

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunity Academy

CDS Code: 01100170136226

School Year: 2025-26

LEA contact information:

Dr. Tracey A Burns

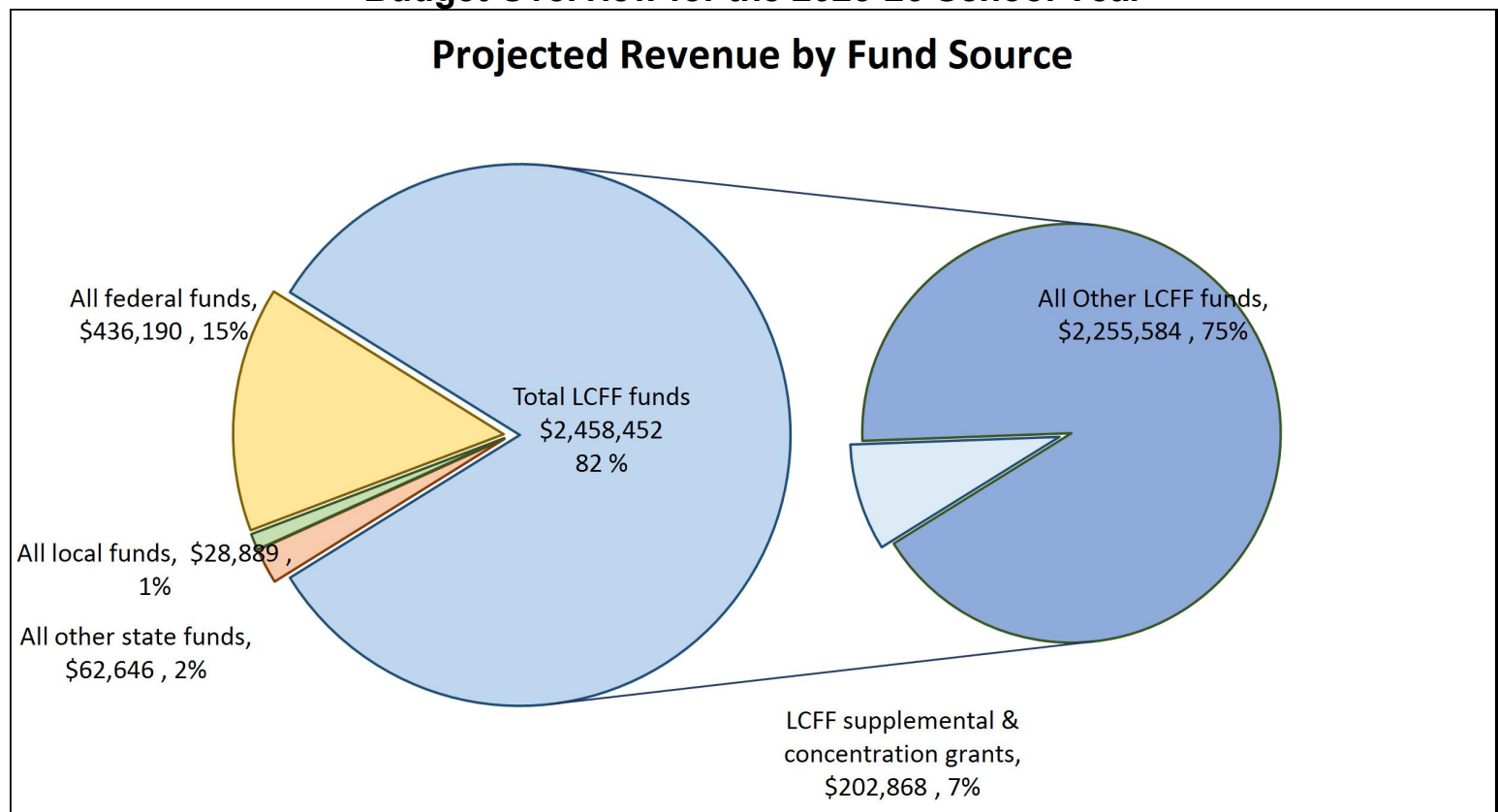
Principal

tburns@acoe.org

510-670-4157

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 2025-26 School Year

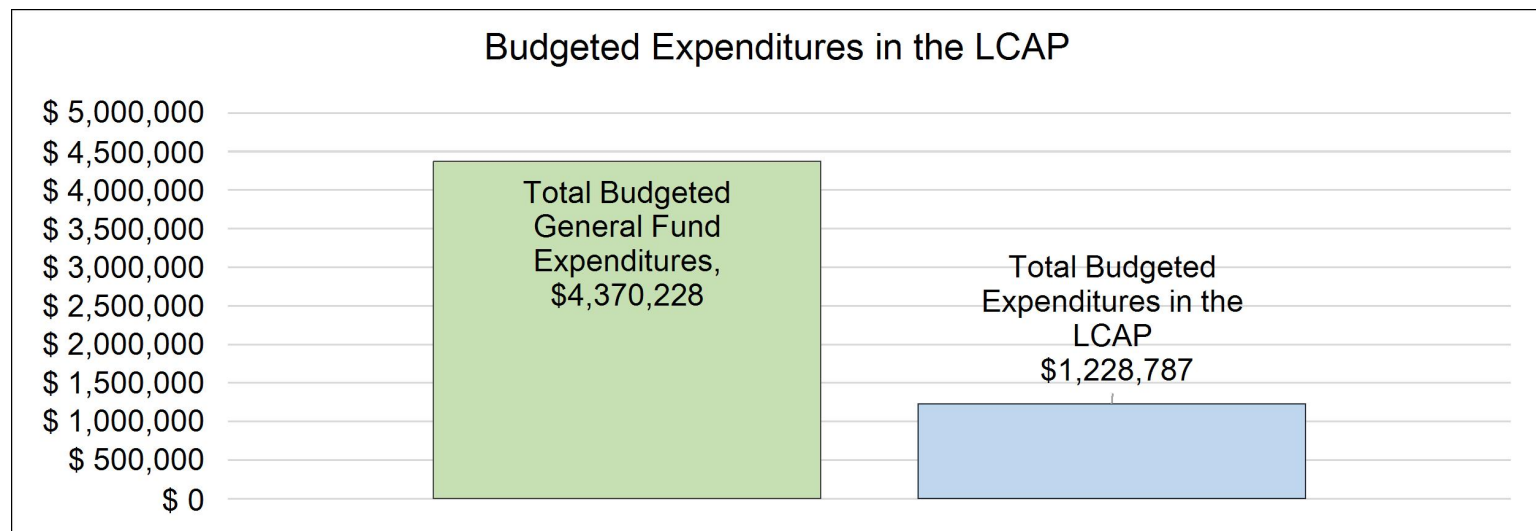


This chart shows the total general purpose revenue Opportunity Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunity Academy is \$2,986,177.00, of which \$2,458,452.00 is Local Control Funding Formula (LCFF), \$62,646.00 is other state funds, \$28,889.00 is local funds, and \$436,190.00 is federal funds. Of the \$2,458,452.00 in LCFF Funds, \$202,868.00 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 Opportunity Academy plans to spend for 2025-26. 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: Opportunity Academy plans to spend \$4,370,228.00 for the 2025-26 school year. Of that amount, \$1,228,787.43 is tied to actions/services in the LCAP and \$3,141,440.57 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Opportunity Academy is projecting it will receive \$202868.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunity Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunity Academy plans to spend \$1,228,787.43 towards meeting this requirement, as described in the LCAP.

To best meet the needs of Opportunity Academy's high needs students: foster youth, English learners, and low-income students, it plans on using the funds in the following ways:

Action 2.1: Specialized tutoring and support by filling a vacancy for a paraeducator.

Action 2.2: Providing extended year/summer school for students to meet their graduation goals.

Action 2.3: Education support for unduplicated youth who need specialized services to meet their academic and graduation goals.

Action 2.5: Hiring of a School Social Worker to find resources for students to address barriers and challenges keeping the student from regularly attending school

Action 4.1: Provide better community engagement events to share information and resources with families and students in the school community

Action 7.1: Redesign the school's approach and how it serves its English learners, especially Long-term and at-risk English learners, to become English proficient.

Action 7.2: State Assessment growth for English Learners as one tool used to show growth in English and to be reclassified as English proficient

Action 7.3: Providing English language development professional development to all staff to better provide integrated and designated English language development

Action 8.1: Graduation plans for each student to address career and college options

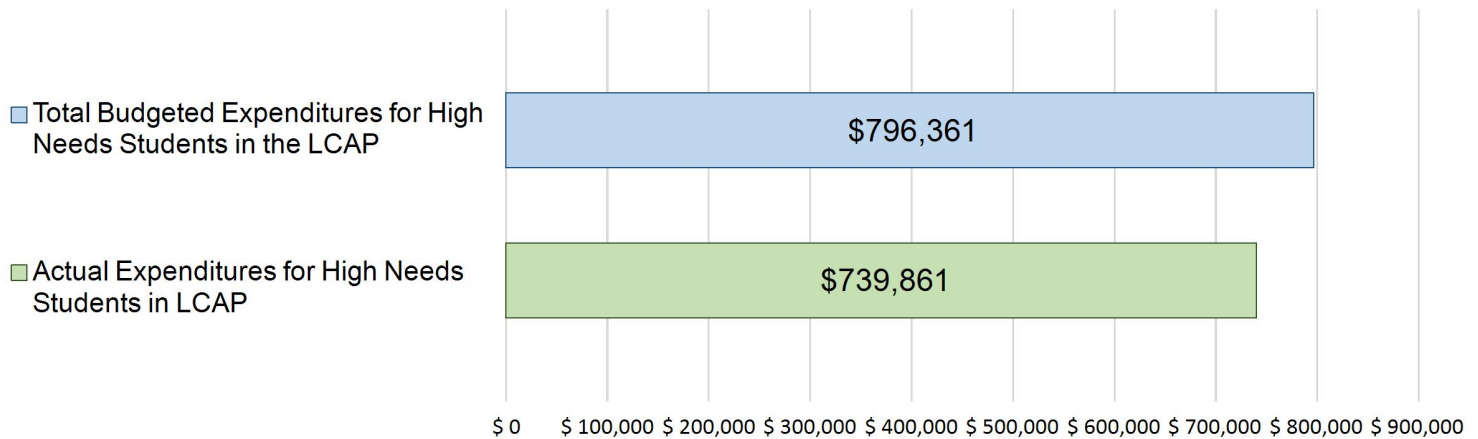
Action 8.2: Transcript analysis allows educational partners to create individualized learning and transition plans to address career and college goals

Action 8.6: Digital and printed curriculum options to meet the unique learning needs of each student

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Opportunity Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Opportunity Academy 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 2024-25, Opportunity Academy's LCAP budgeted \$796,361.49 for planned actions to increase or improve services for high needs students. Opportunity Academy actually spent \$739,860.97 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$56,500.52 had the following impact on Opportunity Academy's ability to increase or improve services for high needs students:

Based on the prior year's expenditures for increased and improved services for high needs students compared to the actual expenditures for high needs students in the school's LCAP, there was a small decline of \$56,500.52. The decline was due to vacancies in teacher and paraeducator positions. These positions became vacant in November 2024 but were not filled until March 2025.

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
Opportunity Academy	Dr. Tracey A Burns Principal	tburns@acoe.org 510-670-4157

Plan Summary [2025-26]

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.

The Alameda County Office of Education (ACOE) Division of Student Programs and Services has a long history of providing a safety net of educational options for students who cannot be served or served well by their residence districts. ACOE develops our programs in partnership with the 18 school districts within Alameda County, to reflect the changing needs expressed by our districts. In response to community need, ACOE established Opportunity Academy to provide a gateway to those youth and adults ages 16 and older who want to earn their high school diploma and have been disconnected from public/private education for 45 days or more. In Alameda County, cities like Oakland, Hayward, and unincorporated Cherryland have high numbers of adults who have not earned high school diplomas. Currently, the following areas where Opportunity Academy is housed show the greatest percentage of adults needing a high school diploma. The following neighborhoods have a high concentration of persons without a high school diploma: waterfront in West Oakland at 18.7%, Clinton district in Oakland at 25.8%, San Antonio district in Oakland at 48.7%, Cherryland/Ashland area in unincorporated San Leandro is 23.1%, and Hayward is 19.2% (U.S. Census, 2020). Compared to individuals with a high school diploma, those who have not earned one have substantially higher rates of unemployment and those incarcerated, lower lifetime income, civic engagement, and homeownership percentages, and increased health and mental health risks. Those without a high school diploma are more likely to live in high-poverty areas with lower tax revenues and added costs to society in the health, social services, and criminal justice realms. For example, in Alameda County Black/African Americans make up 9.8% of the population but have an unemployment rate of 23% and a poverty level of 17.8% versus Hispanic/Latino(o)s make up 23.4% of the population in Alameda County and an unemployment rate of 35.2% and a poverty rate of 11.8% (U.S. Census, 2020). These statistics show the need for a quality high school diploma that will help reduce the wealth gap impacting Alameda County. Using the MIT Living Wage Calculator, an adult with no children living in the San Francisco-Oakland-Hayward Metro area

will need to earn \$25.55 per hour (WestEd, 2023) to support themselves. Moreover, according to the Family Needs Calculator, an adult with up to 3 children will need to earn \$87.30 per hour to support their family (WestEd, 2023).

