Provides counseling support: 78.1% Provide programs that build character: 63.7% Encourages good behavior: 82.9% Is a safe place: 77.2% Takes bullying seriously: 68.7% Provides fair and appropriate discipline: 69.7% Provides a positive environment: 77.5%		Increase each metric by 5%	Provides counseling support: +4.9% Provide programs that build character: -.3% Encourages good behavior: -1.39% Is a safe place: -3.8% Takes bullying seriously: +.3% Provides fair and appropriate discipline: +2.1% Provides a positive environment: -.1%
8	LCAP Student Survey: % of students who strongly agree or agree that OPA teachers:	2023-2024 Survey Encourage me to have good behavior: 84.4% Help me when I feel upset: 66% Listen to me: 78.3%	2024-2025 Survey Encourage me to have good behavior: 82.8% Help me when I feel upset: 68% Listen to me: 85.1%		Increase each metric by 5%	Encourage me to have good behavior: -1.6% Help me when I feel upset: +2% Listen to me: +6.8%

9	LCAP Student Survey: % of students who strongly agree or agree that OPA:	2023-2024 Survey I trust my teachers and school staff: 82% I have friends on campus: 92.5% Students respect me: 59.6%	2024-2025 Survey I trust my teachers and school staff: 78.7% I have friends on campus: 93.1% Students respect me: 68.1%		Increase each metric by 5% or maintain percentages over 94%	I trust my teachers and school staff: +3.3% I have friends on campus: +.6% Students respect me: +7.5%
10	LCAP Student Survey: % of students who strongly agree or agree that OPA:	2023-2024 Survey Use technology at school: 88.3% Have access to technology at home: 86.4% Have access to adequate technology and materials: 79.1 %	2024-2025 Survey Use technology at school: 76.9% Have access to technology at home: 84.7% Have access to adequate technology and materials: 77.6%		Increase each metric by 5%	Use technology at school: -11.4% Have access to technology at home: -1.7% Have access to adequate technology and materials: -1.5%
11	LCAP Staff Survey: % of staff who strongly agree that OPA provides:	2023-2024 Survey A safe place for students: 100% A positive learning environment: 100% A well maintained facility: 85.7% Student access to technology: 100% Programs that build character: 92.9% Social-emotional supports: 89.3% Behavioral supports: 92.9%	2024-2025 Survey A safe place for students: 100% A positive learning environment: 100% A well maintained facility: 85.7% Student access to technology: 100% Programs that build character: 81.9% Social-emotional supports: 89.2% Behavioral supports: 93.9%		Increase each metric by 5% or maintain percentages over 95%	A safe place for students: 0% A positive learning environment: 0% A well maintained facility: 0% Student access to technology: 0% Programs that build character: -11% Social-emotional supports: -.1% Behavioral supports: +1%
12	LCAP Staff Survey: % of staff who strongly agree or agree that at OPA:	2023-2024 Survey School staff listens to students- 100% Students are respected by peers - 96.4% Students are respected by staff - 100% Students feel like they belong - 100%	2024-2025 Survey School staff listens to students-96.3% Students are respected by peers - 92.8% Students are respected by staff - 100% Students feel like they belong - 100%		Increase each metric by 5% or maintain percentages over 95%	School staff listens to students: -3.7% Students are respected by peers: -1.6% Students are respected by staff: 0% Students feel like they belong: 0%

