

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxford Preparatory Academy-Middle School

CDS Code: 30-10306-0142026

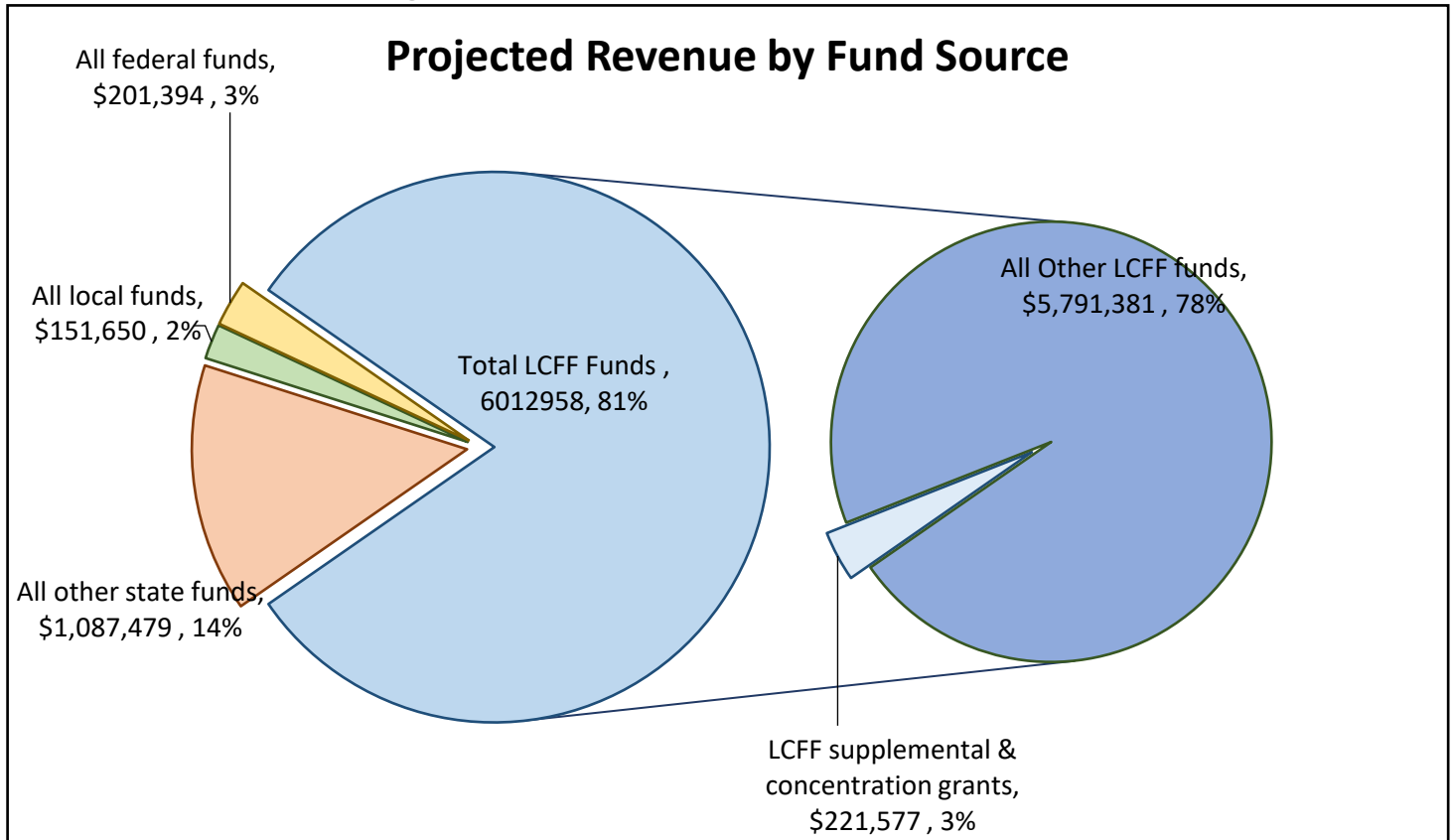
School Year: 2026-27

LEA contact information: Dr. Charles Hinman, Interim Executive Director chinman@opaschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

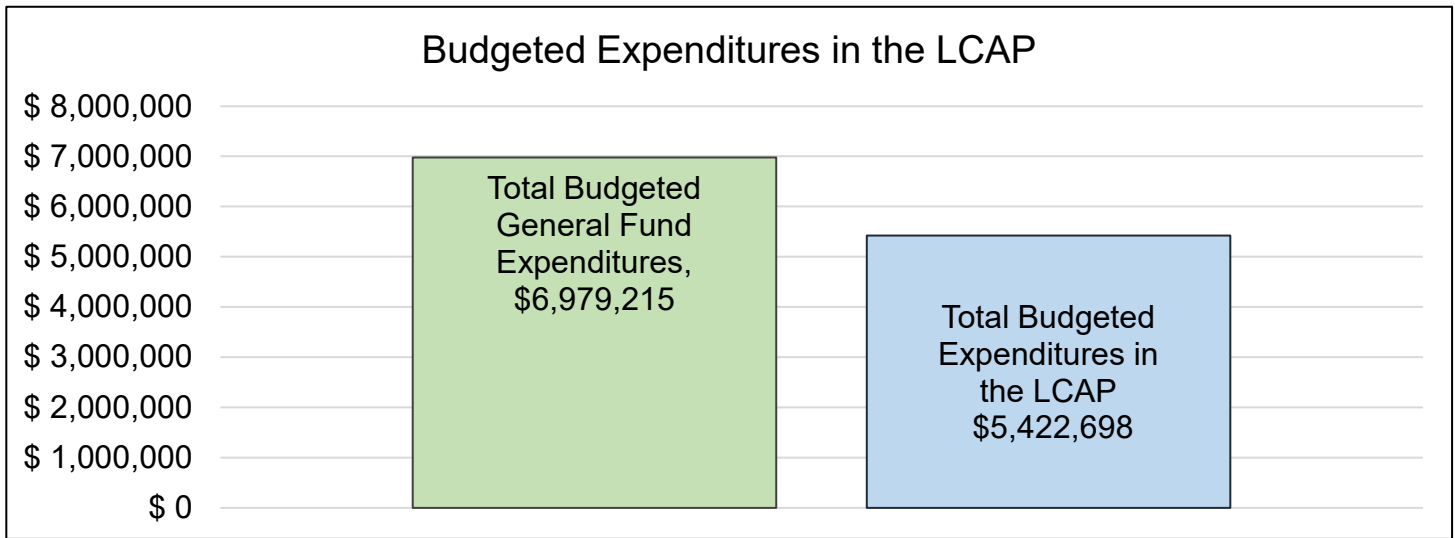


This chart shows the total general purpose revenue Oxford Preparatory Academy-Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxford Preparatory Academy-Middle School is \$7,453,481.21, of which \$6,012,958.00 is Local Control Funding Formula (LCFF), \$1,087,479.29 is other state funds, \$151,650.00 is local funds, and \$201,393.92 is federal funds. Of the \$6,012,958.00 in LCFF Funds, \$221,577.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oxford Preparatory Academy-Middle School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oxford Preparatory Academy-Middle School plans to spend \$6,979,215.00 for the 2026-27 school year. Of that amount, \$5,422,698.00 is tied to actions/services in the LCAP and \$1,556,517.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

