

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 Middle School (OPA-MS) is a public charter school authorized under the Orange County Department of Education. It is an exemplary center for higher learning where students from sixth through eighth grade are inspired and prepared to pursue a university-level education. In addition to outstanding, standards-based instruction in core coursework, OPA-MS students enjoy a wide variety of elective classes and activities in music, art, digital media, computer science, business Peer Assistance Leadership, ASB, World Language, athletics, and others that foster the development of well-rounded individuals. We strive to meet the needs of the whole child; therefore, each student’s social-emotional well-being and mental health are prioritized within our comprehensive, multi-tiered system of support.

Based upon the 2024-2025 data drawn from Dataquest,, the current OPA-MS enrollment is 494 students. OPA MS's significant student student groups include 9% Special Education, 4% English Learners, and 21% Socioeconomically Disadvantaged. The significant student race/ethnicity student groups at Oxford MS include 21% Hispanic, 24% Asian, 7% Filipino, 13% Two or More Races, 3% African American, and 35% White.

Our Vision

Oxford Preparatory Academy Middle School's vision is to create a center for higher learning where students from sixth through eighth grade are prepared to pursue university-level academic studies and acquire the skills and knowledge necessary for success in the global community of the 21st century. Through the provision of dynamic instruction and a comprehensive multi-tiered system of support, we will ensure that every OPA-MS student meets or exceeds grade-level expectations and becomes a critical thinker who is a self-motivated, competent, and lifelong learner.

Our Mission

We believe that all students are unique and gifted individuals. We are committed to working collaboratively to develop life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

We fulfill our mission by doing all of the following:

- Emphasizing high academic standards, respect, patriotism, and courtesy
- Providing a structured environment conducive to learning

- Expecting and active parent participation and the support of school policies and programs
- Implementing the Theory of Multiple Intelligences as part of instruction
- Offering on-going 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 at all grade levels
- Providing innovative, engaging learning experiences, including STEAM, eSports, 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-MS has established a graduate profile called the Champion Profile that clearly identifies the 6Cs we strive to develop in every student: Critical Thinking, Communication, Character, Creativity, Collaboration, and Civic Engagement. Furthermore, it breaks each of these competencies down into its attendant skills, aptitudes, and qualities that every OPA-MS student is expected to master by promotion. The Champion Profile demonstrates our commitment to personalized learning that guarantees every student's mastery, and it enhances our efforts to focus the OPA-MS community on the development of the skills and habits of mind that matter most in school and the world beyond.

At OPA-MS, our staff engage fully in the Cycle for Effective Instruction and collaborate frequently in Professional Learning Communities (PLCs) to study timely and relevant data drawn from multiple performance measures. Our ongoing monitoring of metrics, analysis of data, and subsequent refinement of instructional practices to meet every child's unique learning needs make Oxford a place where achievement is both expected and the norm. We view challenges as opportunities to shine, and we ensure that both our students' and staff members' successes are celebrated.

OPA-MS teachers and administrators are also committed to continuous self-improvement and participate in ongoing professional development on creating engaging lessons, providing effective academic and behavioral supports, and enhancing learning opportunities for students. This continuous learning ensures that our students are engaged in meaningful communication, collaboration, creative thinking, and critical thinking activities throughout each school day, and these build their capacity for each while simultaneously developing their content area knowledge.

Reflections: Annual Performance

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

This is the first year Oxford Preparatory Academy Middle School has appeared on the California School Dashboard, however, performance colors and growth indicators will not be available until fall of 2025. The iReady diagnostic was given three times during the 2024-2025 school year to measure student growth in the area of reading and math.

The following growth was recorded in the area of reading on the iReady assessment: 6th grade students grew from 70% to 72% at or above grade level, 7th grade students grew from 65% to 78% at or above grade level, and 8th grade students increased from 70% to 71% at or above grade level.

The following growth was recorded in the area of math on the iReady assessment: 6th grade students decreased from 76% to 73% at or above grade level, 7th grade students grew from 67% to 80% at or above grade level, and 8th grade students grew from 69% to 73% at or above grade level.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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.

Oxford Preparatory Academy-Middle School 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-MS 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.

The following groups were actively involved in the LCAP development process:

Educational Partner(s)	Process for Engagement
School Staff Team	Our staff participated in our LCAP Educational Partner Survey, as well as regular staff meetings and an OPA Middle School Leadership Committee met monthly to provide input on the actions and services in the LCAP.
LCAP Strategic Planning Committee	Composed of parents, staff, administration, and school board members, this group met 3 times throughout the year (1/14/25, 2/12/25, and 5/13/25) to analyze schoolwide data, and review/revise/create new LCAP goals, services, and actions.
School Site Council	The School Site Council (SSC) is composed of parents, staff, and administrators from OPA-MS. This group meets monthly throughout the year to analyze and discuss schoolwide data; review LCAP goals, services, and actions; and update 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	This group of parents was provided updates on school goals and services during their regular meetings and provided input regarding desired changes to service, actions, and goals.

District English Learner Advisory Committee (DELAC)	During this committee's meetings, the results from the ELPAC were discussed, along with testing plans and reclassification criteria. DELAC members provided feedback regarding ways to increase and improve EL parent participation and the support provided EL students.
Focus Groups	OPA Staff Members meet in Focus Groups (MTSS, PBIS, GATE, School Safety, and Parent Involvement) to provide input in these core areas of implementation, which are aligned with LCAP Goals and services.
Annual LCAP Survey	An annual LCAP survey is sent out to students, staff and parents. This tool permitted us to gather educational partner input regarding progress toward achieving the current LCAP goals, school climate, academic achievement, school programs, and ideas for improvement in the Eight State Priorities. Information was received from staff, 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 session.
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.