13	LCAP Parent Survey: % of Parents who strongly agree or agree that OPA provides:	2023-2024 Survey A safe place for students - 92.1% A positive learning environment - 93.2% A well maintained facility-81.2% Adequate technology-87.4% Programs that build character-75% Social-emotional supports-72.2% Behavioral supports-72.4%	2024-2025 Survey A safe place for students - 82.9% A positive learning environment - 93.7% A well maintained facility-80.2% Adequate technology-88% Programs that build character-76.6% Social-emotional supports-77.2% Behavioral supports-73.8%		Increase each metric by 5% or maintain percentages over 95%	A safe place for students: -9.2% A positive learning environment: +.5% A well maintained facility: -1% Adequate technology: +.6% Programs that build character: 1.6% Social-emotional supports: 0% Behavioral supports: +1.4%
14	LCAP Parent Survey: % of Parents who strongly agree or agree that at OPA:	2023-2024 Survey Teachers listen to students-81.6% Students are respected by peers-78.5% Students are respected by staff-91.5% Students feel like they belong-87.3% Students trust teachers and staff-84.8% Staff encourage students regularly-85.5%	2024-2025 Survey Teachers listen to students-92.1% Students are respected by peers-72.2% Students are respected by staff-83.8% Students feel like they belong-89.1% Students trust teachers and staff-93.9% Staff encourage students regularly-92.2%		Increase each metric by 5% or maintain percentages over 95%	Teachers listen to students: +10.5% Students are respected by peers: -6.3% Students are respected by staff: -7.7% Students feel like they belong: +1.8% Students trust teachers and staff: +9.1% Staff encourage students regularly: +6.7%

Goal Analysis for 2025-26

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.

- 1st-5th grade students were provided access to 1:1 technology that supports their instruction and achievement.
- We have established and implemented a student Chromebook and teacher technology refresh plan, as well as a plan for providing and upgrading classroom technology.
- We have a full-time campus supervisor who monitors students during lunch and recess.

- OPA-SV retained custodial and facilities staff who serve the campus and ensure it is safe, clean, and well-maintained.
- We employ the RAPTOR system to promote school safety by ensuring only authorized individuals are permitted on campus.
- OPA-SV ensures that every classroom has appropriate furniture and equipment that support student learning and enrichment activities.
- Physical education equipment was provided and is upgraded, as needed.
- STEAM technology and equipment (such as robotics kits, arduino electronic boards, iPads, and 3-D printers) were purchased to support our provision of a robust computer science program.
- OPA-SV utilized a new meal service provider to support its breakfast and lunch programs with a full menu of nutritious student options.
- A Comprehensive School Safety Plan was reviewed and revised and approved by the Oxford Preparatory Academy Board of Directors at the start of the year. Students and staff perform quarterly safety drills, and safety training was provided for staff, including CPR and emergency response protocols. School safety and disaster preparedness equipment was maintained and provided to staff. Security cameras and other security systems, such as the RAPTOR system, are employed to further enhance campus safety.
- OPA-SV utilized technology support staff to maintain the campus infrastructure and support school-wide technology use.

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.

The budgeted differences were for an increase in chromebooks because of an increase in student enrollment.

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

Goal three focuses on providing students with a safe, secure, and well equipped learning environment. We made significant improvements in this area which included upgrade (Action 3.1 and 3.10), safety improvements (Actions 3.2, 3.7 & 3.9) and campus improvements (Action 3.11)

Safety improvements included security cameras, front door entry systems, and RAPTOR Technology System.

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.