Key elements of the ACOE Opportunity Academy are as follows: The ACOE Opportunity Academy is a dependent public charter school authorized by the Alameda County Board of Education and administered by the Alameda County Superintendent of Schools through ACOE. The focus population is persons who have dropped out of or been unsuccessful in school, desire a high school diploma, and may need support with employment readiness and obtaining employment. Recruitment primarily targets young adults and adults not currently enrolled in an educational program, and among them, those who are parenting; formerly incarcerated or on Probation/Parole; those who are unhoused; transitional age foster youth; and all others considered economically disadvantaged and who may qualify for federal Workforce Innovation and Opportunity Act (WIOA) job training with the school's workforce partners.

Reflections: Annual Performance

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

Analysis of California School Dashboard and Local Data: Opportunity Academy (2023–2024)

Overview. The California School Dashboard, in conjunction with local assessment data, highlights key areas Opportunity Academy must continue to address throughout the 2024–2027 3-Year LCAP cycle. As of the 2023–2024 Census Day, the school enrolled 157 students. Of those:

67.5% were socioeconomically disadvantaged, a decrease from 76% in the prior year (down 11.18%).

13.4% were English learners, an increase of 21.81% compared to last year.

7% were foster youth, a 2.77% decrease from the previous year.

These demographic shifts underscore the importance of targeted support for English learners and foster youth, particularly as student need profiles evolve.

State Assessment Participation and Performance

SBAC – English Language Arts (ELA): Total students tested: 18

Distance from standard: 213 points below, but an improvement of 66 points from the previous year.

Key groups with 11+ students tested:

African-American/Black: 277.8 points below standard (9.2-point decline).

Socioeconomically Disadvantaged (SED): 212 points below standard (83.5-point gain).

There was insufficient data to compare English learners vs. English-only students.

Trend: Continued growth since 2022 despite limited data sets. Increased test participation is expected to enhance future data quality.

SBAC – Mathematics: Total students tested: 17

Overall distance from standard: 267.1 points below, reflecting a 37-point improvement from the prior year.

Key group:

SED students: 264.8 points below standard (47.1-point improvement).

As with ELA, insufficient English learner data were available for subgroup comparisons.

English Learner Progress Indicator (ELPI): Total EL students tested: 18

Students making progress:

Overall: 16.7%

Long-term English learners: 23%

Performance by ELPI level (2023–2024):

Progressed at least 1 level: 27.3%

Maintained current level: 36.4%

Decreased at least 1 level: 36.4%

No ELPI data were reported for the 2022–2023 school year. In contrast, 100% of students maintained levels in 2021–2022.

College and Career Readiness: 13 student groups analyzed; 3 were rated Red, 10 had no performance color.

Preparedness by demographic:

African-American/Black (n=59): 0% prepared.

Hispanic (n=72): 0% prepared.

SED (n=120): 0% prepared.

Class of 2023: 97.3% not prepared, 2% approaching, 0.7% prepared.

Class of 2024: 98.7% not prepared, 1.3% approaching, 0% prepared.

Graduation Rate

Overall: 64.4% (194 students) graduated across 13 student groups.

Performance color ratings: 2 groups, Red, 1 Yellow, 10 with no color.

Graduation by subgroup:

African-American/Black: 69.9% graduated (Yellow rating), a 7% increase.

Hispanic: 61.2% graduated, a 2.6% increase.

SED: 64.6% graduated, a 3.6% increase.

Funding and Strategic Response

Unexpended LREBG Funds

\$42,000 in LREBG funds have been allocated for use during the extended school year (April 24 – June 30, 2025).

Additional LREBG funds are reserved for the 2025–2026 school year under:

Goal 2, Action 2.2

Metrics 2.2 (student enrollment in extended year)

Metrics 2.3 (students graduating during the extended year)

Needs Assessment and Response: Goal 2, Action 2.2

A review of student data reveals gaps in extended year access and graduation outcomes for:

Foster youth

English learners

Socioeconomically disadvantaged students

Action 2.2 addresses these equity gaps through:

Summer and intersession instructional programs

Credit recovery and retention strategies

These interventions are explicitly aligned with allowable fund uses and are designed to:

Promote grade-level advancement

Fulfill graduation requirements

Improve college and career readiness for high-needs students

Opportunity Academy continues to make incremental gains in academic performance and graduation rates for key student groups, while ongoing challenges in college and career preparedness underscore the need for continued investment. Strategic actions supported by LREBG funding will be essential to closing opportunity gaps over the 2024–2027 LCAP cycle.

Reflections: Technical Assistance

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

Opportunity Academy has been identified as needing Differentiated Assistance because of the following: comprehensive support and improvement related to college and career readiness and graduation rates. According to the California School Dashboard, 0% of African-American/Black, Hispanic, and SED students were prepared for college or career. The data below compares 2023 to 2024.

Class of 2023: 97.3% not prepared, 2% approaching, and only 0.7% prepared.

Class of 2024: 98.7% not prepared, 1.3% approaching, and 0% prepared.

The College and Career Indicator (CCI) performance is critically low, especially for historically underserved student groups and the lack of color ratings for 10 groups suggests insufficient data or low participation in college/career pathways. Notable, there is no notable improvement from the Class of 2023 to 2024, indicating existing interventions are ineffective or nonexistent.

Through the creation of a Differentiated Assistance Plan of Action, the following are the strategies that the school has planned to address for the 2025-2026 school year and is included in Goal 5 of the LCAP.

Strategy 1: Concurrently enrolling students in a college course that meets graduation requirements;

Strategy 2: Provide students with the opportunity for career exploration, job readiness preparation, and other ways to earn job skills.

Strategy 3: Develop and Utilize a COST system specifically designed for Independent Study.

The second area identified by the CDE that falls under Differentiated Assistance for the school's low graduation rates. The school is required to design and implement a Comprehensive Support and Improvement plan. This plan includes the following strategies and is in Goal 8 of the LCAP.

Strategy 1: Identify students in the 4th or 5th cohorts who meet A-G requirements.

Strategy 2: Increase the number of students who graduate in the 4th-year cohort

In addition, Opportunity Academy received a notification from the California Department of Education for the following:

Annual determination under IDEA, Part B, and the monitoring support designation for the 2025 monitoring year, as it relates to small LEA monitoring, compliance only.

The support and assistance received by the Tri-Valley SELPA, along with the support given by the CDE for the Differentiated Assistance, will help to improve both college and career indicators and graduation rates as well as any findings during the CIM process. To be noted, Opportunity Academy is a high school diploma program offering California's 130 credit minimum to earn a high school diploma. Because the 130 credit minimum does not include elective credits, honors courses, or AP courses, it will be difficult for a student to earn all the A-G courses needed to qualify for the UC or California state colleges. However, parents and guardians, as well as any adult student, can opt to earn more than the 130 credit minimum if they desire to qualify to enroll at a 4 year university or college.

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.

ACOE's Opportunity Academy is eligible for comprehensive support and improvement in the following area: Graduation Rate. AOA's graduation rate for 4th and 5th-year graduates was at 64.2%, on the California Dashboard (fall 2023). There was an overall decline of 2.8%, and highly affected African American/Blacks, Hispanic (non-white), and socioeconomically disadvantaged students. However, the graduation rate for AOA in the fall of 2024 was 64.4%, a gain of 0.3%, not significant enough of a gain. Because the Dashboard reported that 75.6% of the school's population is socioeconomically disadvantaged in 2023 and at 67.5% in 2024, it is assumed that both African American and Hispanic students who may be in the 4th and 5th-grade graduation cohort may also be labeled as socioeconomically disadvantaged.

Support for Identified Schools

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

Opportunity Academy has been identified for Differentiated Assistance due to low graduation rates among its 4th- and 5th-year student cohorts. To address this, the school has established Goal 8 in its 2024–2027 Local Control and Accountability Plan (LCAP), focused on increasing graduation rates with a special emphasis on historically underserved student groups, including Black, Hispanic (non-white), and socioeconomically disadvantaged (SED) students as identified on the California School Dashboard.

Goal Statement

Increase the 4-year, 5-year, and overall cohort graduation rates through targeted, data-informed, and equity-driven strategies that prioritize personalized student planning, instructional support, professional development, and community engagement.

Actions and Strategies

Action 8.1 – Individualized Student Graduation Plans. Each student in the 4th- and 5th-year cohort will collaborate with their education team—including teachers, support staff, and administrators—to develop a personalized graduation plan. This plan will identify the specific course requirements and credits needed to meet graduation goals and will be updated regularly as progress is made.

Action 8.2 – Transcript Analysis and Instructional Planning. The school’s record data specialist will conduct comprehensive transcript analyses. These analyses will inform instructional staff about students’ academic standing and guide the design of engaging and differentiated instruction, tailored to accelerate credit recovery and promote re-engagement.

Action 8.3 – Professional Learning on Graduation, Retention, and Engagement. Teachers and paraeducators will attend targeted conferences and professional development focused on retention strategies, academic improvement, and engagement techniques for students in the 4th and 5th year of high school. These efforts aim to enhance staff capacity to support graduation outcomes, particularly for student groups identified as underperforming.

Action 8.4 – Use of NWEA MAP for Skill-Level Assessment. Opportunity Academy will utilize the NWEA MAP assessment as a calibrated diagnostic tool to identify each student’s academic skill levels. Instructional staff will use this data to develop individualized transition and intervention plans that align with students’ strengths, learning gaps, and graduation timelines.

Action 8.5 – Strengthening Community Partnerships. Community partnerships play a pivotal role in supporting students toward graduation. The school will collaborate with local organizations to provide services such as tutoring, case management, job readiness training, incentive programs, and other wraparound supports. These partnerships are critical in addressing attendance barriers and mitigating external challenges that affect student success.

Action 8.6 – Curriculum Flexibility to Meet Student Needs. Recognizing the diverse learning preferences and circumstances of students, the school will ensure access to both digital and non-digital curriculum options. Instructional staff will be equipped with a variety of curriculum tools and platforms to personalize instruction and improve student engagement and credit completion.

Implementation Support and Monitoring

To ensure successful implementation of Goal 8, the administration will embed four cycles of inquiry into the professional development calendar during the 2025–2026 school year. These cycles will focus on analyzing student progress, instructional strategies, and graduation outcomes. In addition:

Instructional rounds will be conducted at each site to observe, reflect on, and improve teaching practices.

Professional development will include workshops specifically addressing graduation barriers and student engagement.

Family and community engagement efforts will be enhanced to strengthen school-home partnerships and identify programmatic needs.

Regular meetings with community partners will be held to identify and close gaps in services in real time, ensuring that support systems are responsive and student-centered.

Monitoring and Evaluating Effectiveness

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

The California Office of Education will monitor and evaluate the plan and will provide technical assistants to support students leading the school to improve its graduation rates for African American/Blacks, Hispanic (non-white), and socioeconomically disadvantaged students.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
The LEA/school consulted with the following education partners: Teachers (ACTA union) Classified staff (CSEA union) Student focus group Parents via survey and monthly community meetings Special Education through the CIM process including the school's SELPA Director of Instruction and compliance Community partnerships with WIOA funded partners	Monthly community meetings Surveys Community events including open house Monthly CIM meetings with the special education department Meetings with Director of Instruction and compliance Student focus groups Weekly/biweekly or monthly meetings with community partners LCAP advisory committee meetings ELAC meetings

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

The LCAP Parent and Student Advisory at Opportunity Academy played a pivotal role in developing the 2024-2025 annual update to the Local Control and Accountability Plan (LCAP). Their feedback ensured that the plan’s goals and actions addressed the school’s unique needs while remaining aligned with state requirements. A key priority for the LCAP Parent and Student Advisory committee was reviewing metrics that effectively measure progress toward the school's charter foci, as outlined in both the WASC report and the Charter petition. The revised LCAP provides clearer alignment between goals, actions, and metrics, enhancing transparency and coherence. During the WASC committee visit on February 13, 2025, modifications to the LCAP were shared with the WASC committee chair to ensure alignment with the school’s accreditation process. This improved structure has enabled the advisory team to gain a deeper understanding of the LCAP’s framework and updates, reinforcing the school’s strategic priorities. Additional feedback was gathered from the school community, inclusive of parents, students, ACTA and CSEA members, and community partners through the use of surveys and well as staff focus groups. The following are some areas students and staff have identified that the school may want to consider to improve overall programming:

Explore opportunities to collaborate with ACOE curriculum experts to enhance professional development for SPaS teachers and Paras across all content areas.

Regular student surveys will provide valuable data to assess the effectiveness of the AOA approach and identify areas for improvement.

Students have expressed a need for anger management classes and support, highlighting a key area for program development and more access to mental health counseling through OTTP.

Develop a strategic plan to support specialized student populations, including incoming SPeD and English Language Learners.

Family and student engagement initiatives like dedicated social media space for students and families, honor roll awards at each site, college field trips, regional family engagement plane tailored for each site or region of the county, and family surveys to understand how they prefer to support their child's education, recognizing that not all can attend meetings or events.

Design local and state testing weeks for the entire school and consider dedicated/embedded time to evaluate MAP data as a collective.

Identify the root causes of low assessment participation percentages at specific sites and then at a school before suggesting solutions.

To enhance support for English learners, it has been suggested to hire more bilingual paraeducators, host school-wide virtual sessions for English learners led by a qualified teacher, at least 2 times a week, provide dedicated embedded PLC and PDs in EL-regated content to foster a collaborative culture of support, develop EL specific courses tailored to the independent study model, and encourage or require English learner to attend face to face instruction.

Explore alternative metrics tailored to the unique student population to more accurately measure progress beyond traditional indicators. These refined metrics should provide a realistic and meaningful representation of student growth and success.

Develop a streamlined process to support students in dual enrollment at community colleges, ideally structuring it as a cohort within a school site for better collaboration and guidance. Additionally, provide resources to help students navigate college syllabi and develop the skills needed to become active, independent learners in a college setting.