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

The LCAP Goals which drive the LCAP actions and expenditures were updated as a result of educational partner input and analysis of school data. Results from the Annual LCAP Survey were also used to determine areas of concern/need at the school and develop actions to address these concerns/needs. We sought input from our school community regarding progress toward previous goals, action plan areas completed or still in progress, areas of strength and need, and school climate.

Our community analyzed our proposed actions and services during our Educational Partnership Engagement Process. The specific actions or services were discussed through a feedback protocol. The feedback addressed the success of many enrichment opportunities, increased hands-on learning to enhance our curriculum and instruction, implementation of W.E.B. 6th grade orientation, and facility improvements. No new actions were recommended.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<i>Increase student academic achievement, social-emotional strength, and engagement through rigorous, engaging, high-quality curriculum and instruction utilizing the Theory of Multiple Intelligences.</i>	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. This approach recognizes that students possess diverse strengths and abilities, which can be effectively supported through differentiated instruction. By leveraging these multiple intelligences, educators cultivate an engaging and rigorous learning environment that promotes academic achievement and personal 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.

We 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 State Assessments (CAASPP): % of students Meeting or Exceeding Standards in each significant student group - All Students - EL - SED - SWD - Asian - Two+ Races - Hispanic - White	No official 2022-23 CAASPP data Calculated results by grade level from OPA SOC and OPA SV are: ELA 6th grade: 79.8% Meeting or Exceeding Standards ELA 7th grade: 83.9% Meeting or Exceeding Standards ELA 8th grade: 78% Meeting or Exceeding Standards	- All Students 77.6% - EL 16.7% - SED 57.7% - SWD 35.2% - Asian 91.2% - Two+ Races 86.6% - Hispanic 56.8% - White 77.1%		ELA CAASPP Meeting or Exceeding All Students 88% EL, SWD, and SED increase by 5% over 2023-24 data	Year 1 Outcome is an official baseline for ELA CAASPP data
2	ELA Local Assessments (iReady): % of students At or Exceeding Grade Level for each grade, 6th - 8th.	(2024 Spring Administration) 6th: 70% 7th: 65% 8th: 70%	(2025 Spring Administration) 6th: 72% 7th: 78% 8th: 71%		By the Spring 2027 administration, all grade levels are 80% at or above grade level	Change from baseline: 6th: increase of 2% 7th: increase of 13% 8th: increase of 1%

3	Mathematics State Assessments (CAASPP): % of Students Meeting or Exceeding Standards in each significant student group • All Students • EL • SED • SWD • Asian • Two+ Races • Hispanic • White	No official 2022-23 CAASPP data Calculated results by grade level from OPA SOC and OPA SV are: Math 6th grade: 65.4% Meeting or Exceeding Standards Math 7th grade: 78.8% Meeting or Exceeding Standards Math 8th grade: 58.4% Meeting or Exceeding Standards	• All Students 63.5% • EL 16.7% • SED 38.5% • SWD 27.8% • Asian 84.7% • Two+ Races 77.8% • Hispanic 38.5% • White 58.6%		Math CAASPP Meeting or Exceeding All Students 80% EL, SWD, and SED increase by 5% over 2023-24 data	Year 1 Outcome is an official baseline for ELA CAASPP data
4	Mathematics Local Assessments (iReady): % of students At or Exceeding Grade Level for each grade, 6th - 8th.	(Spring 2024 Administration) 6th: 76% 7th: 67% 8th: 69%	(2025 Spring Administration) 6th: 73% 7th: 80% 8th: 73%		By the Spring 2027 administration, all grade levels are 80% at or above grade level	Change from baseline: 6th: decrease of 3% 7th: increase of 13% 8th: increase of 4%
5	English Learner Achievement	No Dashboard data for 2022-23	70.6 % Making Progress		75% making progress toward EL Proficiency	2023-2024 Dashboard is the current baseline
6	English Learner Reclassification	2023-2024 39%	2024-2025 37%		25% of all EL students are RFEP	-2%
7	Attendance	Attendance Rate: 95.7%	Attendance Rate 96.6%		98% Attendance Rate	Increased .9%