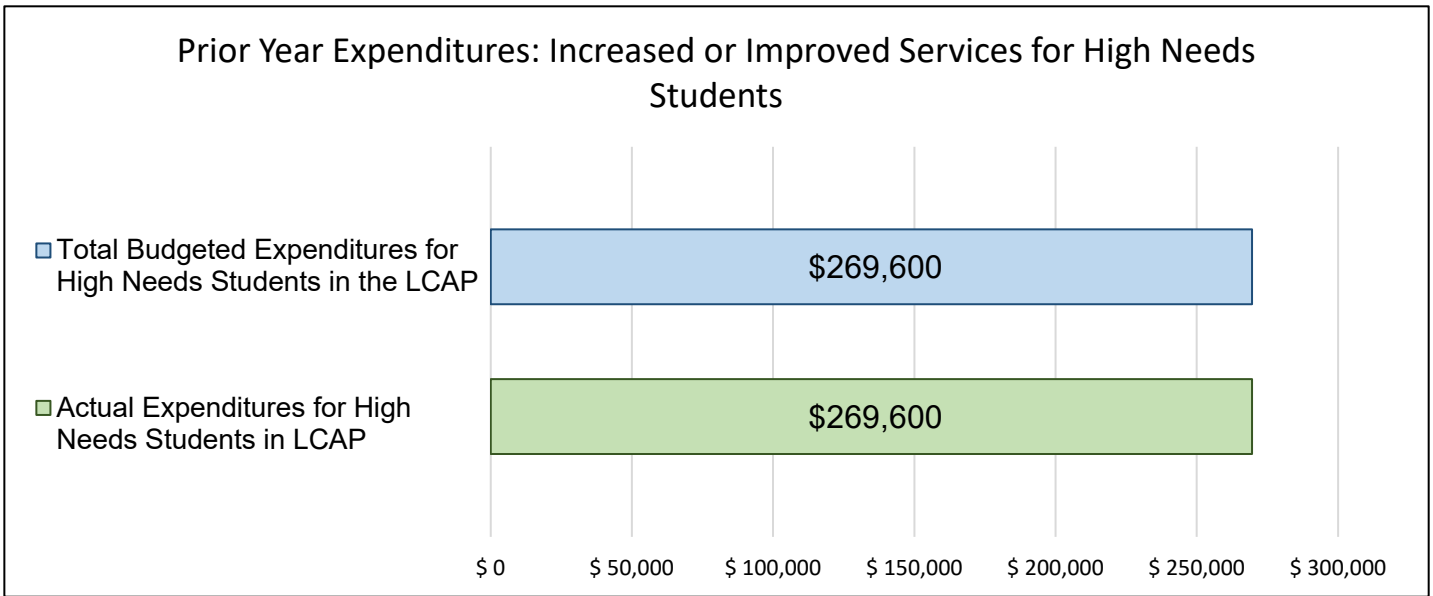
The expenditures not included in the LCAP are those for utilities, legal fees, other professional fees & services, and non-proposition 39 facility costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oxford Preparatory Academy-Middle School is projecting it will receive \$221,577.00 based on the enrollment of foster youth, English learner, and low-income students. Oxford Preparatory Academy-Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Oxford Preparatory Academy-Middle School plans to spend \$295,566.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Oxford Preparatory Academy-Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oxford Preparatory Academy-Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Oxford Preparatory Academy-Middle School's LCAP budgeted \$269,600.00 for planned actions to increase or improve services for high needs students. Oxford Preparatory Academy-Middle School actually spent \$269,600.00 for actions to increase or improve services for high needs students in 2025-26.

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 |
|--|---|---------------------------------------|
| Oxford Preparatory Academy Middle School | Maggie Burdette, Chief Academic Officer | mburdette@opaschools.org 949-600-9050 |

Plan Summary 2026-2027

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 center for higher learning where students from sixth to eighth 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 make Oxford a place where achievement is the norm. Challenges are viewed as temporary obstacles, and success is applauded.

The OPA-MS charter is authorized by the Orange County Department of Education. For 2025-2026, OPA-MS enrollment was 515 students. Oxford’s significant subgroups consist of 9.1% special education, 3.2% English Learners, and 18.8% Socioeconomically Disadvantaged. The significant student race/ethnicity subgroups at OPA-MS include 19.4% Hispanic, 6.4% Filipino, 24% Asian, 13.4% Two or More Races, 2.1% African American, and 34.4% 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. 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 life-long 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:

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 developed 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. 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 self-improvement and participate in ongoing professional development focused on 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-MS 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-MS students continue to enjoy a wide variety of specialty classes such as music, STEAM, World Language, and other enrichment programs that foster well-rounded students. Social-emotional well-being continues to be a priority at OPA-MS, 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 2% rate.

ELA CAASPP

Based on the 2024-25 reported ELA CAASPP Data, the percentage of students who scored met or exceeded standard are as follows: All Students 80%, English Learners 28.57%; Socio-Economically Disadvantaged (SED) 61.7%; Students with Disabilities (SWD) 46.81%.

The Fall 2025 California School Dashboard reflects a rating of Very High for ELA with students scoring 78 points above standard overall. Student groups showed Asian (120.1 points above standard), English Learners (30.9 points above standard), Two or More Races (92.3 points above standard), and White (79.3 points above standard) students performing Very High. Hispanic (18.6 points above standard) and Socioeconomically Disadvantaged (20.9 points above standard) students performed at the High level, and Students with Disabilities (15.9 points below) performed at the Medium level.

Math CAASPP

Based on the 2024-25 reported Math CAASPP Data, the percentage of students who scored at or above standard are as follows: All Students 65%, English Learners 21.43%; Socio-Economically Disadvantaged (SED) 37.89%; Students with Disabilities 31.91%.

The Fall 2025 California School Dashboard reflects a rating of Very High for mathematics with students scoring 52.2 points above standard overall. Student groups showed Asian (118.7 points above standard), White (50 points above standard), and Two or More Races (76.7 points above standard) performing Very High. English Learners (1.5 points below standard) performed at the High level. Hispanic (30.3 points below standard) and Students with Disabilities (64.2 points below standard) performed at the Medium level. Socioeconomically Disadvantaged (26.2 points below standard) performed at the Low level.

English Learner Progress

Based on the Fall 2025 Dashboard, 61.5% of English Learners (EL) are making progress toward English language proficiency. No performance level was reported due to the low population of 13 students.