Develop and implement a pre and post ILTP process, clearer program expectations with the explanation about independent studies, and creating a clear road map of what is needed for each student to successfully reach their graduation goal.

Inform parents/guardians of students' progress.

Supporting communication between students and their parents/guardians.

Provide flexible days and times to meet for events.

Continue creating space for students to feel part of and take care of

For parents to have space and flexibility in how to contribute to the school community.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Broad Goal: Conditions of Learning. AOA will maintain a team of highly skilled, credentialed teachers who are carefully assigned and supported with embedded professional development opportunities and dedicated professional learning community spaces. Through this commitment, we aim to ensure that all students have access to curriculum-aligned instructional materials and a diverse course of study, facilitated by effective and efficient teaching methods in a safe and inclusive environment where every student can fulfill graduation requirements, including offering support for students and families as they navigate opportunities after students exit the school.	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)

An explanation of why the LEA has developed this goal.

This goal has been designed to ensure that every student enrolling in Opportunity Academy receives comprehensive support as it's imperative to provide those who serve them with the necessary tools and resources. By equipping our educators and staff, especially for our most vulnerable students, we empower students to thrive beyond their education at AOA.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers full credentialed (Priority 1)	100% (Local LEA data)	100% (Local LEA data) March 2025		100%	0% maintain
1.2	#/% if teachers misassigned (Priority 1: required measure)	4.5 (SARC 2022-2023 Data)	7.30/8 (91.38%) based on SARC (22-23) No new data available		0	62.2% increase
1.3	% of students will access to their own copy to	100% (Local LEA data)	100% (Local LEA Data) April 2025		100%	0% maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard aligned instructional materials (Priority 1: required measure)					
1.4	% of facilities maintained in good repair using yearly FIT report (Priority 1: required measure)	100% (Local LEA data)	The overall rating for 6 satellite locations: is 95.5% (FIT report January 2025)		100%	4.6% decrease
1.5	%/# of teachers and para educators participating in PDs that focuses on CA academic content standards and curriculum frameworks especially PDs that focus on intervention and instructional strategies for low income, English learners, foster youth and/or adult learners (Priority 2)	100% (Local LEA data)	100% (Local LEA Data) April 2025		100%	0% maintain
1.6	%/# of teachers and para educators who participate in PD focusing on engagement and intervention strategies for students receiving special education services. (Priority 2)	100% (Local LEA data)	100% (Local LEA Data) April 2025		100%	0% maintain
1.7	Total number of digital and/or traditional a-g courses offered and	13 (Local LEA data)	14 (Local LEA Data) April 2025		15	100% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	accessible to all students (Priority 7)					

Goal Analysis [2024-25]

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.

Overall implementation of goal 1: With the assistance of ACOE's Human Resources, Opportunity Academy was able to fill 2 teacher vacancies. One teacher was hired to fill the vacancy at Youth Employment Partnership, and the other teacher was hired to fill the vacancy left by a teacher who transferred to the Assistant Principal Position. In November 2024, one of the newly hired teachers resigned, requiring the Assistant Principal to return to the classroom until a replacement could be found. A new teacher was hired in March 2025, allowing the Assistant Principal to resume their administrative duties. Substantive differences: An additional teacher was hired in preparation for the school's expansion for the 2025-2026 school year. AOA plans to expand by adding 2 campuses: Covenant House in Hayward, CA and Safe Passages in Oakland, CA.

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.

Goal 1
Action 1.3 Budgeted: \$43,275 Actual Expenditure: \$72,103.36 Variance: \$28,828.36. (under budgeted)
This variance was due to renegotiated lease agreements as well as higher property and liability insurance costs.
Action 1.4, Budgeted: \$0 Actual Expenditures: \$56,265.21 Variance: 56,265.21 (under budgeted)
The variance was used to purchase Chromebooks and to fund tutoring services provided through BAYAC AmeriCorps, in alignment with program goals supporting student academic success.
Action 1.5, Budgeted: \$0

Actual Expenditures:
Variance: \$348.17 (under budgeted)

The variance was spent to cover the cost of instructional supplies and materials, as well as extended hours for paraeducators participating in the Ethnic Studies professional development. These costs supported the enhancement of curriculum and instructional practices related to equity and inclusion.

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

Opportunity Academy was effective in the following actions and made progress toward the overall goal.

Action 1.1 Opportunity Academy's administration successfully secured professional development opportunities tailored to the specific needs and requests of teachers and paraeducators.

Action 1.3 The school facilities were well-maintained, thanks to strong partnerships and the collaborative relationships built with community partners.

Action 1.4 The Ethnic Studies course is offered on the digital platform, Edgenuity.

Action 1.5 Opportunity Academy established an Ethnic Studies Team that delivered a dedicated professional development series for teachers, paraeducators, and academic coaches. Opportunity Academy is preparing to present its Ethnic Studies curriculum to the Alameda County Board of Education for adoption in the fall of 2025. Though the school will present the Ethnic Studies curriculum to the Alameda County Board of Education in the fall of 2025, the school will need to begin the curriculum adoption process for math, as the state has adopted a new math framework.

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.

After receiving feedback from students, parents, community members (surveys issued March 1-April 22, 2025), and staff (staff meeting 12/4/24; 1/8/25) there were no suggestions to change the planned goals, metrics, target outcomes, or actions for the coming 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	Professional Development for all school staff	(Professional Development) All staff will be provided with scheduled PLCs, site level PDs, and district level PDs focusing on various content areas, reviewing data in core content areas, curriculum development, covering	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		topics required by district/state that are directly linked to student outcomes and are monitored quarterly to improve programming and instruction yearly.		
1.3	School Facilities	School Facilities) All AOA school facilities will be maintained in good repair either t(hrough Maintenance and Operations and/or through ACOE Opportunity Academy's signed MOUs with community partners where AOA may be located. All AOA school facilities will be evaluated yearly(2024-2027) by a third (3rd) party agency that contracts with ACOE. Written formal facility reports will be submitted to ACOE's Maintenance and Operations and to the Program Director of Instruction and Compliances. Families and students will report a sense of safety as noted on the yearly culture and climate survey and reported on the school's yearly SARC report approved by the Alameda County Board of Education yearly.	\$75,218.00	No
1.4	Digital and traditional a-g courses	Text Books/Chromebooks/Digital Licenses: All AOA students will be provided with a textbook or Chromebook so they can access their assignments both at school and at home.	\$166,000.00	No
1.5	Ethnic Study Team	AOA's Ethnic Studies team will review the curriculum that will be adopted and used for the 2025-2026 school year. The team will meet monthly and present their findings in July 2025 to the site for final approval. All staff will participate in staff professional development beginning July 2025 and will do so monthly using data to make any final adjustments to the curriculum prior to its submission to the UC/CSU system for a-g approval.	\$3,954.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintenance Goal: Integrated Whole-Student Support:AOA will provide all students access to academic supports and integrated support services in order to reduce the barriers that may impact a student's access to school and the ability to earn their high school diploma.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AOA students encounter and address a number of barriers keeping them from access to opportunities leading to improved learning and living conditions. AOA's goal is to reduce the barriers by maximizing resources and minimizing pain points.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	%/# of English Learners, socioeconomically disadvantaged, and foster/homeless youth receiving specialized tutoring services (addressing specific programming designed for EL, SED, and FY) (Priority 7)	100% (Local LEA data)	100% (Local LEA Data) April 2025		100%	0% maintained
2.2	# of students enrolled during extended	185 (Local LEA data Summer 2023)	206 (Local LEA data) June 30, 2024		200	10.74% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	year/summer school (Priority 6)					
2.3	# of students graduating during extended year/summer school (Priority 6)	57 (Local LEA data Summer 2023)	73 (Local LEA data) June 30, 2024		75	28.1% increase
2.4	# of students accessing telehealth mental health services provided by the NAAEC (Priority 6)	0: telehealth will begin August 2024 (Local LEA data)	0: Required student emails (Local LEA data) March 2025		50	0% maintain
2.5	# of students issued a Clipper Card (Priority 6)	10 (Local LEA data Spring 2024)	15 (Local LEA data) March 2025		20	50% increase
2.6	# of students referred to OTTP for services (Priority 6)	13 (Local LEA data Spring 2024)	41 (Local LEA data) April 2025		15	100% increase
2.7	% of students suspended once or more (Priority 6: required measure)	0 (California Dashboard Fall 2023)	0% (California Dashboard 2024)		0	0% maintained
2.8	% of students expelled (Priority 6: required measure)	0 (California Dashboard Fall 2023)	0% (California Dashboard 2024)		0	0% maintaineed
2.9	% of students who report feeling safe and connected to school (Priority 8).	98% (Local LEA Climate Survey Spring 2024)	73.4%=connected; 24.5%=NA 83.6%=Safe; 14.3%=NA		100%	Connected=24.6% decline Safe=14.4% decline
2.10	# of students/families referred to organizations that may provide services like housing and other services to reduce barriers students experience outside of school (Priority 8)	0 (Local LEA data)	32 Families referred Safe Passages (Local LEA Data) April 2025		20	100% increase

Goal Analysis [2024-25]

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.

One of Opportunity Academy's key achievements has been the delivery of comprehensive, integrated support services tailored to student needs. These planned actions encompassed specialized tutoring, summer school programming, targeted academic interventions for unduplicated youth, and the expansion of wraparound services. A notable highlight was the 50% increase in Clipper Card distribution compared to the mid-year Local Control and Accountability Plan (LCAP) report, reflecting improved access to transportation. Additionally, 41 students were referred to OTTP (Occupational Therapy Training Program) for specialized services, and the school saw a 100% increase in referrals to Safe Passages, providing critical assistance in areas such as housing instability, food insecurity, and other barriers impacting educational access. However, the implementation of telehealth services offered by NAAEC faced operational setbacks. Due to the absence of school-issued email accounts for students, access to the telehealth platform was delayed until late in the academic year. Furthermore, the lack of a coordinated rollout campaign meant that students and families were not fully informed about the available services, limiting their utilization. Following an internal review, the Student Services Department identified a pressing need for a dedicated school social worker. This role would lead the development of a Coordination of Services Team (COST) and implement a Multi-Tiered System of Supports (MTSS) designed specifically for the unique challenges and needs of Opportunity Academy's student population. An analysis of culture and climate survey results revealed a concerning decline in the percentage of students who reported feeling safe and connected to the school community. A significant number of responses included "N/A" or "Don't know," which are believed to have come from community members or partner organizations not directly receiving school services. To ensure that future data collection efforts accurately reflect student and family experiences, the survey question will need to be revised to clarify the intended respondents, limiting participation to students and their families.

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.

Goal 2:

Action 2.1

Budgeted Amount: \$281,464.10

Actual Expenditure: \$215,452.10

Variance: \$65,012.00 (over budget)

During the 2023–24 academic year, Opportunity Academy experienced several staffing-related circumstances that significantly impacted expenditures related to Goal 2, Action 2.1, which was budgeted to support substitutes, staff salaries and benefits, and extended hours.

Several key factors contributed to the underspending:

Staff Turnover and Leave of Absence:

One paraeducator resigned at the beginning of the school year. Although the position was subsequently filled, the individual who stepped into the role went on maternity leave in October 2024, leading to reduced salary and benefit expenditures compared to what was originally budgeted.

Part-Time Hiring instead of Full-Time Placement:

A vacancy at another site, which had been projected to be filled by a full-time paraeducator, was ultimately filled by a part-time employee. This staffing decision further contributed to the reduction in personnel-related costs, particularly in salaries and benefits.

These unanticipated staffing changes and shifts in personnel scheduling led to a cumulative underspend of \$65,012. Despite these adjustments, the school maintained the core intent of Action 2.1—supporting instructional capacity and student learning—through available staff and alternative instructional strategies.

Action 2.2

Budgeted Amount: \$278,462.73

Actual Expenditure: \$218,000.00

Variance: \$60,462.73 (under budgeted)

Although there is a variance of \$60,462.73 for summer school expenses, summer school is not complete until June 30, 2025, and the final accounting may be different. This variance accounts for the projected increase in the cost of salaries and benefits for paraeducators and teachers.

Action 2.3

Budgeted Amount: \$62,088.85

Actual Expenditure: \$70,913.55

Variance: \$8,824.70 (under budget)

The variance for this action is a result in the increase of salaries and benefits for staff due to contract negotiation with ACTA and CSEA.

Action 2.4

Budgeted Amount: \$169,136.15

Actual Expenditure: \$175,718.55

Variance: \$6582.40 (under budget)

The variance for this action is a result in the increase of salaries and benefits for staff due to contract negotiation with unions, ACTA and CSEA.

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

Opportunity Academy was effective in all of the Actions for Goal 2:
Action 2.1: Specialized tutoring by providing academic coaches through AmeriCorps at 4 of the 6 school campuses
Action 2.2: Providing extended year/summer school with 73 graduates, an increase of over 28%
Action 2.3: An additional layer of support, particularly for unduplicated youth, foster youth, unhoused youth, students receiving special education services, English learners, and students facing challenges in math and literacy, was provided.
Action 2.4: Integrated supports were provided through partnerships both internally and externally.

The school was not successful in providing telehealth services to students through the NAAEC.

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.