8	Student Chronic Absenteeism (By significant student group on the California Dashboard) • All • EL • SED • SWD • Asian • Two+ Races • Hispanic • White	2023-24 Aeries End of Year Data (No Dashboard Data): 7% Chronically Absent	• All 10.6% • EL 13.8% • SED 26.1% • SWD 16.7% • Asian 1.6% • Two+ Races 6.3% • Hispanic 13.5% • White 16.4%		5% Chronic Absenteeism Overall All subgroups will be green or blue on the Dashboard	2023-2024 Dashboard is the current baseline
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9	LCAP Student Survey: % of students who Agree or Strongly Agree on each of the following: • OPA has high expectations for students; • I want to do well in school; • Provides adequate learning materials and technology; • I have access to challenging classes; • OPA provides Multiple Intelligence classroom activities; • I have access to technology in class; • OPA has interesting clubs and activities;	LCAP Student Survey (Fall 2023) • OPA has high expectations for students-68.6% • I want to do well in school-91.6% • Provides adequate learning materials and technology-70.3% • I have access to challenging classes-63.5% • OPA provides Multiple Intelligence classroom activities-52.8% • I have access to technology in class-89.2% • OPA has interesting clubs and activities-51.4% • OPA provides academic support for students if needed-67.7%	LCAP Student Survey (Fall 2024) • OPA has high expectations for students-75% • I want to do well in school- 95.8% • Provides adequate learning materials and technology-73.3% • I have access to challenging classes-65.6% • OPA provides Multiple Intelligence classroom activities- 53% • I have access to technology in class- 87.9% • OPA has interesting clubs and activities-61.3% • OPA provides academic support for students if needed-69.8%		Increase each metric by 5% or maintain percentages over 95%	Change from baseline: • OPA has high expectations for students +6.4% • I want to do well in school +4.2% • Provides adequate learning materials and technology +3% • I have access to challenging classes +2.1% • OPA provides Multiple Intelligence classroom activities +0.2% • I have access to technology in class -1.3% • OPA has interesting clubs and activities +9.9% • OPA provides academic support for students if needed +2.1%
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	OPA provides academic support for students if needed.					
10	LCAP Parent Survey % of parents who Agree or Strongly Agree on each of the following: OPA has - High Expectations for Students - Preparation for High School - Academic Supports for Students - Quality Curriculum - Rigorous Courses - Positive Learning Environment - Engaging Enrichment	LCAP Parent Survey (Fall 2023) - High Expectations for Students-80.4% - Preparation for High School-63.8% - Academic Supports for Students-69.1% - Quality Curriculum-80.9% - Rigorous Courses-74.3% - Positive Learning Environment-78.1% - Engaging Enrichment-69.5%	LCAP Parent Survey (Fall 2024) - High Expectations for Students-82.4% - Preparation for High School-66.2% - Academic Supports for Students- 79.2% - Quality Curriculum-78.3% - Rigorous Courses-78.5% - Positive Learning Environment-75.8% - Engaging Enrichment -72.9%		Increase each metric by 5% or maintain percentages over 95%	Change from baseline - High Expectations for Students +2% - Preparation for High School - 2.4% - Academic Supports for Students +10.1% - Quality Curriculum -2.6% - Rigorous Courses +4.2% - Positive Learning Environment -2.3 - Engaging Enrichment +3.4%

11	LCAP Staff Survey	LCAP Staff Survey(Fall 2023) • Critical Thinking 91.9% • Collaboration 83.7% • Communication 81.1% • Problem Solving 78.4% • Creativity 78.4% • Empathy 56.8% • Character/Compassion 62.2% • Civic Learning/World Readiness 62.2%	LCAP Staff Survey(Fall 2024) • Critical Thinking-76.9% • Collaboration-84.6% • Communication-88.5% • Problem Solving-84.6% • Creativity-84.6% • Empathy-57.7% • Character/Compassion-65.4% • Civic Learning/World Readiness-65.4%		Increase each metric by 5% or maintain percentages over 95%	Change from baseline • Critical Thinking -15% • Collaboration +0.9% • Communication +7.4% • Problem Solving +6.2% • Creativity- +6.2% • Empathy +0.9% • Character/Compassion +3.2% • Civic Learning/World Readiness +3.2%
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Goal Analysis for 2025-2026 LCAP

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 - EdGems, Science - Amplify, Social Studies - SAVVAS, ELD - iLit or an alternative, Social-Emotional Learning - Second Step, Spanish - Realidades (SAVVAS), Mandarin - Integrated Chinese 4 by Cheng & Tsui Company, Inc, Health - Positive Prevention Plus.
- Supplemental materials are used to enhance instruction.
- iReady MyPath personalized learning program for 6-8 ELA/Reading and math is utilized so students receive real-time intervention and acceleration, as appropriate.
- All students receive World Language instruction in Mandarin or Spanish throughout their three years at OPA-MS.
- Accelerated coursework is provided in all four core subject areas—English, mathematics, history, and science—for advanced students.
- English Learner Teacher on Special Assignment (TOSA) and an instructional aide provide additional support for English Learners using the push-in model (integrated ELD instruction), with a designated ELD support class period offered during the school day.
- Additional intervention opportunities are provided during Professor office hours during 8th period or during the school day within a class period.

- We administer iReady common formative and summative assessments in all ELA and mathematics classes in grades 6-8. 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, and social-emotional instruction for all students in grades 6-8.
- A comprehensive after-school sports program is offered and includes participation in a competitive league of middle schools. The program included boys and girls soccer, flag football, boys and girls volleyball, boys and girls basketball, cross country and cheer.
- A tip-line for students and families to anonymously report bullying or other incidents was implemented during the 2024-2025 school year.
- We will begin the training process for WASC accreditation in the 25-26 school year and apply for WASC accreditation and an initial visit in the 26-27 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.

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. Other funding, such as Prop 28, Title I, and Title II assisted with action items 1.4 & 1.5. Action 1.15 and ELOP funding is only applicable for 6th grade, therefore additional expenditures are for additional grades. Increased field trip donations also help offset expenditures for action 1.8. 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.

2023-24 CAASPP data and California Dashboard is a baseline for the 2024-2025 Metrics analysis. Progress towards goals based on CAASPP scores and the Dashboard will be updated once the 2024-25 CAASPP data and Dashboard are available.

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.