Also in 2024-25, Dashboard data 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:

61.5% ELs Who Progressed at Least One ELPI Level

23.1% of ELs who maintained ELPI levels

15.4% of ELs Who Decreased at Least One ELPI level

Local Data

iReady results for Math and Reading show an increase in the percentage of students who scored at Early, Mid, or Above Grade Level from Fall to Spring: Math from 60% to 67%, and Reading from 67% to 72%. Data also show a decrease in students scoring below grade level, from 40% to 33% in Math and 33% to 28% in Reading.

OPA-MS 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-MS 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.

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 | Staff were presented with (LCAP) information and asked for their feedback after reviewing (LCAP) goals, data, services and actions. |
| LCAP Strategic Planning Committee | Composed of parents, staff, administration, and school board members, this group met 3 times throughout the year (1/20/26, 2/24/26, and 5/12/26) 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 regularly 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. Meetings were held on the following dates: 9/22/25, 10/14/25, 11/12/25, 12/9/25, 1/13/26, 2/10/26, 3/11/26, 4/1/26, 5/6/26. |

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| 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. Meetings were held on the following dates: 9/16/25, 12/11/25, 5/7/26. |
| Site Committee Groups | OPA Staff Members meet in Site Committee Groups (MTSS, PBIS, School Safety, and Guiding Coalition) to provide input in these core areas of implementation, which are aligned with LCAP Goals and services. |
| Annual LCAP Survey | In December of 2025, 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 72 parents and 32 staff members. Student surveys were also created and given to students in grades 6-8 with a total of 320 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. |
| 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.

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.

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 | <p>ELA State Assessments (CAASPP): % of students Meeting or Exceeding Standards in each significant student group</p> <ul style="list-style-type: none"> All Students EL SED SWD Asian Two+ Races Hispanic White | <p>No official 2022-23 CAASPP data</p> <p>Calculated results by grade level from OPA SOC and OPA SV are:</p> <p>ELA 6th grade: 79.8% Meeting or Exceeding Standards</p> <p>ELA 7th grade: 83.9% Meeting or Exceeding Standards</p> <p>ELA 8th grade: 78% Meeting or Exceeding Standards</p> | <ul style="list-style-type: none"> 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% | <ul style="list-style-type: none"> All Students 80% EL 28.57% SED 61.7% SWD 46.81% Asian 92.86% Two+ Races 86.67% Hispanic 59.6% White 81.82% | <p>ELA CAASPP Meeting or Exceeding</p> <p>All Students 88%</p> <p>EL, SWD, and SED increase by 5% over 2023-24 data</p> | <ul style="list-style-type: none"> All Students +2.4% EL +11.87% SED +4% SWD +11.61% Asian +1.66% Two+ Races +0.07% Hispanic +2.8% White +4.72% |

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| 2 | <p>ELA Local Assessments (iReady): % of students At or Exceeding Grade Level for each grade, 6th - 8th.</p> | <p>(2024 Spring Administration)</p> <p>6th: 70%</p> <p>7th: 65%</p> <p>8th: 70%</p> | <p>(2025 Spring Administration)</p> <p>6th: 72%</p> <p>7th: 78%</p> <p>8th: 71%</p> | <p>(2026 Spring Administration)</p> <p>6th: 75%</p> <p>7th: 69%</p> <p>8th: 70%</p> | <p>By the Spring 2027 administration, all grade levels are 80% at or above grade level</p> | <p>Change from baseline:</p> <p>6th: increase of 5%</p> <p>7th: increase of 4%</p> <p>8th: Maintained</p> |
| 3 | <p>Mathematics State Assessments (CAASPP): % of Students Meeting or Exceeding Standards in each significant student group</p> <ul style="list-style-type: none"> ● All Students ● EL ● SED ● SWD ● Asian ● Two+ Races ● Hispanic ● White | <p>No official 2022-23 CAASPP data</p> <p>Calculated results by grade level from OPA SOC and OPA SV are:</p> <p>Math 6th grade: 65.4% Meeting or Exceeding Standards</p> <p>Math 7th grade: 78.8% Meeting or Exceeding Standards</p> <p>Math 8th grade: 58.4% Meeting or Exceeding Standards</p> | <ul style="list-style-type: none"> ● 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% | <ul style="list-style-type: none"> ● All Students 65.02% ● EL 21.43% ● SED 37.89% ● SWD 31.91% ● Asian 86.61% ● Two+ Races 76.67% ● Hispanic 40.40% ● White 60.84% | <p>Math CAASPP Meeting or Exceeding</p> <p>All Students 80%</p> <p>EL, SWD, and SED increase by 5% over 2023-24 data</p> | <ul style="list-style-type: none"> ● All Students +1.52% ● EL +4.73% ● SED -0.61% ● SWD +4.11% ● Asian +1.91% ● Two+ Races -1.13% ● Hispanic +1.9% ● White +2.24% |

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| 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% | (2026 Spring Administration) 6th: 70% 7th: 63% 8th: 66% | By the Spring 2027 administration, all grade levels are 80% at or above grade level | Change from baseline: 6th: decrease of 6% 7th: decrease of 4% 8th: decrease of 3% |
| 5 | English Learner Achievement | 2023 No Dashboard data for 2022-23 | 2024 70.6% Making Progress | 2025 61.5% Making Progress | 75% making progress toward EL Proficiency | Decrease of 9.1% from baseline. |
| 6 | English Learner Reclassification | 2023-2024 39% | 2024-2025 37% | 2025-2026 8% | 25% of all EL students are RFEP | -31% |
| 7 | Attendance | Attendance Rate: 95.7% | Attendance Rate 96.6% | Attendance Rate 96.33% | 98% Attendance Rate | Increased 0.63% (As of 4/1/26) |