The availability of telehealth services at Opportunity Academy for the 2025–2026 school year remains uncertain, as their continuation depends on whether the Northern Alameda Adult Education Collective (NAAEC) renews its contract. Due to this ambiguity, the telehealth-related metric is likely to be removed from the 2024–2027 Local Control and Accountability Plan (LCAP) in future updates. In response to emerging student needs, Opportunity Academy has introduced a new action to this goal: the hiring of a dedicated school social worker to support student wellness and increase access to critical wraparound services. This role will formally begin in the 2025–2026 school year and is detailed under Action 2.5. Specialized tutoring will continue to be provided to all students. However, federal funding for BAYAC/AmeriCorps has been withdrawn, resulting in the layoff of BAYAC/AmeriCorps staff, including academic coaches. To sustain necessary support for students, the school will need to reallocate funding to cover the gap left by the defunded BAYAC/AmeriCorps contract. Additionally, a second new action—Action 2.6—has been added to fund substitute teachers, allowing credentialed teachers to participate in professional development opportunities such as conferences, training sessions, and exchange days. While both actions address pressing needs within the school community, no new metrics have been introduced at this time to measure the outcomes of Actions 2.5 and 2.6.

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	Specialized Tutoring and supports	(Specialized Tutoring and supports) Para educators will collaborate with credentialed teachers to identify skill gaps in literacy, writing, and math to design specialized tutoring supports for socioeconomically disadvantaged, Foster, and English learner students, so that they can gain 21st-century skills and complete coursework required for graduation. AOA will also contract with BAYAC Americorps to provide academic coaches to assist	\$246,568.70	No Yes

Action #	Title	Description	Total Funds	Contributing
		with integrated supports for better student outcomes in literacy, writing, and math.		
2.2	Extended Year/Summer School	(Extended Year/Summer School) AOA will offer extended programming beyond the regular school year, targeting English Language learners, foster youth, SED, and SPED. These programs will aim to enhance literacy and writing skills while helping students earn credits toward their high school diploma.	\$250,000.00	No Yes
2.3	Education support for unduplicated youth	(Unduplicated Youth) Students identified as foster youth who could be English learners, SED, and qualify for free or reduced-cost meals, receive additional integrated support services from paraeducators, tutors, and youth mentors to mitigate learning loss, and reduce the barriers for the unduplicated youth to remain in school until they have completed their individualized educational pathway.	\$72,562.95	No Yes
2.4	Integrated supports	(Integrated Supports) Site Administrator will ensure AOA staff will actively connect students with resources, including leveraging community partnerships, to overcome barriers that impact their access to education. By facilitating access to these resources, we aim to empower students to pursue career and educational opportunities, ultimately leading to their career advancement and success.	\$180,850.22	No
2.5	Social Worker	After extensive research, it was determined that AOA is in need of a social worker. The social worker will closely with the school's administrators, the social worker team, community organizations to provide wrap around services to student and families in need.	\$168,227.89	No
2.6	Substitute Teachers	AOA will provide coverage for credential teachers to attend trainings, conferences, and exchange days by hiring qualified substitute teachers to manage AOA teachers' caseloads, offering direct instruction, and keeping track of completed assignments. Substitute teachers may keep	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		attendance, issue grades on completed assignments, complete warning letters, and other duties as assigned.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Focus Goal: State and Local Assessment Student participation rates will increase yearly. Local assessment participation rates will increase by 5% yearly. The school will use the data to identify skill levels in math and English and use targeted skill gap instruction in all content areas to improve students' academic achievement. In addition, student participation rates will increase by 5% yearly on the state assessments. The school will review the data as part of its quarterly cycle of inquiry to determine if programmatic changes need to be made.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AOA has several challenges related to local and state assessment results. First, AOA as only tested 77.31% of its students on local assessments. Local assessments is one measure that teachers can use to build a student's education path way. For the passed 6 years, AOA has failed to test enough students on the state assessments, except for the ELPAC resulting in no colors available on the California Dashboard on the SBAC-ELA, SBAC-Math, and the CAST. Local and state assessment data are 2 of the many measures that AOA uses to determine if programmatic changes need to be made. Those measure are also used to evaluate how the school as a whole, is providing students with a quality education leading to improvements on both the local and state assessment levels. The state assessments are reviewed in the fall of each school year while the local assessments are reviewed quarterly and shared with the school's community partners and used to discuss programmatic needs and service gaps that may need to be addressed for improved student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of those students enrolled 90 days or more showing improvement in academic skill as noted on improved assessment scores on calibrated assessment tools. (Priority 8, WASC)	35-English; 26-Math on the CASAS (Local LEA data Spring 2024) .	24/28 literacy gains on the CASAS (Local LEA data, April 2025); No math data on the CASAS		20	2 student improved on post assessment in math; a decline by 24 students; 28 student improved on post

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			NWEA MAP Math: 0.06% or 9 out of the 151 students 90-day post tested and out of those .06% or 2 out of the 9 improved in their scores. NWEA MAP Reading: 0.11% or 17 out of 151 students 90-day post tested and out of those 23% or 4 out of 17 of those students improved in their scores.			assessment in reading, a decline by 6 students
3.2	#/% of SPED students participating in all required state testing (Priority 8)	12/14 (85.14%) (Local LEA and State data Spring 2024)	8/14 (57.14%) have been tested; 6 remaining to be tested (Local LEA data) March 2025		95%	33.33% decrease
3.4	% of students participating in all local assessments (Priority 8, WASC)	77.31% (Local LEA data Spring 2024)	56.59% (Local LEA data) March 2025		100%	26.8% decrease
3.5	% of students participating in all state CAASPP ELA (Priority 4, WASC)	56.25% (State data Spring 2024)	60.53% (Local LEA data) April 22, 2025		95%	7.61% increase
3.6	% of students participating on all state	59.38% (State data Spring 2024)	57.89% (Local LEA data) April 22, 2025		95%	2.51% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP Math (Priority 4, WASC)					
3.7	% met/exceeded standards for all students-CAASPP ELA (Priority 4: required measure)	No performance color California Dashboard Fall 2023	No performance color California Dashboard 2024		10%	0% maintained
3.8	% met/exceeded standards for all students-CAASPP Math (Priority 4: required measure)	No performance color California Dashboard Fall 2023	No performance color California Dashboard 2024		10%	0% maintained
3.9	% met/exceeded standards for all students-CA Science Test (Priority 4: required measure)	No performance color California Dashboard Fall 2023	No performance color California Dashboard 2024		10%	0% maintained
3.10	% of students participating in the state CA Science Test (Priority 4; required measure)	58.73% (State Data Spring 2024)	61.04% (Local LEA data) April 22, 2025		95%	3.93% increase

Goal Analysis [2024-25]

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.

There was a disruption in meeting this goal due to ongoing staffing challenges. Specifically, two paraeducator positions remained vacant—one at Civicorps since September 2025 and another at AOA's Bridge location. These vacancies directly impacted student services and hindered the full implementation of local assessments. As a result, there was a 26.8% decline in the number of students completing local assessments during the 2024–2025 school year. Additionally, two of the six campuses, along with the virtual classroom, experienced a significant decline in student participation and completion of state testing. At the Next Step Learning Center, there has been insufficient coordination regarding the sharing of local assessment data, particularly related to CASAS pre- and post-assessments administered at that site. Although each campus has developed its own testing plan, teachers often rely on paraeducators to administer local assessments. In the

absence of a paraeducator, the responsibility falls to the teacher. It is also the administrators' responsibility to clearly communicate these expectations to all staff to ensure consistency and accountability across sites.

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.

Goal 3:

Action 3.1

Budgeted: \$65,074.92

Actual Expenditure: \$17,603.80

Variance: \$47,471.12 (over budget)

The variance is due to staffing changes where one paraeducator resigned in September 2024 and the replacement who was to start in October 2024, went on maternity leave, leaving the position vacant.

Action 3.2

Budgeted: \$632,772.83

Actual Expenditure: \$657,163.22

Variance: \$24,390.39 (under budget)

The variance is due to an increase in salaries and benefits for staff as a result of contract negotiations with unions, ACTA and CSEA.

Action 3.3

Budgeted: \$91,565.44

Actual Expenditure: \$102,381.01

Variance: \$10,815.57 (under budget)

The variance is due to an increase in salaries and benefits for staff as a result of contract negotiations with the unions, ACTA and CSEA.

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

The data collected in March 2025—while the state testing window was still open—shows notable declines in student participation in local and state assessments compared to baseline data. This decline may impact the overall effectiveness and evaluative clarity of the three key actions associated with this goal. Below is a summary of the participation metrics:

SPED students participating in all required state testing:

Baseline: 85.14%

March 2025: 57.14%

Change: -33.33%

Students participating in all local assessments:

Baseline: 77.31%

March 2025: 56.69%

Change: -26.8%

Students participating in CAASPP ELA:

Baseline: 56.25%

April 22, 2025: 60.53%

Change: 7.61%

Students participating in CAASPP Math:

Baseline: 59.38%

April 22, 2025: 57.89%

Change: -2.51%

Students participating in the CA Science Test:

Baseline: 58.73%

April 22, 2025: 61.04%

Change: 3.93%

Root Cause Analysis and Recommendations:

Several systemic barriers continue to hinder assessment participation, including:

Insufficient communication and clarity around the importance and requirements of local and state assessments.

Inconsistent accountability systems to ensure staff and students complete necessary assessments.

Elevated levels of chronic absenteeism, which disproportionately affects participation rates.

A need for increased administrative presence and targeted support before and during the testing windows.

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.

After close analysis, the language was changed in Action 3.3 to better address how the office assistant will monitor enrollment in order to create enrollment numbers and distribute that information to teachers and paraeducators for post testing on local assessments.

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	State and Local assessment agreements	(State and local assessments) All newly enrolled AOA students agree to take all local and state assessments as identified on a signed Primary Education agreement and will take the local assessment within 2 weeks of enrollment to help determine academic skills areas that need to be addressed and to help students get academic support from teachers, para-educators or tutors such as BAYAC volunteers to improve those skill levels while students.	\$81,118.53	No
3.2	Planning Administration of State and local assessments	(Planning Administration of State and Local Assessments) Teachers, in collaboration with paraeducators and/or community partners, will develop testing plans for each site that includes flexible scheduling and incentives. Testing plans will be submitted to the office assistant in order to develop a testing calendar with dates and deadlines.	\$645,052.06	No

Action #	Title	Description	Total Funds	Contributing
3.3	Local Assessment Growth for students enrolled for 90 days or more	(Local assessment Growth) The Office Assistant will monitor student enrollment and regularly provide teachers and paraeducators with a list of students who have been enrolled for 90 days or more. These students will be scheduled to take the locally calibrated assessment tool, with the goal of demonstrating at least one level of academic growth in both mathematics and literacy.	\$200,948.95	No
3.4				

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Broad Goal: Family Engagement AOA will develop and fully implement a family engagement plan, that includes families, students, and community partners, to solicit input from the school's educational partners to address programmatic needs and to determine solutions to address those needs.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

A successful school program is inclusive of 3 primary components: School, Family, and Student. In the case of AOA, family engagement for those of our students under 18 years old is necessary. The Independent Study instructional model requires full family engagement for the students to become and remain engaged with their course load and in some cases, acquiring job readiness and soft skills from one of the school's many community partners. Moreover, family engagement is important in the development of the school's LCAP and WASC reports. Parents and families can participate in several school events, meetings, and community events with community partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	%/#parents, students and community partners to participate in monthly Coffee with the Principal, the LCAP Family Advisory Committee, ELAC Advisory Committee, and other community events to help advise the school concerning any programmatic improvements that need to be made. (Priority 3)	22.2% (Local LEA data Spring 2024)	100% (56/56) parents/15.45% (51/330 students) Local LEA data March 2025: Total 32.42% (107/330)		30%	46.03% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	%/# of parents participating in their student's IEP either annual, triennial, exit/transition, or 504 plan, and/or SST meetings. (Priority 3)	100% (Local LEAL data Spring 2024)	100% (Local LEA data) March 2025		100%	0% maintained
4.4	% of parents/guardians who have participated on at least 1 meeting/event at school (Priority 3)	74.6% (Local LEA data Spring 2024)	56/56 (100%) Local LEA data March 2025		80%	25.4% increase

Goal Analysis [2024-25]

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.

The school demonstrated notable success in engaging parents and students through a variety of events and meetings. Data collected indicates a 46.03% increase in parent participation compared to the prior year. This growth highlights the effectiveness of outreach and community-building strategies implemented across school sites.

Key events that contributed to the increased engagement included:

Quarterly Parent/Teacher Conferences focused on student progress;

Three Educational Field Trips: A's Career Day, Berkeley Repertory Theatre, and the Oakland Museum;

Student Awards Ceremony and Luncheon recognizing academic and personal achievements;

Financial Aid Night offering college and post-secondary planning support;

Open House Events at each site to build stronger school-family relationships.

These events created multiple touchpoints for families to connect with school staff, celebrate student success, and gain valuable information, all contributing to a stronger school-community partnership.

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.

Goal 4:

Action 4.2

Budgeted: \$82,888.88

Actual Expenditure: \$72,236.95

Variance: \$10,651.93 (over budget)

The variance of \$10,651.93 is due to a change in salaries coming out of another funding source.

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

Survey data and staff feedback indicate that the school was successful in fostering parent and family engagement, with strong alignment between planned actions and observed outcomes. For Actions 4.1, there was a 46.03% increase in parent participation. This increase demonstrates that efforts such as parent-teacher conferences, student recognition events, and informational nights were effective in connecting families to the school community. However, both staff and educational partners noted that there was no dedicated funding allocated for this goal, which may limit the sustainability and expansion of successful practices. Despite the lack of resources, staff were able to creatively implement meaningful events and touchpoints with families. To further improve participation rates and deepen family-school partnerships, several potential strategies were identified:

Hosting monthly family luncheons to promote informal engagement;

Organizing award assemblies to recognize student achievements in a public and celebratory way;

Coordinating career and job fairs that include community partners and workforce development opportunities;

Designing family engagement events tailored to the specific needs, cultures, and contexts of each school site and the region it serves.

Going forward, dedicating funding to support these efforts would help scale effective practices and build even stronger connections with families across all sites.