2023-2024 was the first year the Middle School was open. No official 2022-23 CAASPP data or Dashboard were available for evaluation of progress. The 2023-2024 CAASPP data and Dashboard will serve as a baseline for evaluation of progress. Based on iReady data and community input, we will continue to monitor our current goals, metrics, and targeted outcomes. No actions will be changed for the 2025-2026 school year.

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	Standards-Based Curriculum	Instruction of standards-based curriculum for all students in all core subject areas. ELA - Studysync, Math - Ed Gems, Science - Amplify, Social Science/History - SAVVAS, Social-Emotional Learning in all grades 6-8 - Second Step, World Languages - Realidades for Spanish and Integrated Chinese 4th Edition Cheng & Tsui for Mandarin, and Write from the Beginning. ELD curriculum Inside, and PE uniforms.	\$80,000	N
1.2	Supplemental Materials	Provision of supplemental materials to enhance student learning and differentiate for individual students' needs, such as but not limited to Learning A-Z, Pear-Deck, Sr. Wooly, and Kami. Intervention curriculum to support student needs includes but is not limited to Maneuvering in the Middle for Reading and Mathematics and Orton Gillingham.	\$3,500	Y
1.3	Essential Learning Materials	Provision of supplies to facilitate student academic achievement, including paper and office supplies, instructional materials, art supplies, media supplies, elective supplies, science lab materials and supplies, WEB supplies, and other student materials.	\$50,000	N
1.4	Elective Courses & Enrichment	Provide staffing and materials to provide instruction in the areas of world languages, music, visual arts, exploratory electives, STEAM, CTE Pathways, and enrichment opportunities such as ESports, to all students in grades 6-8. Leadership electives and clubs such as PAL, ASB, and WEB will support the school community.	\$450,000	N
1.5	Accelerated Courses / Support	Provision of staffing and accelerated coursework for advanced students in the four core subject areas, as well as ELD integrated services and designated classes to support English Learners, intervention classes and integrated support through a small group model to support struggling students in core academic areas, and inclusion strategies for instruction. A rigorous Student Study Team (SST) process is in place to identify and implement individualized strategies for student success.	\$100,000	Y

1.6	Student Diagnostic Systems	Utilization of iReady diagnostic systems for grade 6-8 students in ELA and mathematics classes to facilitate ongoing data analysis that guides instructional efforts and targeted interventions. The diagnostic system also includes a personalized learning system, called MyPath, to help students in identified areas of growth and accelerate learning. Increase parent communications of iReady diagnostics. Support statewide testing for the ELPAC, Physical Fitness Test, and CAASPP testing in English Language Arts/Literacy, mathematics, and science.	\$10,000	N
1.7	GATE Program	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	Enrichment Beyond Classroom	Provision of field trips and other experiential educational experiences beyond the classroom, such as community service, civic learning, Walk through the ancient world, College visits and other educational experiences, to enhance student learning.	\$15,000	N
1.9	Resources for Student Groups	Provision of curriculum and resources for students with special needs, including an Extended School Year program for students with disabilities to decrease academic, social and emotional regression. Implementation of inclusion strategies, additional interventions and supports such as Instructional Assistants to provide increased academic support for struggling EL, low-income, and SWD students. (Federal & State SPED and Title 1 100%)	\$0	N
1.10	Health Education	Implementation of a comprehensive sexual health education curriculum - Positive Prevention Plus.	\$2,500	N
1.11	Attendance/MTSS	Implementation of comprehensive attendance plan which includes attendance outreach, SART/SARB, Short term Independent study options to increase attendance and decrease chronic absenteeism. Provide a Director of Student Services and accountability.	\$25,000	Y
1.12	AERIES SIS	Provide Aeries to store, monitor, and record student information, academic progress, and student conduct.	\$5,000	N
1.13	Counseling and Mental Health	Assignment of both a counselor and school psychologist to provide social-emotional support and both group and individual intervention. Provide social-emotional instruction for all students in grades 6-8.	\$100,000	Y
1.14	Sports Program	Provide a comprehensive, after-school sports program to support physical well-being and team building	\$12,000	N

1.15	Full Steam Ahead	The Full Steam Ahead Program will be offered during summer to students who are identified as performing one or more grade levels below standards (ELOP funded grade 6 only)	\$15,000	N
1.16	WASC accreditation	We will begin the accreditation process to validate quality programs and ongoing school improvement.	\$1,000	N

Goal

Goal #	Description	Type of Goal
2	<i>Highly qualified staff that participates in professional development focused on 21st-century teaching and learning.</i>	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 six full days of professional development, in addition to ongoing individual and department professional development throughout the year. Our educators will 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 Canvas LMS