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| 8 | <p>Student Chronic Absenteeism (By significant student group on the California Dashboard)</p> <ul style="list-style-type: none"> ● All ● EL ● SED ● SWD ● Asian ● Two+ Races ● Hispanic ● White | <p>2023-24 Aeries End of Year Data (No Dashboard Data): 7% Chronically Absent</p> | <ul style="list-style-type: none"> ● 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% | <ul style="list-style-type: none"> ● All 8.3% ● EL 0.0% ● SED 21.7% ● SWD 20.4% ● Asian 1.6% ● Two+ Races 3.0% ● Hispanic 18.0% ● White 9.6% | <p>5% Chronic Absenteeism Overall</p> <p>All subgroups will be green or blue on the Dashboard</p> | <p>Increase of 1.3% from baseline.</p> |
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| 9 | <p>LCAP Student Survey: % of students who Agree or Strongly Agree on each of the following:</p> <ul style="list-style-type: none"> • 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; • OPA provides academic support for students if needed. | <p>LCAP Student Survey (Winter 2023)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Student Survey (Winter 2024)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Student Survey (Winter 2025)</p> <ul style="list-style-type: none"> • OPA has high expectations for students-78.5% • I want to do well in school-93.4% • Provides adequate learning materials and technology-78.4% • I have access to challenging classes-72.2% • OPA provides Multiple Intelligence classroom activities-62.3% • I have access to technology in class-89.7% • OPA has interesting clubs and activities-66.1% • OPA provides academic support for students if needed-74.8% | <p>Increase each metric by 5% or maintain percentage over 85%</p> | <p>Change from baseline:</p> <ul style="list-style-type: none"> • OPA has high expectations for students +9.9% • I want to do well in school +1.8% • Provides adequate learning materials and technology +8.1% • I have access to challenging classes +8.7% • OPA provides Multiple Intelligence classroom activities +9.5% • I have access to technology in class +0.5% • OPA has interesting clubs and activities +14.7% • OPA provides academic support for students if needed +7.1% |
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| 10 | <p>LCAP Parent Survey % of parents who Agree or Strongly Agree on each of the following: OPA has</p> <ul style="list-style-type: none"> • High Expectations for Students • Preparation for High School • Academic Supports for Students • Quality Curriculum • Rigorous Courses • Positive Learning Environment • Engaging Enrichment | <p>LCAP Parent Survey (Winter 2023)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Parent Survey (Winter 2024)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Parent Survey (Winter 2025)</p> <ul style="list-style-type: none"> • High Expectations for Students-85.3% • Preparation for High School-80.6% • Academic Supports for Students-82% • Quality Curriculum-85.2% • Rigorous Courses-85.5% • Positive Learning Environment-79.7% • Engaging Enrichment-80.7% | <p>Increase each metric by 5% or maintain percentage over 85%</p> | <p>Change from baseline</p> <ul style="list-style-type: none"> • High Expectations for Students +4.9% • Preparation for High School +16.8% • Academic Supports for Students +12.9% • Quality Curriculum +4.3% • Rigorous Courses +11.2% • Positive Learning Environment +1.6% • Engaging Enrichment +11.2% |
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| 11 | LCAP Staff Survey | LCAP Staff Survey (Winter 2023) <ul style="list-style-type: none"> • 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 (Winter 2024) <ul style="list-style-type: none"> • 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% | LCAP Staff Survey (Winter 2025) <ul style="list-style-type: none"> • Critical Thinking-82.8% • Collaboration-82.8% • Communication-79.3% • Problem Solving-72.4% • Creativity-86.2% • Empathy-48.3% • Character/Compassion-51.7% • Civic Learning/ World Readiness-48.3% | Increase each metric by 5% or maintain percentages over 85% | Change from baseline <ul style="list-style-type: none"> • Critical Thinking -9.1% • Collaboration -0.9% • Communication -1.8% • Problem Solving -6% • Creativity- +7.8% • Empathy -6.5% • Character/ Compassion -10.5% • Civic Learning/ World Readiness -13.9% |
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Goal Analysis for 2026-2027 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.
- The Coordinator of Intervention & Multilingual Learners 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.

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. Other funding, such as Prop 28, Title I, and Title II assisted with action items 1.4 & 1.5. ELOP funding to contribute to Action 1.15 is only applicable for 6th grade. Increased field trip donations also help offset expenditures for action 1.8. The 2026-27 proposed budget for these actions are accurately aligned for the 2026-27 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 2025-2026 Metrics analysis. Student performance on CAASPP increased by 2.4% in ELA and 1.5% in Math from baseline (2024) to the most recent year (2025).

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.

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 2026-2027 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, Write from the Beginning, and ELD curriculum Inside. | \$81,600 | 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, Canvas, 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. | \$3,885 | Y |
| 1.3 | Essential Learning Materials | Provision of supplies to facilitate student academic achievement, including but limited to paper and office supplies, instructional materials, art supplies, media supplies, elective supplies, PE uniforms, science lab materials and supplies, WEB supplies, and other student materials. | \$51,000 | 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 to all students in grades 6-8. Leadership electives and clubs such as PAL, ASB, and WEB will support the school community. | \$459,000 | 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. | \$110,000 | Y |

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| 1.6 | Student Diagnostic Systems | Utilization of diagnostic systems for grade 6-8 students in ELA and mathematics classes to facilitate ongoing data analysis that guides instructional efforts and targeted interventions. Increase parent communications of diagnostics. Support statewide testing for the ELPAC, Physical Fitness Test, and CAASPP testing in English Language Arts/Literacy, mathematics, and science. | \$10,200 | 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. | \$2,040 | 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. | \$15,300 | 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. | \$2,550 | N |
| 1.11 | Attendance/MTSS | Implementation of a comprehensive attendance plan which includes attendance outreach, SART/SARB, Short term Independent study options to increase attendance and decrease chronic absenteeism. | \$27,750 | Y |
| 1.12 | AERIES SIS | Provide Aeries to store, monitor, and record student information, academic progress, and student conduct. | \$5,100 | 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. | \$111,000 | Y |
| 1.14 | Sports Program | Provide a comprehensive, after-school sports program to support physical well-being and team building. This includes uniforms and other athletic supplies for after school athletics. | \$12,240 | 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. | \$15,300 | N |

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| 1.16 | WASC accreditation | We will begin the accreditation process to validate quality programs and ongoing school improvement. | \$1,020 | N |
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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 that take place before school starts and on two professional development days embedded within the school year, 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 | 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: <ul style="list-style-type: none">• Certificated• Classified• Administration | <ul style="list-style-type: none">• Certificated-28• Classified-7• Administration-8 | <ul style="list-style-type: none">• Certificated-28• Classified-7• Administration-8 | <ul style="list-style-type: none">• Certificated-28• Classified-7• Administration-8 | Maintain Professional Develop Opportunities: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: (Winter 2023) <ul style="list-style-type: none">• 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: (Winter 2024) <ul style="list-style-type: none">• 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% | LCAP Staff Survey: (Winter 2025) <ul style="list-style-type: none">• Ensures staff are credentialed-93%• Recruits high quality staff-79%• Retains high quality staff-47%• Provides opportunities for staff input-77%• Provides a positive work environment-83%• Encourages staff collaborations-67% | Increase each metric by 5% or maintain percentages over 85% | <ul style="list-style-type: none">• Ensures staff are credentialed -4.2%• Recruits high quality staff +4%• Retains high quality staff +15.6%• Provides opportunities for staff input +15.9%• Provides a positive work environment +13.6%• Encourages staff collaborations -13.6% |

Goal Analysis for 2026-2027 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 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. The 2026-27 proposed budget for these actions are accurately aligned for the 2026-27 school year.

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

There was a significant increase in positive feedback between the Fall 2023 and the Fall 2025 LCAP staff survey who agree or strongly agree that OPA is retaining quality staff (+15.6%), providing opportunities for staff input (+15.9%), and providing a positive work environment (+13.6%).

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 three years of comprehensive data. A three year strategic plan for Professional Development Focus will be developed focused on Professional Learning Community assessment cycles, 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. This includes hiring and retaining highly skilled office and administrative staff to support student learning. Onboarding strategies will be enhanced to retain highly qualified staff. | \$3,978,000 | 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. | \$5,100 | N |
| 2.3 | Professional Learning Communities | Provision of grade-level PLC opportunities for staff to collaborate on instructional strategies, lesson planning, common assessment, etc. Additional resources will be added to support the PLC process. | \$1,020 | 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. | \$5,100 | 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. | \$5,100 | 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.