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.

In response to input from educational partners, an additional action was added to explicitly address the need for culturally relevant and inclusive events. Educational partners emphasized that such events are essential for attracting a broader range of community members and fostering authentic engagement. The primary goal of this action is to create welcoming spaces that reflect the diverse identities of students

and families, while also providing meaningful opportunities for the community to offer input that informs programmatic decisions. This includes shaping curriculum, services, and school-wide initiatives to ensure they are reflective of and responsive to the community’s cultural and linguistic strengths. Allocating funding for these events addresses a gap identified in previous years and supports the school’s broader mission to build trust, increase transparency, and center community voice in continuous improvement efforts. Additional suggestions are as follows:

- Hosting monthly family luncheons to promote informal engagement;
 - Organizing award assemblies to recognize student achievements in a public and celebratory way;
 - Coordinating career and job fairs that include community partners and workforce development opportunities;
 - Designing family engagement events tailored to the specific needs, cultures, and contexts of each school site and the region it serves.
- Going forward, dedicating funding to support these efforts would help scale effective practices and build even stronger connections with families across all sites.

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	Community Engagement	(Community Engagement). AOA in partnership with community partners will host at least 1 open house at each site each school year, 1 fall festival 1 fall/winter graduation, 1 spring/summer graduation, and other community events to engage families of unduplicated youth, SED, and Sped youth and adults to disseminate school information and to inform the Alameda County community about AOA and the programming it offers.	\$3,000.00	No Yes
4.2	Family Engagement	(Family Engagement) AOA Record Data Specialist, Office assistant, teachers, and the site administrator (s) will use Parent Square, REMIND, quarterly newsletters, emails, phone calls, US postal services, IEP meetings, enrollment process, weekly engagement logs to communicate with families allowing families to engage with school activities inclusive of	\$162,124.40	No

Action #	Title	Description	Total Funds	Contributing
		field trips that focus on college and career readiness, transition planning, and other ways to best meet the needs of the students.		
4.3	School and Community Events	Each school site will host tailored School and Community Events designed to reflect the unique needs and interests of its student and family populations. These events will serve multiple purposes, including: Increasing student engagement and attendance through community-building activities; Strengthening partnerships with parents, families, and local stakeholders; Disseminating key information about school programs, services, and student supports; Collecting meaningful input and feedback from parents, students, and community members to inform continuous improvement efforts. By fostering inclusive, culturally relevant, and welcoming environments, these events aim to promote a stronger sense of belonging, increase participation in academic and extracurricular programs, and ensure that school programming is responsive to the voices and needs of the community..		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Focus Goal: Whole-student College and Career engagement: Data from the California Dashboard indicates that 98% of those students graduating from AOA are not prepared for college. AOA's design model focuses on youth and adults who have been separated from high school for 45 days or more. Most students enrolling in AOA have been out of school for years. California's 130 credit minimum to earn a high school diploma, allows students who have been separated from school to re-engage and earn their high school diploma. While AOA will not be able to meet some of the CCI measures like offering AP courses, AOA can improve its college and career engagement leading to more students becoming college and career ready through the use of effective and research based pedagogy to increase student attendance, reduce Chronic absenteeism, increase the number of students completing their financial aid submission, increase the number of students earning industry recognized certifications, increase the number of students participating in job readiness programs, pre-apprenticeships, internships, and/or work-based learning opportunities and dually enrolled in community college. AOA will move its rating on the California Dashboard from very low to low or better yearly.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Many of AOA's students are over 18 years old, working part-time or full-time, in a job readiness program, looking for employment, as well as juggling school and parenting. Keeping students engaged by helping them fully design and implement transition plans that may include applying for community college or a job training program, completing their financial aid, or even helping students successfully complete as many a-g course work to better prepare them for community college are essential to a student's success. Having a matriculation agreement with the local community colleges will allow the school to offer college course work directly on campus reducing the number of barriers student have to face to attend college. Transition plans and other student engagement activities will help to keep the students engaged leading them to earn their high school diploma. Students earning industry recognized certifications and soft skills from job readiness programs, while not measured under CCI, will the support the students to be career ready and help to determine if the students are interested in enrolling into a post-secondary school, pre-apprenticeships, internships, and/or receive promotions on their job helping to erase the predetermination of failure often prescribed by their communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	%/# of students who are concurrently enrolled in community college (Priority 8)	3 (Local LEA data Spring 2024)	4 (Local LEA data) March 2025		20	25% increase
5.2	Matriculation agreement with Peralta Colleges and/or Chabot college to set up and offer concurrent college courses at AOA (Priority 7, WASC)	0 (Local LEA data Spring 2024)	Goal will be addressed in the 25-26 school year		1	maintained
5.3	Reduction in the % of students who are chronically absent (Priority 5: required measure)	50.2% (Local LEA data Spring 2024)	2023-2024: 55.41% absent 10% of the time or more. 2024-2025(as of March 27, 2025) based on CALPADS report: 148/335 or 44.2% absent 10% of the time or more.		35%	11.21 decrease
5.4	% of high school students who have dropped out of school (Priority 5: required measure)	Data not available until May 2024	14.54%(48/335) dropped out after 30 days of enrollment (March 2025)		5%	14.53% increase
5.5	Increase in the number of students retained 30 days or more after enrollment (Priority 5) new measure	295/348 (84.78%) students retained enrolled 30 days or more (Local LEA data Spring 2024)	311/330(enrolled July 1-March 21, 2025) or 94.94%		95%	11.16% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	%/# of graduating seniors who have completed their FAFSA (Priority 8)	7 (Local LEA data Spring 2024)	29/105 graduating seniors (Local LEA data) March 2025		100%	300% increase
5.7	%/# of students who have enrolled in a post secondary school or programs after earning their high school diploma (Priority 8)	0 (Local LEA data Spring 2024)	10/105 graduating seniors (Local LEA data) March 2025		10%	10% increase
5.8	# of students participating in job readiness programs leading to employment or students already employed (Priority 8)	64 (Local LEA data Fall/Winter 2023)	238/330 (Local LEA data) March 2025		70	271% increase
5.9	# of students earning industry recognized certifications leading to employment(Priority 8)	64 (Local LEA data Fall/Winter 2023)	82 (Local LEA data) April 2025		70	Increase by 18 students
5.10	# of FAFSA workshops offered to students and their families (Priority 8)	0 (Local LEA data Spring 2024)	3 (Local LEA data) March 2025		2	100% increase
5.11	#/% of graduating senior with a completed transition plan in place prior to graduating (Priority 8)	7.33% (Local LEA data Spring 2024)	83/105 (79.04%) March 2025		100%	100% increase
5.12	%/# of students enrolled in a CTE pathway either of their choosing or one of the 3 pathways offered at the school. (Priority 8)	10(Local LEA data Spring 2024)	0% (Local LEA data) March 2025		12	100% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.13	%/# of students receiving general work experience elective credits in one of the alternative graduation pathways	New metric aligned to action 5.5 added April 2025	New Metric for the 2025-2026 school year		10	No data available

Goal Analysis [2024-25]

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.

Opportunity Academy has made meaningful progress toward Goal 5, demonstrating strong implementation of Action 5.3 (Community Partnerships) and partial progress with Action 5.4 (Broad Course of Study, including A–G and CTE pathways). However, implementation of Actions 5.1 (College and Career Transition Planning) and 5.2 (Individualized Learning and Transition Planning) was less effective due to staffing challenges, though modest gains were still achieved. A significant staffing deficit affected the delivery of services. A core teacher’s resignation in November 2024 required the Assistant Principal to assume classroom teaching duties through March 2025, limiting leadership capacity. Additionally, two paraeducators became unavailable—one resigned, and the other began maternity leave in October 2024, with an anticipated return in September 2025. Difficulties securing substitutes led to further delays, and replacement paraeducators were not fully vetted and onboarded until April 2025. Despite these setbacks, Opportunity Academy does intend to add 2 actions under Goal 5. Action 5.5 will focus on work-based learning, allowing students to earn elective credits. In addition, the school added Action 5.6 to refine its art courses. All critical staff positions have now been filled, restoring operational stability. With a complete team in place, the school is well-positioned to fully implement its intended services and remains confident in its ability to achieve all Goal 5 objectives by the end of the current LCAP cycle in 2027..

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.

Goal 5

Action 5.1
Budgeted: \$258,808.94
Actual Expenditure: \$122,395.89
Variance: \$136,413.05 (over budgeted)

The variance for Action 5.1 was due to the resignation of a teacher at one of the school's location in mid-November 2024. The teacher's replacement wasn't hired until March 2025. Moreover, there was a vacancy for a paraeducator since October 2024 and was not filled until March 2025.

Action 5.2

Budgeted: \$72,386.44

Actual Expenditure: \$77,415.84

Variance: \$5,029.40 (under budgeted)

The variance for Action 5.2 was due to an increase in salary based on negotiation of the union contract for ACTA and CSEA.

Action 5.4

Budgeted: \$182,876.90

Actual Expenditure: \$24,196.81

Variance: \$158,680.09 (over budgeted)

The variance was due to a teacher vacancy at one of the school's sites that was not filled until March 2025.

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

Opportunity Academy demonstrated significant effectiveness through a combination of targeted strategies and collaborative efforts. One major factor was the alignment of actions with clearly defined goals. Teachers, paraeducators, and the Senior Program Manager for College and Career Readiness worked closely with both families and students to develop individualized transition plans for graduating seniors and students under the age of 18. Additionally, a dedicated committee of teachers played a key role in establishing college pathways. This group guided students toward dual enrollment opportunities by reviewing self-paced online college courses, assessing student work samples, and using NWEA MAP data to determine academic readiness. Further supporting this effort, the Senior Program Manager applied for CCAP (College and Career Access Pathways) grants in partnership with Chabot College, aiming to secure funding to expand dual enrollment opportunities. Finally, the school saw measurable success in student retention, with more students staying enrolled for 30 days or longer compared to the baseline established in last spring's LCAP report.

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.

Given the significant number of students participating in job training programs, and the school's commitment to providing students and families with alternative pathways beyond the minimum 135 credits required for graduation, educational partners discussed the importance of offering additional elective credit options. To support this need, the school plans to offer elective credits through Work-Based Learning, specifically under the General Work Experience framework. Additionally, to broaden students' educational experiences—especially within the context of the independent study instructional model—Opportunity Academy will provide art workshops that fulfill visual and performing arts requirements. These will be supplemented by experiential learning opportunities such as field trips to local museums, theaters, and other cultural institutions.

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
5.1	College and Career Transition Planning	(College and Career Transition Planning) AOA teachers in collaboration with paraeducators, the Program Director of college and career readiness, and the site administrator will integrate college and career transition planning in each graduating senior's individualized educational pathway, identifying potential career pathways, completing FAFSA by the spring deadline, enrolling in a local community college or vocational school, passing 2 quarters(semesters) of concurrent college courses with a C or better all to improve the schools ranking on the CCI on the California Dashboard from red to orange or better yearly.	\$489,845.13	No
5.2	Individualized Learning Transition Plans	(ILTP) AOA paraeducators will integrate the uses of California Career Zone or its equivalent to ensure that all graduating seniors complete their FAFSA, career survey, and/or college enrollment, sharing the data with the Sr. Program Director of College and Career readiness, site administrator, and teachers to identify career trends. All data will be collecting by the Record Data Specialist to share that data with the education partners including partnering community based organizations. Shared data can be used to make necessary adjustments to programming at AOA and to inform the education partners of student interest.	\$203,218.91	No
5.3	Community Partnerships	(Community Partnerships) The AOA administrator will expand its reach in the county by partnering with CBOs that serve a similar population as the school and with those community partners that provide employment services and/or integrated student/client services reducing barriers to education and employment through services such as coaching, job readiness training, mental health supports, access or referrals to housing, transportation, pre-apprenticeships, access to community college courses, and other services and by partnering with AOA to provide a quality high school education for youth and adults. The Record Data specialist will		No

Action #	Title	Description	Total Funds	Contributing
		collect all related data to be disseminated to the schools community based partners.		
5.4	Broad course of study/A-G and CTE	(Broad course of study/A-G and CTE) All credentialed teachers will offer all students CTE and A-G course work allowing students the ability to complete at least 1 A-G course in order for students to move closer to their career goals that will lead them to acquire skills needed to gain employment. A-G courses also best prepare students for high education at the community college.	\$232,494.72	No
5.5	Worked Based Learning	The purpose of this action is to provide students with opportunities for applying the basic skills of reading, writing, and computation through a combination of supervised employment in any occupational field and related classroom instruction. May require a work permit.		
5.6	Art Therapy Workshops	AOA will provide a minimum of 4 art therapy workshops for staff and students to meet the broad course of studies offered at the school.	\$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Focus/Required Goal: Special Education: AOA will continue to work closely with the Tri-Valley SELPA and Student Program's Special Education Department to develop and fully implement a plan to reduce the number of African American/Black male students with an IEP, improve the school's triennial assessment completion rate, improve the 30 day plan review rate, and complete and meet all compliance requirements of Comprehensive Improvement Monitoring issued by the state.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The state is monitoring AOA to address compliance with all special education requirements. AOA has created a plan needed under Comprehensive Improvement Monitoring and must meet all identified measures to be monitored by the Tri-Valley SELPA and the SPaS special education team.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	%/# of SPED students receiving additional tutoring services (Priority 5)	100% (Local LEA data)	100% (Local LEA data) March 2025		100%	0% maintained
6.2	%/#(SPED) team members will participate	0 (Local LEA data)	83.33% (5/6) 1 para on maternity		100%	100% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in special education and special education-related training sessions (Priority 1:CIM measure)		leave (Local LEA data) March 2025			
6.3	Upon enrollment, the IEP team members will hold 100% of 30-day review IEP meetings within 30 days (Priority 8)	0 (Local LEA data)	27/28 (96.42%) Local LEA data (March 21, 2025)		100%	100% increase
6.4	#% of resources/SPED students referred to the Department of Rehabilitation (Priority 8)	100%	Metric no longer being used		100%	Metric no longer being used
6.5	Successful full implementation of the CIM plan approved by the state and monitored by the Tri-Valley SELPA for the 2024-2025 school year (Priority 8: CIM measure)	Data available November 2024	New CIM submitted January 2025. Metric no longer being used: May 2025		1	AOA no longer under CIM: May 2025
6.6	Collaborative meetings between administrators, paraeducators, and case managers/resource teachers will be held monthly (Priority 8)	To be designed and scheduled for fall 2024	9 meetings (Local LEA Data) March 2025		10	100 increase
6.7	100% of overdue IEP meetings will be held within 45 calendar days of student enrollment (Priority 7)	0 (Local LEA data)	4 out of 29 are out of date(13.79%) Local LEA data March 2025		100%	100% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.8	Semi-annual informational, seminars, and or open houses for LEAs, school districts, and the community to learn more about (SPed services) program offerings (Priority 3).	To be designed and scheduled for fall 2024	Metric met (Local LEA data) March 2025		2	100% increase

Goal Analysis [2024-25]

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.