- 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	% of Credentialed Teachers	100% of teachers are credentialed	100% of teachers are credentialed		Maintain 100% Credentialed teachers	We continue to maintain 100% of appropriately credentialed teachers
2	Number of PD Opportunities by Employee Group: • Certificated • Classified • Administration	• Certificated-28 • Classified-7 • Administration-8	• Certificated-28 • Classified-7 • Administration-8		Maintain Professional Develop Opportunities: • Certificated-30 • Classified-10 • Administration-10	The number of professional development opportunities for staff remained the same.
3	LCAP Staff Survey: % of staff who Agree or Strongly Agree that OPA does each of the following: • Ensures staff are credentialed; • Recruits high quality staff; • Retains high quality staff; • Provides opportunities for staff input; • Provides a positive work environment; • Encourages staff collaborations.	LCAP Staff Survey: (Fall 2023) • Ensures staff are credentialed-97.2% • Recruits highly qualified staff-75% • Retains high quality staff-31.4% • Provides opportunities for staff input-61.1% • Provides a positive work environment-69.4% • Encourages staff collaborations—80.6%	LCAP Staff Survey: (Fall 2024) • Ensures staff are credentialed-89% • Recruits high quality staff-76% • Retains high quality staff-60% • Provides opportunities for staff input-84% • Provides a positive work environment-96% • Encourages staff collaborations—84%		Increase each metric by 5% or maintain percentages over 95%	• Ensures staff are credentialed —8.2% • Recruits high quality staff +1% • Retains high quality staff +28.6% • Provides opportunities for staff input +22.9% • Provides a positive work environment +26.6% • Encourages staff collaborations +3.4%

Goal Analysis for 2025-2026 LCAP

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.

- OPA-MS attracted and hired 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-MS 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.
- Staff are provided opportunities to collaborate within grade-level and vertical Professional Learning Communities that study and implement research-proven instructional strategies, engage in collaborative lesson planning, and develop and administer common formative assessments as means of further informing their efforts to support students.
- OPA-MS provides 2.5, full-time PE teachers to ensure students' mastery of the California State Standards for Physical Education.

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.

2023-24 CAASPP data and California Dashboard is a baseline for the 2024-2025 Metrics analysis. Progress towards goals based on CAASPP scores and the Dashboard will be updated once the 2024-25 CAASPP data and Dashboard are available. There was a significant increase in positive feedback between the Fall 2023 and the Fall 2024 LCAP staff survey who agree or strongly agree that OPA is retaining quality staff (+28.6%), providing opportunities for staff input (+22.9%), and providing a positive work environment (+26.6%).

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 three year strategic plan for Professional Development Focus will be developed focused on Professional Learning Community assessment cycles, 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	Highly Qualified Staffing	Hiring and retention of highly-skilled, credentialed teachers, instructional assistants, and instructional support staff to support students with special needs. This includes hiring and retaining highly skilled office and administrative staff to support student learning. Class sizes will be 30 average and additional staff will be added. Onboarding strategies will be enhanced to retain highly qualified staff.	\$3,900,000	N
2.2	Quality Professional Development	Provision of quality professional development for all teachers and support staff for all adopted curriculum, and topics such as but not limited to WASC, project-based learning, Professional Learning Communities (PLC), data analysis and assessment, PBIS, Differentiation, Full Inclusion, Behavior intervention, SEL (Second Step), MTSS, Multiple Intelligences, Orton Gillingham, and ELD instructional strategies. Professional learning is also provided for support staff, including Aeries and technology conferences, webinars, and leadership training.	\$8,000	N
2.3	Professional Learning Communities	Provision of grade-level PLC opportunities for staff to collaborate on instructional strategies, lesson planning, common assessment, etc. Subject Area Coordinators support the PLC process and Focus Groups.	\$1,000	N
2.4	Professional Development Opportunities–Reimbursement	Provision of professional development stipends to encourage professional growth for teachers and classified staff in their area of interest.	\$5,000	N
2.5	Leadership Professional Development	Provision of professional development, workshops, and professional academies are offered for administrators to increase leadership, instruction, and collaboration skills.	\$5,000	N

Goal

Goal #	Description	Type of Goal
3	<i>Safe, secure, well-equipped learning environments will be provided for all student activities.</i>	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 for student use (Technology Inventory)	400 Chromebooks are available for student use	500 Chromebooks are available for student use		Maintain 1:1 Chromebooks for students	Increased by 100 Chromebooks
2	Classroom Technology (Technology Inventory)	All classrooms have been equipped with smart TVs, paging enabled phones, and a laptop. New WAP and switches have been installed.	All classrooms are equipped with smart TVs, paging-enabled phones, and a laptop. A campus-wide paging system was installed with speakers in all classrooms. A CTE Macintosh computer lab with 28 desktop all-in-ones was added.		Maintain classroom technology standard	A campus-wide paging system was installed with speakers in all classrooms. A CTE Macintosh computer lab with 28 desktop all-in-ones was added.
3	Facilities Inspection Tool (FIT)	A FIT report was created in January 2024. All areas of the report deem campus in good repair.	A FIT report was created in January 2025. All areas of the report deem campus in good repair.		Maintain a FIT score of Good for facilities inspection	The FIT report has maintained a score of Good for all facilities

4	Suspension Rate	No official 2022-2023 Suspension Rate Data.	2%		Decrease suspension rate to under 1%	The 2023-2024 Dashboard is the baseline.
5	Expulsion Rate	No official 2022-2023 Expulsion Data	0%		Maintain a 0% Expulsion Rate	The 2023-2024 Dashboard is the baseline.
6	LCAP Student Survey: % of students who Agree or Strongly Agree that OPA does each of the following: - Provides counseling support; - Provide programs that build character; - Encourages good behavior; - Is a safe place; - Takes bullying seriously; - Provides fair and appropriate discipline; - Provides a positive environment.	LCAP Student Survey (Fall 2023) - Provides counseling support-60.2% - Provide programs that build character-41.6 % - Encourages good behavior-59.5 % - Is a safe place-57.4% - Takes bullying seriously-40.9 % - Provides fair and appropriate discipline-44.1 % - Provides a positive environment-53.4%	LCAP Student Survey (Fall 2024) - Provides counseling support-70.4% - Provide programs that build character-46.9% - Encourages good behavior-62.9% - Is a safe place-62.5% - Takes bullying seriously-42.8% - Provides fair and appropriate discipline-45.4% - Provides a positive environment-58.8%		Increase each metric by 5% or maintain percentages over 95%	- Provides counseling support +10.2% - Provide programs that build character +5.3% - Encourages good behavior +3.4% - Is a safe place +5.1% - Takes bullying seriously +1.9% - Provides fair and appropriate discipline +1.3% - Provides a positive environment +5.4%