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 | 612 Chromebooks are available for student use | Maintain 1:1 Chromebooks for students | Increased by 212 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. | All classroom technology systems have been maintained. | Maintain classroom technology standard | A campus-wide paging system was installed with speakers in all classrooms. A PC computer lab was added in year 1 and a CTE Macintosh lab was added in year 2. |

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| 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. | A FIT report was created in January 2026. All areas of the report deem the 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% | 1% | Decrease suspension rate to under 1% | Decrease from 2% to 1% from baseline. |
| 5 | Expulsion Rate | No official 2022-2023 Expulsion Data | 0% | 0% | Maintain a 0% Expulsion Rate | Maintained 0% expulsion from baseline. |
| 6 | LCAP Student Survey: % of students who Agree or Strongly Agree that OPA does each of the following: <ul style="list-style-type: none"> 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 (Winter 2023) <ul style="list-style-type: none"> 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 (Winter 2024) <ul style="list-style-type: none"> 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% | LCAP Student Survey (Winter 2025) <ul style="list-style-type: none"> Provides counseling support-73% Provide programs that build character-54% Encourages good behavior-64% Is a safe place-67% Takes bullying seriously-45% Provides fair and appropriate discipline-50.4% Provides a positive environment- 65% | Increase each metric by 5% or maintain percentages over 85% | <ul style="list-style-type: none"> Provides counseling support +12.8% Provide programs that build character +12.4% Encourages good behavior +4.5% Is a safe place +9.6% Takes bullying seriously +4.1% Provides fair and appropriate discipline +6.3% Provides a positive environment +11.6% |

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| 7 | <p>LCAP Student Survey: % of students who agree or strongly agree that OPA teachers do each of the following:</p> <ul style="list-style-type: none"> ● Encourage me to have good behavior; ● Help me when I feel upset; ● Listen to me. | <p>LCAP Student Survey (Winter 2023)</p> <ul style="list-style-type: none"> ● Encourage me to have good behavior-72.8% ● Help me when I feel upset-38.6% ● Listen to me.-60.3% | <p>LCAP Student Survey (Winter 2024)</p> <ul style="list-style-type: none"> ● Encourage me to have good behavior-75.7% ● Help me when I feel upset-39.5% ● Listen to me.-65.3% | <p>LCAP Student Survey (Winter 2025)</p> <ul style="list-style-type: none"> ● Encourage me to have good behavior-78% ● Help me when I feel upset-44% ● Listen to me.-66% | <p>Increase each metric by 5% or maintain percentages over 85%</p> | <ul style="list-style-type: none"> ● Encourage me to have good behavior +5.2% ● Help me when I feel upset +5.4% ● Listen to me. +5.7% |
| 8 | <p>LCAP Student Survey: % of students who Agree or Strongly Agree that they do each of the following:</p> <ul style="list-style-type: none"> ● Use technology at school; ● Have access to technology at home; ● Have access to adequate technology and materials. | <p>LCAP Student Survey (Winter 2023)</p> <ul style="list-style-type: none"> ● Use technology at school-89.2% ● Have access to technology at home-87.2% ● Have access to adequate technology and materials-70.3% | <p>LCAP Student Survey (Winter 2024)</p> <ul style="list-style-type: none"> ● Use technology at school-87.9% ● Have access to technology at home-87.4% ● Have access to adequate technology and materials-73.3% | <p>LCAP Student Survey (Winter 2025)</p> <ul style="list-style-type: none"> ● Use technology at school-90% ● Have access to technology at home-88% ● Have access to adequate technology and materials-78% | <p>Increase each metric by 5% or maintain percentages over 85%</p> | <ul style="list-style-type: none"> ● Use technology at school +0.8% ● Have access to technology at home +0.8% ● Have access to adequate technology and materials +7.7% |

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| 9 | <p>LCAP Staff Survey: % of staff who Agree or Strongly Agree that OPA provides each of the following:</p> <ul style="list-style-type: none"> • 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. | <p>LCAP Staff Survey (Winter 2023)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Staff Survey (Winter 2024)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Staff Survey (Winter 2025)</p> <ul style="list-style-type: none"> • A safe place for students-97% • A positive learning environment-93% • A well maintained facility-93% • Student access to technology-93% • Programs that build character-72% • Social-emotional supports-86% • Behavioral supports-69% | <p>Increase each metric by 5% or maintain percentages over 85%</p> | <ul style="list-style-type: none"> • A safe place for students +10.9% • A positive learning environment +1.3% • A well maintained facility +29.1% • Student access to technology -1.4% • Programs that build character -3.7% • Social-emotional supports +10.3% • Behavioral supports +14.9% |
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| 10 | <p>LCAP Staff Survey: % of staff who Agree or Strongly Agree that OPA provides each of the following:</p> <ul style="list-style-type: none"> • School staff listens to students; • Students are respected by peers; • Students are respected by staff; • Students feel like they belong. | <p>LCAP Staff Survey (Winter 2023)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Staff Survey (Winter 2024)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Staff Survey (Winter 2025)</p> <ul style="list-style-type: none"> • School staff listens to students-90% • Students are respected by peers-83% • Students are respected by staff-97% • Students feel like they belong-97% | <p>Increase each metric by 5% or maintain percentages over 85%</p> | <ul style="list-style-type: none"> • School staff listens to students +15% • Students are respected by peers +19.1% • Students are respected by staff +13.7% • Students feel like they belong +13.7% |
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| 11 | <p>LCAP Parent Survey: % of Parents who Agree or Strongly Agree that OPA provides each of the following:</p> <ul style="list-style-type: none"> • A safe place for students; • A positive learning environment; • A well maintained facility; • Adequate technology; • Programs that build character; • Social-emotional supports; • Behavioral supports | <p>LCAP Parent Survey (Winter 2023)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Parent Survey (Winter 2024)</p> <ul style="list-style-type: none"> • 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% | <p>LCAP Parent Survey (Winter 2025)</p> <ul style="list-style-type: none"> • A safe place for students-80% • A positive learning environment-80% • A well-maintained facility-88% • Adequate technology-81% • Programs that build character-69% • Social-emotional supports-63% • Behavioral supports-53% | <p>Increase each metric by 5% or maintain percentages over 85%</p> | <ul style="list-style-type: none"> • A safe place for students -0.8% • A positive learning environment +1.9% • A well-maintained facility +29.3% • Adequate technology- +0.5% • Programs that build character +9.6% • Social-emotional supports +7.6% • Behavioral supports +2.5% |
|----|---|---|---|---|--|--|

| | | | | | | |
|----|--|---|---|---|--|--|
| 12 | <p>LCAP Parent Survey: % of Parents who Agree or Strongly Agree with each of the following:</p> <ul style="list-style-type: none"> 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. | <p>LCAP Parent Survey (Winter 2023)</p> <ul style="list-style-type: none"> 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% | <p>LCAP Parent Survey (Winter 2024)</p> <ul style="list-style-type: none"> 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% | <p>LCAP Parent Survey (Winter 2025)</p> <ul style="list-style-type: none"> Teachers listen to students-74% Students are respected by peers-62% Students are respected by staff-81% Students feel like they belong-84% Students trust teachers and staff-75% Staff encourage students regularly-85% | <p>Increase each metric by 5% or maintain percentages over 85%</p> | <ul style="list-style-type: none"> Teachers listen to students +13% Students are respected by peers -1% Students are respected by staff +7.8% Students feel like they belong +12.2% Students trust teachers and staff +11.9% Staff encourage students regularly +11% |
|----|--|---|---|---|--|--|

Insert or delete rows, as necessary.