The implementation of this goal has been highly successful, reflecting a strong and coordinated effort to support students receiving special education services. Opportunity Academy has worked in close collaboration with the Special Education division within the Student Programs Department. With the recent appointment of a new Director of Special Education, the school was assigned a dedicated case manager to help meet the needs of a growing population of students requiring special education support. Additionally, paraeducators and academic coaches from AmeriCorps engage in monthly professional development sessions designed to equip them with strategies specifically tailored to serve the school's special education population. These targeted efforts have yielded measurable outcomes, most notably a reduction in the number of overdue IEPs, including 30-day, annual, and triennial reviews. The comprehensive implementation of the Continuous Improvement and Monitoring (CIM) Plan has also led to a significant milestone: Opportunity Academy is no longer identified for program improvement related to the disproportionate identification of African American male students in special education. This marks a major achievement in the school's commitment to equity and compliance.

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.

Goal 6

Action 6.1

Budgeted: \$171,829.35

Actual Expenditure: \$178,648.18

Variance: \$6,818.83 (under budgeted)

The variance was due to an increase in staff salary as negotiated with union members for ACTA and CSEA.

Action 6.5

Budgeted: \$212,520.15

Actual Expenditure: \$231,761.04

Variance: \$19,240.89 (under budgeted)

The variance was due to an increase in staff salary as negotiated with union members for ACTA and CSEA.

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

In 2023, Opportunity Academy was placed under Compliance and Improvement Monitoring (CIM) due to the disproportionate identification of African American male students in special education. In response, educational partners—including staff and families—collaboratively developed and implemented a targeted CIM plan that addressed the root causes of the issue and outlined specific strategies for improvement. The CIM team convened monthly to review progress, examine key metrics, and evaluate the effectiveness of the tools and interventions in place. These meetings provided a structured forum to determine whether adjustments were needed and to revise the plan accordingly. As a result of this ongoing collaboration, data-driven decision-making, and the successful execution of the CIM plan, Opportunity Academy was officially removed from CIM status in Spring 2025.

Opportunity Academy continued to be effective in the following Actions:

Action 6.1: The school improved in completing its annual and triennial reports in a timely fashion.

Action 6.2: The school improved by making sure all students receiving special education services change of placement within 30 days.

Action 6.3: Training and professional development options were provided for all paraeducators to train them on the use of strategies to support students

Action 6.4: Through the use of SEIS, the school was able to identify students needing services who had not self-identified on their enrollment packets

Action 6.6: The school administrators and the Director of Special Education meet monthly to address the school's needs

Action 6.7: The school, along with the Director of Special Education, regularly collaborates with partnering school districts to best meet to the needs of referred students.

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.

Two metrics from the previous LCAP cycle will no longer be included in the 2024–2027 LCAP: Metric 6.4 and Metric 6.5.

Metric 6.4 originally addressed the need to connect students receiving special education services with the Department of Rehabilitation for career and job readiness training. However, in consultation with the Director of Special Education, it was determined that this metric no longer aligns with the division’s mission and priorities. Instead, the focus has shifted to ensuring that each student’s Individualized Education Program (IEP) includes a comprehensive and collaborative transition plan. These plans are co-developed with input from the student, their parent or guardian (when applicable), and their educational support team. Transition plans now include details on students’ college and career interests, as well as documentation of the weekly or monthly instructional minutes dedicated to career exploration activities. Referrals to the Department of Rehabilitation remain rare and are no longer emphasized as a primary postsecondary planning strategy. Additionally, many local community colleges now offer career pathway programs in high-demand fields, providing more relevant and accessible options for students.

Metric 6.5 was established in response to the school's identification for Comprehensive Improvement Monitoring (CIM) due to the disproportionate identification of African American male students in special education. In response, Opportunity Academy administrators, general education teachers, paraeducators, and the special education division collaborated to design and implement a robust CIM plan. This plan addressed root causes and outlined specific strategies for reducing disproportionality. As a result of these focused efforts, Opportunity Academy was officially removed from CIM status in Spring 2025.

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
6.1	Special Education IEP rate of improvement	(Special Education Support/Progress) Ensure all resource students’ annual or triennial IEP is up to date, all educational partners {parents, teachers, resource teacher, psychologist, and site administrator(s)} attend review meetings, and the IEP is in compliance so that special education students will improve academic skills in literacy, writing, or math or other skills sets as noted on their IEP and to make progress towards earning their high school diploma. The special education department will also investigate the use of SEIS and its features to ensure that the IEP team members will hold 100% of 30-Day review IEP meetings within 30 days and will be notified via the SEIS system as the deadline gets closer.	\$170,031.12	No

Action #	Title	Description	Total Funds	Contributing
6.2	Special Education: Reevaluate placement	(Special Education): AOA's Site administrator(s) along with Student Program's special education department will continue to monitor the number of special education students who identify as African American/Black males and Non-white Hispanic males who have been disproportionately placed in special education services, review their IEP, and discuss with parents (if applicable) and the specified students if students should exit from special education services based on assessments by the resource teacher, speech therapist (if applicable), parent (if applicable) and general education teachers' observations and recommendations.	\$327,601.03	No
6.3	Special Education: Trainings and PD	One hundred percent of team members will participate in special education and special education-related training sessions. If team members missed the trainings/meetings team members will make up the training/meetings within 30 days. This action is to ensure that all special education team members are well equipped to address the needs of those students receiving special education services and they are able to share best practices with the general education teacher.		No
6.5	Special Education (SEIS Records)	The site administrator(s) working with the Student Program's special education department through the use of SEIS records, will ensure that 100% overdue IEP meetings will be held within 45 calendar days of student enrollment through the use of calendars and marked deadlines.	\$239,712.64	No
6.6	Special Education Collaborative meetings	Student Program's special education department will host monthly collaborative meetings between administrators, paraeducators, and case managers/resource teachers to monitor student progress and to make sure general education is aligned with the student's IEP outcomes through the use of modifications and/or accommodations.		No Yes

Action #	Title	Description	Total Funds	Contributing
6.7	Special Education Community partnership	Student Program's special education department will investigate reestablishing a relationship with the Department of Rehabilitation through a signed MOU that will address the job training and job placement needs of those students receiving special education services. In addition, they collaborate with districts and the community via Semi-annual informational seminars, and/or open houses for LEAs, school districts, and the community to learn more about (SPed services) program offerings (Priority 3).		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Focus/Required Goal: English Language Development: AOA will provide English learners with integrated and designated English development to Long-term and At-Risk Long Term English learners with the goal of reclassifying English learner and/or improving their scores on both the local and state assessments (ELPAC, CAASPP, CAST) by 1 level or more. Teachers and paraeducators will work with the students to design an education pathway that will garner the best outcomes for English learners.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AOA has a number of Long-term English learners and At-risk Long-term English learners who may have dropped out of school and are now returning to earn their high school diploma. It is imperative that AOA provide differentiating supports for a population of students who have been underserved and have to navigate a school system with a number of barriers. In addition, with coaching from the English language TSA to support general teachers, trained para educators, and the use of the vast number of available resources, English learners will receive direct instruction, integrated and designated ELD either through 1:1 appointments, peer groups, daily, weekly or via Zoom across all sites especially for level 1 English learners. LTEL and ARLTEL will participate and complete the ELPAC summative, and will be reclassified as English proficient.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	%/# of teachers providing integrated and designated English language development for all English learners especially adults learners (Priority 2)	100% (Local LEA data)	100% (Local LEA data) March 2025		100%	0% maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	# of English Learners participating in all required state testing including the ELPAC summative (Priority 8)	76.67% (State data Spring 2024)	75.61%(Local LEA data) April 2025 Testing Window open until May 31, 2025		95%	Change
7.3	# of English Language learners, At-Risk long-term EL, and Long-term EL. (Priority 4: required measure)	21 (Local LEA data Spring 2024)	Total: 20 English Learners; 15/20 are LTEL(Local LEA data): March 24, 2025		21	4.76% decrease
7.4	% of English learners students completing the ELPAC Summative (Priority 4)	70% completed (State Data Spring 2024)	75.61% as of April 22, 2025 (Local LEA data). Testing window remains open until May 31, 2025)		95%	8.01% increase
7.5	# of Reclassified EL students (Priority 4)	1 (Local LEA data Spring 2024)	0 reclassified as of March 2025		5	100% decrease
7.6	New metric: #/% of EL students' improvement on NWEA MAP/CASAS by 1 point or more in reading comprehension	New metric for the 2025-2026 school year	New metric for the 2025-2026 school year		10%	New metric for the 2025-2026 school year
7.7	Total number of staff participating in English Language development PD.	New metric for the 2025-2026 school year	New metric for the 2025-2026 school year		100%	New metric for the 2025-2026 school year

Goal Analysis [2024-25]

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.

Following a thorough review of the school’s implementation of designated and integrated English Language Development (ELD), it was determined that the previous LCAP lacked an adequate metric to effectively measure student growth in this area. To address this gap, Opportunity Academy will utilize NWEA MAP and CASAS assessments to monitor progress in real time, allowing teachers to design targeted lesson plans based on students’ specific areas of need.

A new metric, Metric 7.6, has been established:
“Number and percentage of English Learner (EL) students demonstrating a one-point or greater improvement in reading comprehension on the NWEA MAP or CASAS assessments.”

This data-driven approach will enable educators to work more closely with each student, in collaboration with literacy specialists, resource teachers, parents (when applicable), and paraeducators, to support English language development more effectively. In addition, ongoing professional development in ELD will equip teachers with strategies to design and deliver instruction aligned with the independent study model, incorporating both the core curriculum and supplemental resources.

To further strengthen this effort, Opportunity Academy has added Action 7.4:

“Opportunity Academy will review and implement vetted supplemental English language development materials to be used by staff to support English learners in building reading, writing, and math skills.”

This action provides teachers with a wider range of curriculum tools to better meet the diverse needs of English learners, especially students who are struggling readers, require modifications or accommodations, or have demonstrated through MAP scores and work samples the need for additional instructional support..

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.

Goal 7

Action 7.1
Budgeted: \$149,695.90
Actual Expenditure: \$160,492.25
Variance: \$10,796 (under budgeted)

The variance is due to an increase in staff salary from contract negotiations with the unions, ACTA and CSEA.

Goal 7.2

Budgeted: \$68,940.38

Actual Expenditure: \$47,203.67

Variance: \$21,736 (over budgeted)

Opportunity Academy was filling a vacancy for a paraeducator, budgeting for a full time position, however, the vacancy was filled with a part-time position.

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

Opportunity Academy recognizes the need for a more strategic and hands-on approach to supporting English Learners (ELs), especially within the context of its independent study instructional model. As part of this action, the school will review, select, and implement vetted supplemental English Language Development (ELD) materials that support EL students in developing foundational skills in reading, writing, and math. This will address Action 7.4. These materials will be used to complement the core curriculum and ensure more accessible and differentiated instruction. In response to feedback from the LCAP Parent Advisory Committee and staff surveys, this action will also address significant professional development needs in Action 7.3. Opportunity Academy did not meet its goal for this action. Teachers reported that previous state-provided ELD professional development lacked interactivity and collaboration. To improve instructional capacity, the school will provide embedded, hands-on professional development focused on evidence-based strategies for teaching English Learners, with dedicated collaboration time for staff to develop lessons and share practices.

Further, teachers expressed a strong desire to:

The 25-26 Professional Learning Communities (PLCs) centered on EL instruction;

The desire to hire a Teacher on Special Assignment (TOSA) to coach general education teachers, train paraeducators, and coordinate instructional resources;

Design courses specifically aligned to the independent study model to better serve diverse EL needs.

This action integrates curriculum development, instructional coaching from the Assistant Principal instead of a TOSA, and collaborative planning, setting a foundation for significant improvements in English Learner outcomes. These efforts are supported by the new Metric 7.6, which tracks student growth on NWEA MAP and CASAS assessments in reading comprehension. Collectively, these supports will position Opportunity Academy to meet its 2027 EL performance goals and close existing opportunity gaps.

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.

Opportunity Academy has introduced one new action under Goal 7 to strengthen support for English Learners. In this action, administration and instructional staff will review, select, and implement vetted supplemental English Language Development (ELD) materials. These resources will be used to enhance student learning in reading, writing, and math, and will be tailored to meet the diverse needs of EL students within the school's independent study model.