7	LCAP Student Survey: % of students who agree or strongly agree that OPA teachers do each of the following: • Encourage me to have good behavior; • Help me when I feel upset; • Listen to me.	LCAP Student Survey (Fall 2023) • Encourage me to have good behavior-72.8% • Help me when I feel upset-38.6% • Listen to me.-60.3%	LCAP Student Survey (Fall 2024) • Encourage me to have good behavior-75.7% • Help me when I feel upset-39.5% • Listen to me.-65.3%		Increase each metric by 5% or maintain percentages over 95%	• Encourage me to have good behavior +2.9% • Help me when I feel upset +0.9% • Listen to me. +5%
8	LCAP Student Survey: % of students who Agree or Strongly Agree that they do each of the following: • Use technology at school; • Have access to technology at home; • Have access to adequate technology and materials.	LCAP Student Survey (Fall 2023) • Use technology at school-89.2% • Have access to technology at home-87.2% • Have access to adequate technology and materials-70.3%	LCAP Student Survey (Fall 2024) • Use technology at school-87.9% • Have access to technology at home-87.4% • Have access to adequate technology and materials-73.3%		Increase each metric by 5% or maintain percentages over 95%	• Use technology at school-1.3% • Have access to technology at home +0.2% • Have access to adequate technology and materials +3%

9	LCAP Staff Survey: % of staff who Agree or Strongly Agree that OPA provides each of the following: • A safe place for students; • A positive learning environment; • A well maintained facility; • Student access to technology; • Programs that build character; • Social-emotional supports; • Behavioral supports.	LCAP Staff Survey (Fall 2023) • A safe place for students-86.1% • A positive learning environment-91.7% • A well maintained facility-63.9% • Student access to technology-94.4% • Programs that build character-75.7% • Social-emotional supports-75.7% • Behavioral supports-54.1%	LCAP Staff Survey (Fall 2024) • A safe place for students-100% • A positive learning environment-100% • A well maintained facility-64% • Student access to technology-96.2% • Programs that build character-76.9% • Social-emotional supports-92.3% • Behavioral supports-80.8%		Increase each metric by 5% or maintain percentages over 95%	• A safe place for students +13.9% • A positive learning environment +8.3% • A well maintained facility +0.1% • Student access to technology +1.8% • Programs that build character +1.2% • Social-emotional supports +16.6% • Behavioral supports +26.7%
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10	LCAP Staff Survey: % of staff who Agree or Strongly Agree that OPA provides each of the following: • School staff listens to students; • Students are respected by peers; • Students are respected by staff; • Students feel like they belong.	LCAP Staff Survey (Fall 2023) • School staff listens to students-75% • Students are respected by peers-63.9% • Students are respected by staff-83.3% • Students feel like they belong-83.3%	LCAP Staff Survey (Fall 2024) • School staff listens to students-96.2% • Students are respected by peers-80.8% • Students are respected by staff-100% • Students feel like they belong-96.2%		Increase each metric by 5% or maintain percentages over 95%	• School staff listens to students +21.2% • Students are respected by peers +16.9% • Students are respected by staff +16.7% • Students feel like they belong +12.9%
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11	LCAP Parent Survey: % of Parents who Agree or Strongly Agree that OPA provides each of the following: • A safe place for students; • A positive learning environment; • A well maintained facility; • Adequate technology; • Programs that build character; • Social-emotional supports; • Behavioral supports	LCAP Parent Survey (Fall 2023) • A safe place for students-80.8% • A positive learning environment-78.1% • A well-maintained facility-58.7% • Adequate technology-80.5% • Programs that build character-59.4% • Social-emotional supports-55.4% • Behavioral supports-50.5%	LCAP Parent Survey (Fall 2024) • A safe place for students-75.8% • A positive learning environment-75.8% • A well-maintained facility-60.9% • Adequate technology-82.3% • Programs that build character-67.2% • Social-emotional supports-56.5% • Behavioral supports-54.6%		Increase each metric by 5% or maintain percentages over 95%	• A safe place for students -5% • A positive learning environment -2.3% • A well-maintained facility +2.2% • Adequate technology- +1.8% • Programs that build character +7.8% • Social-emotional supports +1.1% • Behavioral supports +4.1%
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12	LCAP Parent Survey: % of Parents who Agree or Strongly Agree with each of the following: - Teachers listen to students; - Students are respected by peers; - Students are respected by staff; - Students feel like they belong; - Students trust teachers and staff; - Staff encourage students regularly.	LCAP Parent Survey (Fall 2023) - Teachers listen to students-61% - Students are respected by peers-63% - Students are respected by staff-73.2% - Students feel like they belong-71.8% - Students trust teachers and staff-63.1% - Staff encourage students regularly-74%	LCAP Parent Survey (Fall 2024) - Teachers listen to students-62.8% - Students are respected by peers-58.9% - Students are respected by staff-81.3% - Students feel like they belong-73.7% - Students trust teachers and staff-71.3% - Staff encourage students regularly-76.8%		Increase each metric by 5% or maintain percentages over 95%	- Teachers listen to students +1.8% - Students are respected by peers -4.1% - Students are respected by staff +8.1% - Students feel like they belong +1.9% - Students trust teachers and staff +8.2% - Staff encourage students regularly +2.8%
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Insert or delete rows, as necessary.