Goals, metrics, target outcomes and actions will remain the same for the coming year in order to review and compare our first two years of comprehensive data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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3.1	Technology	Continue to provide technology to support student learning and staff instruction, including an annual chromebook refresh plan for all grades, classroom technology upgrades, and a staff computer refresh. Continue to provide maintenance and Chromebook replacements for damaged or outdated devices. Sound upgrades to Honour Hall. Purchase iPads for staff members to use for better instructional delivery and classroom sets of mini-iPads for STEAM classes	\$40,000	N
3.2	Supervision Support	Hire a campus supervisor to support student behavioral expectations, monitor students during lunch and recess, and build positive relationships with students. Maintain part-time Boys and Girls club support to provide extra supervision during lunch and recess.	\$135,000	N
3.3	Facilities Staffing and Supplies	Utilize custodial/facility staff and services to assure the campus is safe, clean, and well-maintained. Custodial and maintenance staff will have supplies to ensure a clean and well-maintained facility.	\$180,000	N
3.4	Classroom Equipment	Assure that classrooms and other school areas have sufficient furniture and equipment to support student learning and activities. Including Physical Education equipment for the intramural sports program and recess activities and equipment to run a robust STEAM program.	\$5,000	N
3.5	Innovative Learning Spaces	Upgrade classroom furniture and other instructional areas to support flexibility, collaboration, and better visibility. Other student-centered learning spaces within existing classrooms, including calming corners will be added.	\$3,000	N
3.6	Multi-Tiered System of Support (MTSS) and Positive Behavior Intervention and Support (PBIS)	A Multi-Tiered System of Support (MTSS) Framework will be implemented, with a Positive Intervention and Support (PBIS) domain and training, to support the behavioral and social-emotional development of all students, promote a safe school climate, and improve student attendance. Training funded through EEBG funds.	\$3,500	N
3.7	Food Services	Provide staffing and nutritious food before school, recess and lunch time to support the breakfast and lunch program for all students, including those receiving free and reduced lunch programs.	\$55,000	N
3.8	Campus Safety	Development and implementation of Comprehensive School Safety Plans and regular safety drills. Provision of safety training for staff, including CPR, active shooter, emergency response, etc. Provision of safety and disaster preparedness equipment, security cameras, and other security equipment, including RAPTOR Security System, a badging system, and a new PA System.	\$10,000	N

3.9	Technology Support	Maintain and improve infrastructure to support school-wide technology use.	\$5,000	N
3.10	Facility Upgrades/Improvement	Multi-year budget projections are developed to enhance the student learning environment, address facility and maintenance needs, and make other campus improvements.	\$70,000	N

Goal #	Description	Type of Goal
4	All educational partners will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and the community that strengthens communication and meaningful participation.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that education is a collaborative effort that involves all educational partners, including parents, students, staff, and the community. We recognize that involving our educational partners in the learning process is essential in promoting student success and creating a supportive learning environment. By involving our educational partners, we can create a sense of community, promote open and honest communication, and create a shared sense of responsibility for our students' success.

To achieve this goal, we are committed to providing various opportunities for our educational partners to engage in the learning process. Some of these opportunities include:

Parent-Teacher Conferences: We organize regular parent-teacher conferences to provide parents with an opportunity to meet with their child's teachers, discuss their child's progress, and receive feedback on their child's academic and social-emotional development.

School Site Council (SSC): Our SSC is composed of parents, students, staff, and community members. The council meets regularly to provide feedback on school policies and programs, make recommendations for school improvement, and promote community engagement in our school.

School Safety Committee: This advisory body is composed of staff, parents, and students, and its primary function is to provide ongoing guidance in the development and revision of the Comprehensive School Safety Plan and thereby ensure that our campus remains optimally safe and secure.

Honour Society: This is our Parent-Teacher Organization, and parents are highly encouraged to volunteer their time for supporting e activities of this incredibly supportive organization.

School-wide Student Recognitions: We encourage parents to become involved in celebrating their students' successes and achievements.

Parent Engagement Committee: This committee of staff, parents, and students works to create opportunities for parents to provide their input on school matters and to become more actively involved in school activities both on and off campus.

Volunteer Opportunities: We encourage parents, community members, and staff to volunteer their time and talents to support our school. Volunteers can assist in classrooms, provide coaching and mentoring, and support various school events and activities.

Community Partnerships: We collaborate with community organizations and businesses to provide our students with additional resources and opportunities. These partnerships provide our students with access to mentors, internships, and other resources that support their academic and personal growth.