Goal Analysis for 2026-2027 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 supervisor who monitors 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 ensures 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 as well as a Robotics class separate and in addition to the 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 2026-27 proposed budget for these actions are accurately aligned for the 2026-27 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 2025-2026 Metrics analysis. There was a significant increase in positive feedback between the Fall 2023 and the Fall 2025 LCAP student survey who agree or strongly agree that OPA MS provides counseling support (+12.8%), provides programs that build character (+12.4%), is a safe place (+9.6%) and provides a positive environment (+11.6%). There was a significant increase in positive feedback between the Fall 2023 and the Fall 2025 LCAP staff survey who agree or strongly agree that OPA is a safe place for students (+10.9%), is a positive learning environment (+1.3%), provides social-emotional supports (+10.3%), provides behavioral supports (+14.9%), is a place where school staff listens to students (+15%), is a place where students are respected by peers (+19.1%), is a place where students are respected by staff (+13.7%), and is a place where students feel like they belong (+13.7%). There was a significant increase in positive feedback between the Fall 2023 and the Fall 2025 LCAP parent survey who agree or strongly agree that OPA is a place where students are respected by staff (+7.8%) and students trust teachers and staff (+11.9%).

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 three 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, and sound upgrades. | \$61,200 | N |
| 3.2 | Supervision Support | Provide full-time campus supervisors to support student behavioral expectations, monitor students during lunch and recess, and build positive relationships with students. | \$76,500 | 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. | \$137,700 | 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 are available to students. | \$6,120 | 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. Maintain student-centered learning spaces. | \$2,040 | 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 Behavior 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. | \$3,570 | N |
| 3.7 | Student Meals | Provide staffing and contract with a food service company to provide nutritious food options before school, recess and lunch time to support the breakfast and lunch program for all students free of charge. | \$51,000 | 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 but not limited to Environmental Sensors, RAPTOR Security System, a badging system, and a new PA System. | \$10,200 | N |

| | | | | |
|------|-------------------------------|--|----------|---|
| 3.9 | Technology Infrastructure | Maintenance of infrastructure to support school-wide technology use. | \$5,100 | N |
| 3.10 | Facility Upgrades/Improvement | Enhance the student learning environment, address facility and maintenance needs, and make other campus improvements throughout the year as needs arise. | \$61,200 | 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 school site staff, 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 activities of this incredibly supportive organization.

- School-wide Student Recognitions: We encourage parents to become involved in celebrating their students' successes and achievements.
- 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 | 6 Total Chancellor chats: 2 Mental Health Awareness Presentation (OCDE) LCAP Engagement: 3 | 13 Total <ul style="list-style-type: none"> ● Chancellor Chats: 3 ● Town Hall Meeting: 1 ● Parent Information Meeting: 2 ● LCAP engagement meetings: 3 ● Mental Health Awareness presentations: 2 ● Counselor Presentations: 2 | 12 Total <ul style="list-style-type: none"> ● Chancellor Chats: 3 ● Town Hall Meeting: 2 ● Parent Information Meeting: 2 ● LCAP engagement meetings: 3 ● Mental Health Awareness presentations: 1 ● Counselor Presentations: 1 | Increase the number of parent education opportunities to one per month | Parent engagement opportunities have increased by 100% from 2023-24 to 2025-26. |

| | | | | | | |
|---|--------------------------------------|--|--|--|---|---|
| 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 | 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 | <p>Four DELAC meetings were scheduled for the 23-24 school year.</p> <p>Seven attendees (3 parents/4 staff) were at the 10/17/23 meeting.</p> <p>Six attendees (3 parents and 3 staff) were at the 1/18/24 meeting.</p> <p>Nine attendees (5 parents and 4 staff) were at the 3/19/24 meeting.</p> <p>Four attendees (3 parents and 1 staff) were at the 5/21/24 meeting</p> | <p>Four DELAC meetings were scheduled for the 24-25 school year.</p> <p>Nine attendees (6 parents and 3 staff) were at the 10/17/24 meeting.</p> <p>Nine attendees (8 parents and 2 staff) were at the 1/16/25 meeting.</p> <p>Two attendees (1 parent and 1 staff) were at the 3/13/25 meeting.</p> <p>Six attendees (3 parents and 3 staff) were at the 5/22/25 meeting</p> | <p>Three DELAC & 1 ELAC meetings were scheduled for the 25-26 school year.</p> <p>8 attendees (4 parents and 4 staff) were at the 9/16/25 meeting.</p> <p>3 attendees (2 parents and 1 staff) were at the 12/11/25 meeting.</p> <p>5 attendees (3 parent and 2 staff) were at the 2/12/26 meeting</p> <p>6 attendees (4 parents and 2 staff) were at the 4/15/26 meeting (ELAC)</p> | Continue to hold four DELAC/ELAC meetings per year. | The number of scheduled DELAC/ELAC meetings were the same for the 2025-2026 school year. Parent attendance declined on average during the 2025-26 school year. |
|---|-----------------------------------|--|---|---|---|--|

| | | | | | | |
|---|--|---|--|--|--|--|
| 4 | Number of Parent Involvement Opportunities | <p>35 Total Opportunities</p> <p>Meet Your Professors: 1</p> <p>University Orientation: 1</p> <p>Fall Festival: 1</p> <p>Literature day: 1</p> <p>Winter Block Party: 1</p> <p>Honour Society monthly meetings: 11</p> <p>Middle School townhall: 2</p> <p>Lunar New Year: 1</p> <p>International Day: 1</p> <p>Cum Laude: 3</p> <p>Career Day:1</p> <p>Exit Interviews:1</p> <p>Field Day: 1</p> <p>University Olympics: 1</p> <p>Promotion: 1</p> <p>Dances: 3</p> <p>School Site Council: 1</p> <p>LCAP Engagement Meetings: 3</p> | <p>38 Total Opportunities</p> <p>Meet Your Professors: 1</p> <p>University Orientation: 1</p> <p>Fall Festival: 1</p> <p>Literature day: 1</p> <p>Winter Block Party: 1</p> <p>Honour Society monthly meetings: 11</p> <p>Middle School townhall: 3</p> <p>Lunar New Year: 1</p> <p>Career Day: 1</p> <p>International Day: 1</p> <p>Cum Laude:3</p> <p>Capstone Interviews: 1</p> <p>University Olympics:1</p> <p>Promotion: 1</p> <p>Dances: 3</p> <p>School Site Council: 3</p> <p>Vision and Hearing Screening: 1</p> <p>LCAP Engagement Meetings: 3</p> | <p>38 Total Opportunities</p> <p>Meet Your Professors: 1</p> <p>University Orientation: 1</p> <p>Fall Festival: 1</p> <p>Literature day: 1</p> <p>Winter Block Party: 1</p> <p>Honour Society monthly meetings: 11</p> <p>Middle School townhall: 2</p> <p>Lunar New Year: 1</p> <p>Career Day: 1</p> <p>International Day: 1</p> <p>Cum Laude:2</p> <p>Capstone Interviews: 1</p> <p>University Olympics:1</p> <p>Promotion: 1</p> <p>Dances: 3</p> <p>School Site Council: 5</p> | <p>Increase the number of Parent Involvement Opportunities to 40 a school year</p> | <p>Parent involvement opportunities remained the same this year for a total of 38.</p> |
|---|--|---|--|--|--|--|