Goal Analysis for 2025-2026 LCAP

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.

- All 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 supervisors who monitor students during lunch and recess.
- OPA-MS 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. We will be updating our current system to specify OPA Middle School as its own school site on parent identification badges.
- OPA-MS ensured every classroom and other relevant campus locations have 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-MS 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-MS 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.

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 several vacant positions. Increased breakfast and lunch student participation, assisted with increased revenues from the National School Lunch and State Breakfast Program. 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.

2023-24 CAASPP data and California Dashboard is a baseline for the 2024-2025 Metrics analysis. Progress towards goals based on CAASPP scores and the Dashboard will be updated once the 2024-25 CAASPP data and Dashboard are available. There was a significant increase in positive feedback between the Fall 2023 and the Fall 2024 LCAP student survey who agree or strongly agree that OPA MS provides counseling support (+10.2%), provides programs that build character (+5.3%), is a safe place (+5.1%) and provides a positive environment (+5.4%). There was a significant increase in positive feedback between the Fall 2023 and the Fall 2024 LCAP staff survey who agree or strongly agree that OPA is a safe place for students (+13.9%), is a positive learning environment (+8.3%), provides social-emotional supports (+16.6%), provides behavioral supports (+26.7%), is a place where school staff listens to students (+21.2%), is a place where students are respected by peers (+16.9%), is a place where students are respected by staff (+16.7%), and is a place where students feel like they belong (+12.9%). There was a significant increase in positive feedback between the Fall 2023 and the Fall 2024 LCAP parent survey who agree or strongly agree that OPA is a place where students are respected by staff (+8.1%) and students trust teachers and staff (+8.2%).

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.

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
3.1	Technology Implementation	Provide access to technology for all grade levels to support all student learning and staff instruction. Annual Chromebook refresh plans for all grades, classroom technology, and teacher computers. Provide technology for electives, such as STEAM and CTE courses, technology for labs and maker spaces, technology for the new Media Center, and sound upgrades. Purchase a classroom sets of mini-iPads for STEAM classes.	\$60,000	N
3.2	Supervision Support	Provide two full-time campus supervisors to support student behavioral expectations, monitor students during lunch and recess, and build positive relationships with students.	\$75,000	N
3.3	Facilities Staffing and Supplies	Utilize custodial and facilities staff and services to ensure the campus is safe, clean, and well-maintained. Custodial and maintenance staff will have supplies to ensure a clean and well-maintained facility.	\$135,000	N
3.4	Classroom Equipment	Assure that classrooms and other school areas have sufficient furniture and equipment to support student learning and activities. Assure adequate physical education and sports equipment, as well as STEAM equipment.	\$6,000	N
3.5	Innovative Learning Spaces	Upgrade classroom furniture and other instructional areas to support flexibility, collaboration, and better visibility. Improve audio amplification and technology in classrooms. Other student-centered learning spaces, including Wellness Spaces within classrooms will be added.	\$2,000	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.	\$3,500	N
3.7	Student Meals	Provision of staffing and food that support a quality snack and lunch program, including meals for students on the free and reduced lunch.	\$50,000	N

3.8	Campus Safety Measures	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 but not limited to Environmental Sensors, RAPTOR Security System, a badging system, and a new PA System.	\$10,000	N
3.9	Technology Infrastructure	Maintenance of 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.	\$60,000	N

Goal

Goal #	Description	Type of Goal
4	<i>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.</i>	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
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1	Number of Parent Education Opportunities	6 Total Chancellor chats: 2 Mental Health Awareness Presentation (OCDE) LCAP Engagement: 3	13 Total • Chancellor Chats: 3 • Town Hall Meeting: 1 • Parent Information Meeting: 2 • LCAP engagement meetings: 3 • Mental Health Awareness presentations: 2 • Counselor Presentations: 2		Increase the number of parent education opportunities to one per month	Parent engagement opportunities have increased by 46%.
2	Number of Student Recognition Events	Monthly PBIS raffles: 9 Quarterly RISE Awards: 4 Semester Student Academic Achievement Awards: 2 Yearly Cum Laude awards: 1 8th grade Civic Learning Pathway Awards: 1	Monthly PBIS raffles: 9 Quarterly RISE Awards: 4 Semester Student Academic Achievement Awards: 2 Yearly Cum Laude awards: 1 8th grade Civic Learning Pathway Awards: 1		Maintain the large number of student recognition events on campus	The number of student recognition events have remained the same