We will use multiple measures to assess our effectiveness in meeting this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of Parent Education Opportunities	5	4		Increase the number of parent education opportunities to one per month.	Decrease of1
2	Number of Recognition Events	4	4		Maintain the large number of student recognition events on campus.	Unchanged

3	Number of parents attending DELAC	Four DELAC meetings were scheduled for the 23-24 school year. Seven attendees (3 parents/4 staff) were at the 10/17/23 meeting. Six attendees (3 parents and 3 staff) were at the 1/18/24 meeting. Nine attendees (5 parents and 4 staff) were at the 3/19/24 meeting. Four attendees (3 parents and 1 staff) were at the 5/21/24 meeting	Four DELAC meetings were scheduled for the 24-25 school year. Nine attendees (6 parents and 3 staff) were at the 10/17/24 meeting. Nine attendees (8 parents and 2 staff) were at the 1/16/25 meeting. Two attendees (1 parent and 1 staff) were at the 3/13/25 meeting. Six attendees (3 parents and 3 staff) were at the 5/22/25 meeting		Continue to hold 4 DELAC meetings per school year. Focus on increasing parent attendance to have a minimum of 10 parents attend each meeting.	Unchanged
4	Number of Parent Involvement Opportunities	DELAC - 3 School Site Council - 3 Honour Society - 11 Board Meetings - 23 LCAP Committee Meetings - 1 OPA Town Hall - 1 University Orientation (BTSN) - 1 Open House - 1 Meet Your Professor - 1 Prospective Parent Night- 1 Chancellor Chats - 4 Total Opportunities -	DELAC - 3 School Site Council - 3 Honour Society - 11 Board Meetings - 7 LCAP Committee Meetings - 1 OPA Town Hall - 1 University Orientation (BTSN) - 1 Open House - Planned for April OPA Strategic Planning - 1 Meet Your Professor - 1 Chancellor Chats - 2 Total Opportunities - 13		Maintain the large number of parent involvement opportunities with a focus on increasing the number of parent education nights.	Unchanged

5	Racial, ethnic, and special population diversity	English Learners - 9.8% Socioeconomically Disadvantaged (SED)-14.8% Students with Disabilities (SWD)- 7.1% Black- 2.2% Hispanic -17.7% White- 26% Asian- 27% Two or more races- 20.5%	English Learners - 9.2% Socioeconomically Disadvantaged (SED)-9.4% Students with Disabilities (SWD)- 9.7% Black- 1.2% Hispanic -17.1% White- 28.7% Asian- 27.8% Two or more races- 19.8%		Continue to support the enrollment of a diverse population by community outreach	English Learners - Decrease by .6% Socioeconomically Disadvantaged (SED)- Decreased by 5.4% Students with Disabilities (SWD)- Increase of 2.6% Black- Decrease by 1% Hispanic - Unchanged White- Increase by 2.7% Asian- Increase by .8% Two or more races- Decrease by .7%
6	LCAP Parent Survey: % of Parents who strongly agree or agree that OPA:	2023-2024 Survey Encourages input - 80.7% Creates parent involvement opportunities - 88.6% Partners with local businesses and community organizations - 73.4% Provides parent education opportunities - 68.2% Provides adequate communication with parents - 85.4%	2024-2025 Survey Encourages input - 84.2% Creates parent involvement opportunities - 82.1% Partners with local businesses and community organizations - 82.7% Provides parent education opportunities - 82.7% Provides adequate communication with parents - 89%		Increase each metric by 5% or maintain percentages over 95%	Encourages input: +3.5% Creates parent involvement opportunities: -6.5% Partners with local businesses and community organizations: +9.3% Provides parent education opportunities: +14.5% Provides adequate communication with parents: +3.6%

Goal Analysis for 2025-26

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.

To increase parent access to OPA-SV events and recognitions, cameras, microphones, and technology to livestream different school events and celebrations to expand access to our educational partners.

Student recognition events were expanded to include the California Department of Education Civic Learning Pathway awards as well as a school-wide community building event to celebrate OPA’s designation as a California Distinguished School and PBIS Platinum award.

We provide student recognition events to promote student engagement and motivation such as Semester Awards, Cum Laude, PBIS Awards, 5th Grade Promotion, and EL Redesignation Recognition.

To increase our enrollment and diversity OPA-SV increased our outreach through digital and print platforms.