| | | | | | | |
|---|---|--|--|--|---|--|
| | | | | Vision and Hearing Screening: 1 LCAP Engagement Meetings: 3 | | |
| 5 | <p>LCAP Parent Survey: % of Parents who Agree or Strongly Agree that OPA does each of the following:</p> <ul style="list-style-type: none"> Encourages input; Creates parent involvement opportunities; Partners with local businesses and community organizations; Provides parent education opportunities; Provides adequate communication with parents. | <p>LCAP Parent Survey (Winter 2023)</p> <ul style="list-style-type: none"> 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% | <p>LCAP Parent Survey (Winter 2024)</p> <ul style="list-style-type: none"> 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% | <p>LCAP Parent Survey (Winter 2025)</p> <ul style="list-style-type: none"> Encourages input-72% Creates parent involvement opportunities -81% Partners with local businesses and community organizations-69% Provides parent education opportunities -71% Provides adequate communication with parents-72% | Increase each metric by 5% or maintain percentages over 85% | <ul style="list-style-type: none"> Encourages input +3.4 % Creates parent involvement opportunities +7.4% Partners with local businesses and community organizations +17.8% Provides parent education opportunities +15.5% Provides adequate communication with parents +0.1% |

Goal Analysis for 2026-2027 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 on School Site Council, Honour Society, 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, Canvas, 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.

The Community Outreach Coordinator position ended December 31st 2025. (Action 4.5) The 2026-27 proposed budget for these actions are accurately aligned for the 2026-27 school year.

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 8.6% from 2023-24 to 2025-26 (from 35 opportunities to 38 opportunities). Parent attendance in DELAC has slightly declined on average over the course of the school year. There was a significant increase in positive feedback between the Fall 2023 and the Fall 2025 LCAP parent survey who agree or strongly agree that OPA MS encourages input (+3.4%), creates parent involvement opportunities (+7.4%), partners with local businesses and community organizations (+17.8%), and provides parent education opportunities (+5.5%).

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 final 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/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. Provide a tip-line for students and families to anonymously report bullying or other incidents to administrators. | \$42,840 | 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. | \$10,200 | 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 OPA Showcase events. | \$102 | 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. | \$111 | 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. | \$41,820 | 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. | \$510 | N |
| 4.7 | 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. | \$8,160 | N |
| 4.8 | Self Care and Mental Health Resources | Administrators will provide staff resources to promote self care and mental health | \$1,020 | N |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$221,579 | \$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 |
|---|-----------------------------|-------------------------|---|
| 3.685% | 0% | \$0 | 3.685% |

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 |

2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 6,012,958 | \$ 221,577 | 3.685% | 0.000% | 3.685% | \$ 295,566 | 0.000% | 4.915% | Total: | \$ 295,566 |
| | | | | | | | | LEA-wide Total: | \$ 295,566 |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ - |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|--|---|----------|---------------------------------|----------|--|---|
| 1 | 1 | curriculum | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 2 | supplemental materials | Yes | LEA-wide | English Learners and Low-Income | all | \$ 3,885 | 0.000% |
| 1 | 3 | materials and supplies | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 4 | enrichment/electives | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 5 | accelerated support | Yes | LEA-wide | English Learners and Low-Income | all | \$ 111,000 | 0.000% |
| 1 | 6 | assessment/diagnostics | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 7 | GATE | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 8 | enrichment beyond classroom | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 9 | resources for student groups | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 10 | comprehensive health education | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 11 | attendance | Yes | LEA-wide | English Learners and Low-Income | all | \$ 27,750 | 0.000% |
| 1 | 12 | aeries | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 13 | social-emotional support | Yes | LEA-wide | English Learners and Low-Income | all | \$ 111,000 | 0.000% |
| 1 | 14 | sports program | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 15 | full steam ahead | No | LEA-wide | | all | \$ - | 0.000% |
| 1 | 16 | WASC accreditation | No | LEA-wide | | all | \$ - | 0.000% |
| 2 | 1 | staffing-general | No | LEA-wide | | all | \$ - | 0.000% |
| 2 | 2 | professional development-general | No | LEA-wide | | all | \$ - | 0.000% |
| 2 | 3 | professional development-PLCs | No | LEA-wide | | all | \$ - | 0.000% |
| 2 | 4 | professional development-stipends | No | LEA-wide | | all | \$ - | 0.000% |
| 2 | 5 | professional development-administration | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 1 | technology | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 2 | supervision support | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 3 | facilities staffing and supplies | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 4 | classroom equipment | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 5 | innovation learning spaces | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 6 | MTSS and PBIS | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 7 | food services | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 8 | campus safety | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 9 | technology support | No | LEA-wide | | all | \$ - | 0.000% |
| 3 | 10 | facility upgrades/improvements | No | LEA-wide | | all | \$ - | 0.000% |
| 4 | 1 | school to home communication | No | LEA-wide | | all | \$ - | 0.000% |
| 4 | 2 | student recongition | No | LEA-wide | | all | \$ - | 0.000% |
| 4 | 3 | parent collaboration and decision-making c | No | LEA-wide | | all | \$ - | 0.000% |
| 4 | 4 | additional EL collaboration and decision-m | Yes | LEA-wide | English Learners and Low-Income | all | \$ 111 | 0.000% |
| 4 | 5 | school outreach | Yes | LEA-wide | English Learners and Low-Income | all | \$ 41,820 | 0.000% |
| 4 | 6 | parent education | No | LEA-wide | | all | \$ - | 0.000% |
| 4 | 7 | extracurricular activities | No | LEA-wide | | all | \$ - | 0.000% |
| 4 | 8 | self care and mental health resources | No | LEA-wide | | all | \$ - | 0.000% |
| | | | | | | | \$ - | 0.000% |