To monitor progress and ensure accountability, two new metrics have been established:

Metric 7.6 will measure the percentage of English Learners demonstrating improvement in reading comprehension using a calibrated assessment tool (e.g., NWEA MAP or CASAS).

Metric 7.7 will track the number and percentage of teachers participating in professional development focused on English Language Development.

Together, this new action and the accompanying metrics are designed to provide targeted instructional support and build educator capacity, ensuring that Opportunity Academy is well-positioned to meet its 2027 English Learner goals.

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
7.1	English Language Learners Achievement	(English Language Learners achievement) AOA teachers will provide opportunities for English Language development to English Language Learners, including redesignated English Learners to access CCSS and ELD standards for the purpose of gaining academic content knowledge by showing improvement on (ELA, ELD grades) one of the local assessments or other calibrated assessment tools used at AOA. English Language Learners will also show improvements in academic content knowledge and English language skills including improvement in reading, writing, and speech levels as noted on English Language course work so that students show adequate yearly progress on the ELPAC Summative to meet EL Reclassification Criteria.	\$157,673.49	No Yes

Action #	Title	Description	Total Funds	Contributing
7.2	State assessment growth for English language learners	(State assessment growth) AOA will identify long-term English learners and at-risk English learners to provide integrated services so that those identified will score a 4 on the ELPAC summative, receive a grade of B or higher in ELA courses for 2 consecutive semesters, along with the primary teacher's recommendation, and parent consultation (if applicable) for LTEL and AR-LTEL to be reclassified as proficient in English yearly.	\$85,313.91	Yes
7.3	English Language Professional Development	AOA staff will receive and participate in professional development to support English development and reclassification efforts through the use of integrated tiered support.	\$119,856.32	Yes
7.4	English language supplemental materials	New Action 2025-2026: Opportunity Academy will review English language supplemental materials to be introduced and used by AOA staff to better support English learners gaining reading, writing, and math skills.	\$3,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	AOA will develop and implement a CSI plan focusing on its graduation rate. The California Dashboard's data shows that AOA's graduation rates are low for Blacks (62.9%), a decline of 8.8%, Hispanic-non-white (58.6%) a decline of 1.1%, and SED (61%) a decline of 5.1%. AOA will improve on the California Dashboard from red to orange or better in all overall graduation measures for Black, Non-White Hispanic, and SED(Socioeconomically disadvantaged) students in both the 4th and 5th year cohorts	CSI

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

AOA has been placed on the state's CSI list to create a plan of action to improve its graduation rate for Blacks (62.9%) a decline of 8.8%, Hispanic-non-white (58.6%) a decline of 1.1%, and SED (61%) a decline of 5.1% 4th and 5th year cohort. Data from the California Dashboard notes that AOA's 4th year and 5th year graduation rates have declined since 2023. There is a need for the school to improve graduation rates for the identified students through shoring up partnerships with CBOs and workforce agencies that may provide wrap around services not offered by the school and provide opportunities for staff to attend conferences to professionalized them with strategies that have been researched and proven effective leading more students to earn their high school diploma. Through transcript analysis and transition planning with families, teachers along with paraeducators will be able to help build educational pathways for students in their 4th and 5th year cohort in order to graduate on time. AOA will continue to offer California Department of Education's 130 credit minimum to earn a high school diploma.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	%/# of students meeting a-g requirements using the # of a-g credits transferred and the graduation plans created	0 (New Measure for 2024) Local LEA data	164/330=50% (Local LEA data) March 2025		3%	100% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with families, students, and the teacher. (Priority 4: required measure)					
8.2	%/# of students who graduated HS within 4 years (Priority 5)	49.7% (California Dashboard 2023)	43.3% on California Dashboard 2024		60%	12.9% decrease
8.3	%/# of students who graduated HS within 5 years (Priority 5)	14.5% (California Dashboard 2023)	21.1% on California Dashboard 2023-2024) I		25%	45.51% increase
8.4	#/% of transcripts analyzed to determine if the 4th and 5th year graduate will graduate in their graduation year. (Priority 8)	100% (Local LEA data)	100% (Local LEA data) March 2025		100%	0% maintained
8.5	Decrease in the % of students who dropped out based on 4 year adjusted cohort graduation rate and outcome, 4 year adjusted cohort outcomes (Priority 5)	35.8% of 4th and 5th year graduation cohort did not graduate (California Dashboard 2023)	35.6% of 4th and 5th-year graduation cohort did not graduate (California Dashboard 2024)		10%	0% maintained
8.6	# of teachers/paraeducators attending conferences with a focus on improving graduation rates (Priority 1)	0 (New Measure) Local LEA data	9 out of 9 teachers and 3/6 paraeducators(Local LEA data) March 24, 2025		3	100% increase
8.7	# of digital and non-digital curricula available to all 4th and 5th year graduating cohort students, especially Black/African American,	0 (New Measure) Local LEA data March 2025	13		6	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic (non-white), and SED.					

Goal Analysis [2024-25]

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.

The California Department of Education has identified Opportunity Academy for Differentiated Assistance (DA) due to persistently low graduation rates. According to the California School Dashboard, the most impacted student groups include African American, Hispanic (non-white), and socioeconomically disadvantaged students. To address this challenge, the school collaborated with its assigned DA team from Sacramento to develop and implement a targeted plan of action aimed at improving graduation outcomes for these subgroups. The administrative team focused on two core strategies:

Strategy 1: Identify students in their 4th- and 5th-year graduation cohorts who are on track to meet A–G requirements, ensuring early intervention and tailored academic planning.

Strategy 2: Increase the percentage of students who graduate within four years by strengthening transcript consolidation efforts and enhancing collaboration between students and their educational support teams. This includes the creation, regular review, and adjustment of individualized learning and transition plans aligned to graduation goals. From the 2022–23 to 2023–24 school year, the percentage of 5th-year graduates increased by 45.5%, indicating positive momentum for students needing extended time.

Conversely, 4th-year graduation rates declined by 12.9%, largely due to an influx of late-year transfers—many of whom arrived in spring with limited credits and insufficient time to complete graduation requirements by Opportunity Academy’s early end-of-year date in April. It’s important to note that students who graduate between mid-April and June 30, during the school’s extended year, are officially counted in the following academic year’s data, which may obscure real-time progress in the 4th-year graduation rate.

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.

Goal 8

Action 8.1
Budgeted: \$227,923.40
Actual Expenditure: \$181,919.46
Variance: \$41,003.94 (over budgeted)

The variance is due to staff vacancies not filled until March 2025

Action 8.3

Budgeted: \$15,000

Actual Expenditures: \$25,118

Variance: \$10,118 (under budgeted)

The variance is due to the increased number of new staff who had to attend conferences for ERWC certification as well as other staff members taking advantage conference opportunities to impact student outcomes.

Action 8.6

Budgeted: \$0

Actual Expenditures: \$27,221.21

Variance: \$27,221.21(under budgeted)

The variance was due to Opportunity Academy paying for digital and non-digital curriculum for all teachers and campuses.

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

Opportunity Academy is making steady, though incremental, progress toward its graduation goal. To sustain and accelerate this momentum, the implementation of individualized graduation plans is essential in Action 8.1. While instructional staff maintain close collaboration with students and their education teams, regular reviews of graduation plans must be embedded into ongoing student check-ins to ensure alignment and accountability. Transcript analysis (Action 8.2) plays a key role in accurately identifying whether students belong to their fourth- or fifth-year graduation cohort. This analysis supports targeted interventions and planning, ensuring that students stay on track. To strengthen this process, cycles of inquiry will be integrated into the school's 2025–2026 calendar, enabling all staff to review cohort and credit completion data collaboratively. These cycles will inform whether programmatic adjustments are needed to improve outcomes. Active participation from students and their families in developing and monitoring graduation plans will be central to supporting academic success. Each plan will include specific information related to college and career pathways, anticipated graduation dates based on credit completion, and opportunities for students to exceed the 130-credit minimum required for a high school diploma. This approach aims not only to ensure graduation but also to enhance college and career readiness.

Action 8.3: There were several conferences that the staff attended that focused on engaging students and on how to best help students meet their graduation goals

Action 8.4: Opportunity Academy has not been as effective in administering the NWEA MAP due to staffing levels and the administration not reviewing the school's expectations to teachers about testing.

Action 8.5: The school has been very effective with engaging its community to provide services to its students that cannot be provided by the school, like case management.

Action 8.6: The school has been very effective with providing both digital and none digital/printed curriculum to its students to meet a variety of learning styles.

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.

Action 8.5 had to be changed to include language to include expansion partnerships. The previous language was "AOA will collaborated with YEP and Civicorps to provide services such as life coaching and occupational supports to 4th and 5th year graduating cohort to improve graduation rates." The new language is "AOA will seek out and collaborate with community based organization that can provide services such as life coaching, occupational supports, case management, and other wrap around services to improve 4th and 5th year graduating cohort rates."

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
8.1	Student graduation plan	AOA's teachers will work closely with families of each students who is in their 4th or 5th year graduating cohort, to create a graduation plan that will outline what the student's need to complete to graduate in either their 4th or 5th graduating date. The school will provide materials and supplies needed to complete requirements for graduating.	\$168,972.99	No Yes
8.2	Transcript analysis	The Record Data Specialist will review and complete an analysis of each of the 4th and 5th year student's transcripts to determine how many credits are needed for each of the 4th and 5th year graduates for the students to graduate and to support teachers and families in creating a graduation plan.		No Yes
8.3	Conferences	AOA teachers and/or paraeducators will attend conferences that focus on retention, academic improvement, and engagement for 4th year and 5th year graduating cohorts in order to improve graduation rates yearly for all students especially for Black, Hispanic-non-white, and SED students as identified on the California Dashboard	\$19,700.00	No

Action #	Title	Description	Total Funds	Contributing
8.4	NWEA MAP	Opportunity Academy will use NWEA MAP as of one of its local calibrated assessment tools to monitor student growth, identify learning gaps, and inform differentiated instruction, particularly for at risk, low performing, and historically underserved students. It will also support 4th and 5th year graduate cohorts by providing targeted data to guide credit recovery, accelerate skill development, and ensure instruction is aligned to their specific academic needs, helping them to stay on track for graduation.	\$3,600.00	No
8.5	Community Partnerships	Opportunity Academy will proactively engage and collaborate with community-based organizations like YEP, Civicorps, and Safe Passages to deliver essential wrap-around services. These services—including life coaching, occupational supports, case management, job readiness, and job placement—will directly support improved graduation rates, with a specific focus on students in their 4th and 5th year cohort.	\$159,996.00	No
8.6	Digital and non-digital curriculum	AOA will provide all students will both digital and non-digital curriculum to a students to increase academic improvements, engagement, and motivation for 4th and 5th year graduating cohorts mainly focusing on Black/African Americans, Hispanic (non-white), and SED students as identified on the California School Dashboard.	\$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$202868	\$0.00

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
12.050%	0.000%	\$0.00	12.050%

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 schoolwide 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 #	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
1.3	Action: School Facilities Need: Scope:	Opportunity Academy guarantees that its school facilities comply with all state and federal regulations to ensure a safe, inclusive, and welcoming environment for all students and families. Opportunity Academy collaborates closely with community partners to uphold high standards of cleanliness, safety, and accessibility across all school sites.	Yearly school yearly inspections using the state's FIT document and reported on the school's SARC.

Goal and Action #	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
2.2	Action: Extended Year/Summer School Need: It has been identified that specific student groups may need extra time to earn credits toward earning Scope: LEA-wide	Many of the school's students may not have completed earning credits by the end of the school year. The school provides an extended year program allowing all students more time to receive direct instruction and tutoring supports to all students who remain enrolled during the extended year.	Number of students enrolled during extended year/summer school Number of students graduating during extended year/summer school.
4.1	Action: Community Engagement Need: It is important to include all educational partners in discussions regarding school program improvements. Scope: LEA-wide	A successful school program thrives on three key pillars: School, Family, and Student. At AOA, family engagement is essential for students under 18. The Independent Study instructional model relies on active family involvement to support student engagement, academic progress, and, in some cases, career readiness through partnerships with local organizations. Beyond academics, family participation plays a vital role in shaping the school's LCAP and WASC reports, ensuring that community voices are reflected in school planning and improvement. Parents and families are encouraged to take part in school events, meetings, and collaborative initiatives with community partners, strengthening the connection between home, school, and student success.	%/#parents, students and community partners to participate in monthly Coffee with the Principal, the LCAP Family Advisory Committee, ELAC Advisory Committee, and other community events to help advise the school concerning any programmatic improvements that need to be made.
6.6	Action: Special Education Collaborative meetings Need:	The action addresses the need for more collaborative meetings between administrators, paraeducators, and case managers/resource teachers to monitor student progress and to make	Collaborative meetings between administrators, paraeducators, and case managers/resource

Goal and Action #	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
	The school identified the need to provide more cohesive services for students receiving special education services. Scope: LEA-wide	sure general education is aligned with the student's IEP outcomes through the use of modifications and/or accommodations.	teachers will be held monthly Successful full implementation of the CIM plan approved by the state and monitored by the Tri-Valley SELPA
7.3	Action: English Language Professional Development Need: AOA staff will need to refine the skills that are necessary to better support English learners with English development and reclassification efforts. Scope: LEA-wide	All of the AOA satellites serve student during the course of the school year who have been identified as English learners. Staff at all of the satellites will need professional development to better provide support for those identified.	7.6 : #/% of EL students' improvement on NWEA MAP by 1 point or more in reading comprehension 7.7: Total number of staff participating in English Language development PD
7.4	Action: English language supplemental materials Need: Based on close analysis of data, one of the root causes of the school's low reclassification rate, it the lack of supplemental materials accessible by teachers and paras to better support English learner. Scope: LEA-wide	With this use of supplemental material along with professional development specializing on English development, the school believes that English learners will improve by 1 point or more on the NWEA MAP in reading comprehension,	Metric 7.6 New metric: #/% of EL students' improvement on NWEA MAP by 1 point or more in reading comprehension

Goal and Action #	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
8.1	Action: Student graduation plan Need: AOA has been identified by the state to improve its 4th and 5th year cohort graduation rate in order to improve our rating on the California Dashboard Scope: Schoolwide	The action addresses the need for the school to collaborate with the families and students of the 4th and 5th year cohort to improve our graduation rates.	%/# of students who graduated HS within 4 years (Priority 5) %/# of students who graduated HS within 5 years (Priority 5) Decrease in the % of students who dropped out based on 4 year adjusted cohort graduation rate and outcome, 4 year adjusted cohort outcomes (Priority 5)
8.2	Action: Transcript analysis Need: Scope: Schoolwide		
8.6	Action: Digital and non-digital curriculum Need: AOA has been identified by the state to improve its 4th and 5th year cohort graduation rate in order to improve our rating on the California School Dashboard Scope:	This action addresses the need for the school to buy, lease, and maintain adequate curriculum to best meet the needs for those students in their 4th and 5th year cohort graduating class.	8.1 %/# of students meeting a-g requirements using the # of a-g credits transferred and the graduation plans created with families, students, and the teacher. 8.7 # of digital and non-digital curricula available

Goal and Action #	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
	Schoolwide		to all 4th and 5th year graduating cohort students, especially Black/African American, Hispanic (non-white), and SED.