Due to feedback from our LCAP survey, we made an intentional effort to expand parent education nights to include substance abuse, bullying, cyberbullying, and healthy habits. Parent involvement, education, and leadership was also celebrated with our new OPA Parent Ambassador program.

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.

No Significant differences were reported

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

Goal 4 assures that all stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and the community that strengthens communication and meaningful participation. Specific actions that contributed to progress towards this goal include adding live streaming equipment for OPA events (Action 4.1), adding the Civic Learning Pathway Award for 3rd and 5th grade students (Action 4.2).

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.

Through parent input in the survey and LCAP engagement process, actions and services were expanded to include a new parent liaison position to support outreach and parent education. Other changes that resulted from community input included adding childcare support during parent/family events, expanding fundraising opportunities, incentivizing parent education nights and adding a “We Tip” line to promote educational partners sharing concerns with administration.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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4.1	School to Home Communication	Communication with parents, families, and the community through a variety of media, including, but not limited to, AERIES Communications, Website (Edlio), SMORE, Google Classroom, Lightspeed Firewall (Troxell), Email, Niche.com, social media, etc. Furthermore, an Anonymous TIP line with an email counterpart will be implemented in 2024-25 to promote educational partners sharing concerns with administration.	\$20,000	N
4.2	Student Recognition	Student recognition events will be maintained to promote student engagement and motivation through Trimester Student Awards, student recognitions, Cum Laude, OPA Awards, 5th grade Farewell, pathway to civic learning awards, and Redesignation Recognition.	\$2,000	N
4.3	Parent Collaboration and Decision-Making Opportunities	Establishment of opportunities for parents to become involved in the school community and provide input into school decisions, including but not limited to School Site Council, LCAP/Strategic Planning Partnership Activities, Art Masters, Honour Society (PTSO), University Parents (Room Parents), and OPA Showcase. Maintain a Parent Ambassador program to promote school involvement and volunteerism, parent education and voice, and parent leadership.	\$100	N
4.4	Additional EL Collaboration and Decision-Making Opportunities	Facilitation of English Learner Advisory Council meetings to provide involvement and input opportunities for parents of English Learners.	\$100	Y
4.5	School Outreach	Development of outreach activities to increase enrollment and student diversity to communicate with the community regarding school programs. This includes the translation of all enrollment materials into Spanish. Provide support through a Community Outreach Coordinator.	\$50,000	Y
4.6	Parent Education	Provision of parent education opportunities and events, including Chancellor Chats; Parent Education Nights, including topics such as Cyber-Safety and Technology, Curriculum and School Program Information, Middle School Transition Information, Social-Emotional Learning, GATE Strategies, and Multiple Intelligences; and outside guest speakers and professionals. Partner with Boys and Girls Club to provide child care and increase attendance at parent education events.	\$500	N
4.7	Extracurricular Activities	Continue to provide opportunities for all students to participate in after-school and within school hours clubs, Making Academic Jumps Over Rigorous Standards (MAJORS), and other activities to promote their involvement, engagement, and sense of connection to the campus including university themed supplies.	\$8,000	N

4.8	Self Care and Mental Health Resources	Administrators will provide staff resources to promote self care and mental health	\$1,000	N
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$265,088	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.3%	0%	\$0	4.3%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Students may be scoring 1 or more years below grade level.	Is provided to all students who assess one to two years below grade level.	iREADY assessments, CAASPP
1.5	Students may be in need of accelerated coursework due to academic levels.	To provide courses and materials to challenge students to achieve at high academic levels.	GATE testing, iREADY assessments, CAASPP
1.13	Students identified as needing counseling and mental health services due to circumstances related to learning English, foster placement, or socioeconomic needs.	Counseling and Mental Health services targeted to student needs.	Surveys, counseling data

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
N/A	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
N/A	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	3:104	N/A
Staff-to-student ratio of certificated staff providing direct services to students	3:104	N/A