2025-26 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 5,296,200.00 | \$ 5,296,200.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1 | curriculum | No | \$ 80,000 | \$ 80,000 |
| 1 | 2 | supplemental materials | Yes | \$ 3,500 | \$ 3,500 |
| 1 | 3 | materials and supplies | No | \$ 50,000 | \$ 50,000 |
| 1 | 4 | enrichment/electives | No | \$ 450,000 | \$ 450,000 |
| 1 | 5 | accelerated support | Yes | \$ 100,000 | \$ 100,000 |
| 1 | 6 | assessment/diagnostics | No | \$ 10,000 | \$ 10,000 |
| 1 | 7 | GATE | No | \$ 2,000 | \$ 2,000 |
| 1 | 8 | enrichment beyond classroom | No | \$ 15,000 | \$ 15,000 |
| 1 | 9 | resources for student groups | No | \$ - | \$ - |
| 1 | 10 | comprehensive health education | No | \$ 2,500 | \$ 2,500 |
| 1 | 11 | attendance | Yes | \$ 25,000 | \$ 25,000 |
| 1 | 12 | aeries | No | \$ 5,000 | \$ 5,000 |
| 1 | 13 | social-emotional support | Yes | \$ 100,000 | \$ 100,000 |
| 1 | 14 | sports program | No | \$ 12,000 | \$ 12,000 |
| 1 | 15 | full steam ahead | No | \$ 15,000 | \$ 15,000 |
| 1 | 16 | WASC accreditation | No | \$ 1,000 | \$ 1,000 |
| 2 | 1 | staffing-general | No | \$ 3,900,000 | \$ 3,900,000 |
| 2 | 2 | professional development-general | No | \$ 5,000 | \$ 5,000 |
| 2 | 3 | professional development-PLCs | No | \$ 1,000 | \$ 1,000 |
| 2 | 4 | professional development-stipends | No | \$ 5,000 | \$ 5,000 |
| 2 | 5 | professional development-administration | No | \$ 5,000 | \$ 5,000 |
| 3 | 1 | technology | No | \$ 60,000 | \$ 60,000 |
| 3 | 2 | supervision support | No | \$ 75,000 | \$ 75,000 |
| 3 | 3 | facilities staffing and supplies | No | \$ 135,000 | \$ 135,000 |
| 3 | 4 | classroom equipment | No | \$ 6,000 | \$ 6,000 |
| 3 | 5 | innovation learning spaces | No | \$ 2,000 | \$ 2,000 |
| 3 | 6 | MTSS and PBIS | No | \$ 3,500 | \$ 3,500 |
| 3 | 7 | food services | No | \$ 50,000 | \$ 50,000 |
| 3 | 8 | campus safety | No | \$ 10,000 | \$ 10,000 |
| 3 | 9 | technology support | No | \$ 5,000 | \$ 5,000 |
| 3 | 10 | facility upgrades/improvements | No | \$ 60,000 | \$ 60,000 |
| 4 | 1 | school to home communication | No | \$ 42,000 | \$ 42,000 |
| 4 | 2 | student recongition | No | \$ 10,000 | \$ 10,000 |
| 4 | 3 | parent collaboration and decision-making opportunities | No | \$ 100 | \$ 100 |
| 4 | 4 | additional EL collaboration and decision-making opportunities | Yes | \$ 100 | \$ 100 |
| 4 | 5 | school outreach | Yes | \$ 41,000 | \$ 41,000 |
| 4 | 6 | parent education | No | \$ 500 | \$ 500 |
| 4 | 7 | extracurricular activities | No | \$ 8,000 | \$ 8,000 |
| 4 | 8 | self care and mental health resources | No | \$ 1,000 | \$ 1,000 |
| | | | | \$ - | \$ - |

2025-26 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 5,464,830 | \$ 269,600 | \$ 269,600 | \$0.00 - No Difference | 0.000% | 0.000% | 0.000% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|--|--|---|---|---|
| 1 | 1 | curriculum | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 2 | supplemental materials | Yes | \$ 3,500 | \$ 3,500.00 | 0.000% | 0.000% |
| 1 | 3 | materials and supplies | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 4 | enrichment/electives | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 5 | accelerated support | Yes | \$ 100,000 | \$ 100,000.00 | 0.000% | 0.000% |
| 1 | 6 | assessment/diagnostics | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 7 | GATE | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 8 | enrichment beyond classroom | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 9 | resources for student groups | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 10 | comprehensive health education | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 11 | attendance | Yes | \$ 25,000 | \$ 25,000.00 | 0.000% | 0.000% |
| 1 | 12 | aeries | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 13 | social-emotional support | Yes | \$ 100,000 | \$ 100,000.00 | 0.000% | 0.000% |
| 1 | 14 | sports program | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 15 | full steam ahead | No | \$ - | \$ - | 0.000% | 0.000% |
| 1 | 16 | WASC accreditation | No | \$ - | \$ - | 0.000% | 0.000% |
| 2 | 1 | staffing-general | No | \$ - | \$ - | 0.000% | 0.000% |
| 2 | 2 | professional development-general | No | \$ - | \$ - | 0.000% | 0.000% |
| 2 | 3 | professional development-PLCs | No | \$ - | \$ - | 0.000% | 0.000% |
| 2 | 4 | professional development-stipends | No | \$ - | \$ - | 0.000% | 0.000% |
| 2 | 5 | professional development-administration | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 1 | technology | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 2 | supervision support | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 3 | facilities staffing and supplies | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 4 | classroom equipment | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 5 | innovation learning spaces | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 6 | MTSS and PBIS | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 7 | food services | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 8 | campus safety | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 9 | technology support | No | \$ - | \$ - | 0.000% | 0.000% |
| 3 | 10 | facility upgrades/improvements | No | \$ - | \$ - | 0.000% | 0.000% |
| 4 | 1 | school to home communication | No | \$ - | \$ - | 0.000% | 0.000% |
| 4 | 2 | student recongition | No | \$ - | \$ - | 0.000% | 0.000% |
| 4 | 3 | parent collaboration and decision-making activities | No | \$ - | \$ - | 0.000% | 0.000% |
| 4 | 4 | administrative collaboration and decision-making activities | Yes | \$ 100 | \$ 100.00 | 0.000% | 0.000% |
| 4 | 5 | school outreach | Yes | \$ 41,000 | \$ 41,000.00 | 0.000% | 0.000% |
| 4 | 6 | parent education | No | \$ - | \$ - | 0.000% | 0.000% |
| 4 | 7 | extracurricular activities | No | \$ - | \$ - | 0.000% | 0.000% |
| 4 | 8 | self care and mental health resources | No | \$ - | \$ - | 0.000% | 0.000% |
| | | | | \$ - | \$ - | 0.000% | 0.000% |

2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 5,464,830 | \$ 208,872 | 0.000% | 3.822% | \$ 269,600 | 0.000% | 4.933% | \$0.00 - No Carryover | 0.00% - No Carryover |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE 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.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted 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.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected

outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.
- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

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 schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

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.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section

15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