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 10 parents each meeting.	The number of scheduled DELAC meetings were the same for the 2024-2025 school year. Parent attendance has remained the same on average over the course of the school year.
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4	Number of Parent Involvement Opportunities	35 Total Opportunities Meet Your Professors: 1 University Orientation: 1 Fall Festival: 1 Literature day: 1 Winter Block Party: 1 Honour Society monthly meetings: 11 Middle School townhall: 2 Lunar New Year: 1 International Day: 1 Cum Laude: 3 Career Day: 1 Exit Interviews: 1 Field Day: 1 University Olympics: 1 Promotion: 1 Dances: 3 School Site Council: 1 LCAP Engagement Meetings: 3	38 Total Opportunities Meet Your Professors: 1 University Orientation: 1 Fall Festival: 1 Literature day: 1 Winter Block Party: 1 Honour Society monthly meetings: 11 Middle School townhall: 3 Lunar New Year: 1 Career Day: 1 International Day: 1 Cum Laude: 3 Capstone Interviews: 1 University Olympics: 1 Promotion: 1 Dances: 3 School Site Council: 3 Vision and Hearing Screening: 1 LCAP Engagement Meetings: 3		Increase the number of Parent Involvement Opportunities to 40 a school year	Parent involvement opportunities increased by three this year for a total of 38.
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5	LCAP Parent Survey: % of Parents who Agree or Strongly Agree that OPA does each of the following: • Encourages input; • Creates parent involvement opportunities; • Partners with local businesses and community organizations; • Provides parent education opportunities; • Provides adequate communication with parents.	LCAP Parent Survey (Fall 2023) • Encourages input-68.6% • Creates parent involvement opportunities-73.6% • Partners with local businesses and community organizations-51.2% • Provides parent education opportunities-55.5% • Provides adequate communication with parents-71.9%	LCAP Parent Survey (Fall 2024) • Encourages input-74% • Creates parent involvement opportunities-78.7% • Partners with local businesses and community organizations-73.2% • Provides parent education opportunities-69.3% • Provides adequate communication with parents-79.5%		Increase each metric by 5% or maintain percentages over 95%	• Encourages input +5.4 % • Creates parent involvement opportunities +5.1% • Partners with local businesses and community organizations +22% • Provides parent education opportunities +13.8% • Provides adequate communication with parents +7.6%
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Goal Analysis for 2025-2026 LCAP

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.

- OPA-MS provides parents with numerous, meaningful education opportunities, including Chancellor Chats, Town Hall Meetings, Cyber Safety and Technology Training, School and Curriculum Orientation, Parent High School Transition Planning, Social/Emotional Learning Training, Multiple Intelligences Training, and a variety of guest speakers.
- We provide student recognition events to promote student engagement and motivation such as Semester Awards, Cum Laude, Civic Learning Pathways, OPA RISE Awards, 8th Grade Promotion, and EL Redesignation Recognition.
- OPA-MS encourages parents to become involved in the school community and engage in the school's collaborative decision-making processes, such as participation in School Site Council, OPA Parent Ambassador Program, Honour Society, Oxford Showcase, and the LCAP Committee.

- We hold District English Learner Advisory Committee meetings to provide involvement and feedback opportunities for parents of English Learners. These meetings are held every other month to increase parent involvement for English Learners.
- Frequent communication with parents, families, and the community through a variety of media, including but not limited to Aeries Communications, the school website (Edlio), Google Classroom, Lightspeed Firewall (Troxell), Email, etc. We continually strive to improve our email communication and social media presence.
- OPA-MS provides all students with opportunities to participate in a wide variety of clubs, athletics, and other activities that promote their involvement, connection to our campus and their peers, and their development as well-rounded scholars. Intramural sports competitions are scheduled with other campuses through a “league” of other charter schools and private academies.

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.

Parent engagement opportunities have increased by 46%. Parent attendance in DELAC has remained the same on average over the course of the school year. here was a significant increase in positive feedback between the Fall 2023 and the Fall 2024 LCAP parent survey who agree or strongly agree that OPA MS encourages input (+5.4%), creates parent involvement opportunities (+5.1%), partners with local businesses and community organizations (+22%), provides parent education opportunities (+13.8%), and rovides adequate communication with parents (+7.6%).

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 gather our first year of comprehensive data and feedback.

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
4.1	School to Home Communication	Communication with parents, families, and the community through a variety of media and social media, including, but not limited to, Smore, AERIES Communications, Website (Edlio), Google Classroom, Lightspeed Firewall (Troxell), Email, Niche, etc. Provide Canvas (LMS) to organize and deliver curriculum, assignments, and assessments in one central location.	\$42,000	N
4.2	Student Recognition Events	Provision of student recognition events to promote student engagement and motivation such as Semester Awards, Cum Laude, OPA RISE Awards, Pathway to Civic Learning Awards, Capstone Presentation, 8th Grade Promotion, and Redesignation Recognition.	\$10,000	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, Honour Society (PTSO), and Oxford 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 Community Outreach	Development of outreach activities to increase enrollment and student diversity and to communicate with the community regarding school programs. This includes the translation of all outreach materials into Spanish. Provide support through a Community Outreach coordinator.	\$41,000	Y
4.6	Parent Education Opportunities	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 to High School Transition Information, Social/Emotional Learning, GATE Strategies, and Multiple Intelligences; and outside guest speakers and professionals.	\$500	N
4.7	Student Extracurricular Activities	Provision of opportunities for all students to participate in clubs, sports, and other activities that promote their involvement, engagement, and sense of connection to the campus, including university themed supplies and WEB.	\$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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$216,158	\$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
4.1%	0%	\$0	4.1%

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

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.

N/A

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	3:114	N/A
Staff-to-student ratio of certificated staff providing direct services to students	3:114	N/A