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
2.1	Action: Specialized Tutoring and supports Need: Based on local LEA data, it has been determined that those students who come in for extra tutoring supports in math, literacy, and writing complete more assignments with higher assessment scores. Scope: Limited to Unduplicated Student Group(s)	Opportunity Academy serves EL, FY, and SED students at all of its satellite campuses and so the need to have specialized tutoring available for all the campuses is essential.	2.1: %/# of English Learners, socioeconomically disadvantaged, and foster/homeless youth receiving specialized tutoring services (addressing specific programming designed for EL, SED, and FY) (Priority 7)
2.2	Action: Extended Year/Summer School Need: Though the use of local data, the school has been identified that specific student groups	By providing programming past the end of the school year at all satellite campuses, English learners, foster youth, and SEB student groups are allowed to work on assignments leading to a high school diploma	2.2: # of students enrolled during extended year/summer school (Priority 6) 2.3: # of students graduating during

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	may need extra time to earn credits toward earning their high school diploma partly due to their lived condition, low skills, and access to integrated supports. Scope: Limited to Unduplicated Student Group(s)		extended year/summer school (Priority 6)
2.3	Action: Education support for unduplicated youth Need: Based on the California Dashboard data from the fall of 2023, 10.8% of the school's student are English learners 7.2 % of the population are Foster youth, and 75.9% of the school's population is considered low income or SED. Scope: Limited to Unduplicated Student Group(s)	All of the school's satellite campuses serve 1 or more foster youth who may also be English learners and SED. In order to best meet their educational goals, it is necessary to provide the identified group of students with extra supports.	2.1: %/# of English Learners, socioeconomically disadvantaged, and foster/homeless youth receiving specialized tutoring services (addressing specific programming designed for EL, SED, and FY) (Priority 7) 2.10: # of students/families referred to organizations that may provide services like housing and other services to reduce barriers students experience outside of school (Priority 8)
7.1	Action: English Language Learners Achievement Need: Each of the school's satellite campuses serves 1 or more English learners who may be SED and/or foster youth who need intensive English language development and supports	This actions will address the specific needs of English learners. The teachers at each of the school's campuses must provide integrated and designated English language supports to reclassify long-term English learners.	7.1 %/# of teachers providing integrated and designated English language development for all English learners especially adults learners (Priority 2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		7.2 # of English Learners participating in all required state testing including the ELPAC summative (Priority 8) 7.3 # of English Language learners, At-Risk long-term EL, and Long-term EL. (Priority 4: required measure) 7.4 % of English learners students completing the ELPAC Summative (Priority 4) 7.5 # of Reclassified EL students (Priority 4)
7.2	Action: State assessment growth for English language learners Need: AOA has a considerable number of long-term English learners who may have been out of school for a extended period of time which may not have allowed them to develop their English skills. Scope: Limited to Unduplicated Student Group(s)	This actions will focus on reclassifying English learners so that they can no longer have to receive English language supports as a beginning or moderate English learner.	7.2 # of English Learners participating in all required state testing including the ELPAC summative (Priority 8) 7.4 % of English learners students completing the ELPAC Summative (Priority 4)

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.

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.

Opportunity Academy does not receive additional concentration grant funding.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1683563	202868	12.050%	0.000%	12.050%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,698,233.71	\$622,798.23	\$23,911.94	\$343,198.08	\$4,688,141.96	\$4,199,121.88	\$489,020.08

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for all school staff	All	No			All Schools	Yearly 2025-2026	\$6,000.00	\$0.00		\$6,000.00			\$6,000.00	
1	1.3	School Facilities	All	No			All Schools	Yearly 2024-2027	\$0.00	\$75,218.00	\$75,218.00				\$75,218.00	
1	1.4	Digital and traditional a-g courses	All	No			All Schools	2025-2026	\$0.00	\$166,000.00		\$16,000.00		\$150,000.00	\$166,000.00	
1	1.5	Ethnic Study Team	All	No			All Schools	2024-2026	\$3,954.00	\$0.00		\$3,954.00			\$3,954.00	
2	2.1	Specialized Tutoring and supports	English Learners Foster Youth Low Income Foster youth, SED, EL	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Yearly 2024-2027	\$246,568.70	\$0.00	\$246,568.70				\$246,568.70	
2	2.2	Extended Year/Summer School	English Learners Foster Youth Low Income EL, FY, SED, SPED	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Yearly 2024-2027	\$250,000.00	\$0.00	\$250,000.00				\$250,000.00	
2	2.3	Education support for unduplicated youth	English Learners Foster Youth Low Income Unduplicated youth	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Yearly 2024-2027	\$72,562.95	\$0.00	\$54,351.01		\$18,211.94		\$72,562.95	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Integrated supports	All	No			All Schools	Yearly 2024-2027	\$180,850.22	\$0.00	\$180,850.22				\$180,850.22	
2	2.5	Social Worker	All	No			All Schools	2025-2027	\$168,227.89	\$0.00	\$168,227.89				\$168,227.89	
2	2.6	Substitute Teachers	All	No			All Schools		\$10,000.00	\$0.00				\$10,000.00	\$10,000.00	
3	3.1	State and Local assessment agreements	All	No			All Schools	Yearly 2024-2027	\$81,118.53	\$0.00	\$62,670.00	\$18,448.53			\$81,118.53	
3	3.2	Planning Administration of State and local assessments	All	No			All Schools	Yearly 2024-2027	\$645,052.06	\$0.00	\$645,052.06				\$645,052.06	
3	3.3	Local Assessment Growth for students enrolled for 90 days or more	All	No			All Schools	Yearly 2024-2027	\$200,948.95	\$0.00	\$200,948.95				\$200,948.95	
4	4.1	Community Engagement	All	No Yes	LEA-wide		All Schools	Yearly 2024-2027	\$0.00	\$3,000.00		\$3,000.00			\$3,000.00	
4	4.2	Family Engagement	All	No			All Schools	Yearly 2024-2027	\$139,118.32	\$23,006.08	\$161,026.32			\$1,098.08	\$162,124.40	
4	4.3	School and Community Events	All	No			All Schools	2025-2027								
5	5.1	College and Career Transition Planning	All	No			All Schools	Yearly 2024-2027	\$489,845.13	\$0.00	\$429,561.57	\$60,283.56			\$489,845.13	
5	5.2	Individualized Learning Transition Plans	All	No			All Schools	Yearly 2024-2027	\$203,218.91	\$0.00	\$142,253.28	\$60,965.63			\$203,218.91	
5	5.3	Community Partnerships	All	No			All Schools	Yearly 2024-2027								
5	5.4	Broad course of study/A-G and CTE	All	No			All Schools		\$232,494.72	\$0.00	\$157,826.12	\$74,668.60			\$232,494.72	
5	5.5	Worked Based Learning					All Schools 4th and 5th year graduating cohorts									
5	5.6	Art Therapy Workshops	All	No			All Schools		\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.1	Special Education IEP rate of improvement	Students with Disabilities	No			All Schools	Yearly 2024-2027	\$170,031.12	\$0.00	\$170,031.12				\$170,031.12	
6	6.2	Special Education: Reevaluate placement	Students with Disabilities	No			All Schools	Yearly 2024-2027	\$327,601.03	\$0.00		\$327,601.03			\$327,601.03	
6	6.3	Special Education: Trainings and PD	Students with Disabilities	No			All Schools	Yearly 2024-2027								
6	6.5	Special Education (SEIS Records)	Students with Disabilities	No			All Schools	Yearly 2024-2027	\$239,712.64	\$0.00	\$239,712.64				\$239,712.64	
6	6.6	Special Education Collaborative meetings	Students with Disabilities	No Yes	LEA-wide		All Schools	Yearly 2024-2027								
6	6.7	Special Education Community partnership	Students with Disabilities	No			All Schools	Yearly 2024-2027								
7	7.1	English Language Learners Achievement	English Learners English language learners	No Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Yearly 2024-2027	\$157,673.49	\$0.00	\$157,673.49				\$157,673.49	
7	7.2	State assessment growth for English language learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$85,313.91	\$0.00	\$81,911.84	\$3,402.07			\$85,313.91	
7	7.3	English Language Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools		\$119,856.32	\$0.00	\$119,856.32				\$119,856.32	
7	7.4	English language supplemental materials	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$3,500.00				\$3,500.00	\$3,500.00	
8	8.1	Student graduation plan	Low Income 4th and 5th year graduates	No Yes	School wide	Low Income	All Schools 4th and 5th year 12th graders	Yearly 2024-2027	\$168,972.99	\$0.00	\$150,198.18	\$18,774.81			\$168,972.99	
8	8.2	Transcript analysis	4th and 5th year graduates	No Yes	School wide		All Schools 4th and 5th year graduate	Yearly 2024-2027								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							s									
8	8.3	Conferences	All	No			All Schools	2024-2027	\$0.00	\$19,700.00		\$4,700.00		\$15,000.00	\$19,700.00	
8	8.4	NWEA MAP	4th and 5th year graduates	No			All Schools 4th and 5th year graduates	2024-2027	\$0.00	\$3,600.00				\$3,600.00	\$3,600.00	
8	8.5	Community Partnerships	4th and 5th year graduates	No			Specific Schools: Civicorps , YEP, REACH, and Next Step Learning Center. 4th and 5th year graduates		\$0.00	\$159,996.00	\$4,296.00		\$5,700.00	\$150,000.00	\$159,996.00	
8	8.6	Digital and non-digital curriculum		Yes	School wide				\$0.00	\$10,000.00				\$10,000.00	\$10,000.00	

2025-26 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
1683563	202868	12.050%	0.000%	12.050%	\$1,060,559.54	0.000%	62.995 %	Total:	\$1,060,559.54
								LEA-wide Total:	\$369,856.32
								Limited Total:	\$790,505.04
								Schoolwide Total:	\$150,198.18

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 (%)
2	2.1	Specialized Tutoring and supports	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$246,568.70	
2	2.2	Extended Year/Summer School	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$250,000.00	
2	2.3	Education support for unduplicated youth	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$54,351.01	
2	2.5	Social Worker				All Schools	\$168,227.89	
4	4.1	Community Engagement	Yes	LEA-wide				
6	6.6	Special Education Collaborative meetings	Yes	LEA-wide				
7	7.1	English Language Learners Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$157,673.49	

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 (%)
7	7.2	State assessment growth for English language learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$81,911.84	
7	7.3	English Language Professional Development	Yes	LEA-wide	English Learners	All Schools	\$119,856.32	
7	7.4	English language supplemental materials	Yes	LEA-wide	English Learners	All Schools		
8	8.1	Student graduation plan	Yes	Schoolwide	Low Income	All Schools	\$150,198.18	
8	8.2	Transcript analysis	Yes	Schoolwide				
8	8.6	Digital and non-digital curriculum	Yes	Schoolwide				

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,163,306.36	\$2,911,934.61

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	1.1	Professional Development for all school staff	No	\$3,000.00	0
1	1.3	School Facilities	No	\$43,275.00	\$72103.36
1	1.4	Digital and traditional a-g courses	No	0	\$115072.45
1	1.5	Ethnic Study Team	No	0	\$348.17
2	2.1	Specialized Tutoring and supports	No Yes	\$281,464.10	215452.10
2	2.2	Extended Year/Summer School	No Yes	\$278,462.73	\$268186.40
2	2.3	Education support for unduplicated youth	No Yes	\$62,088.85	\$70,913.55
2	2.4	Integrated supports	No	\$169,136.15	\$175,718.55
3	3.1	State and Local assessment agreements	No	\$65,074.92	\$17,603.80

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)
3	3.2	Planning Administration of State and local assessments	No	\$632,772.83	\$657,163.22
3	3.3	Local Assessment Growth for students enrolled for 90 days or more	No	\$91,565.44	\$102,381.01
4	4.1	Community Engagement	No	0	0
4	4.2	Family Engagement	No	\$82,888.88	\$72,236.95
5	5.1	College and Career Transition Planning	No	\$258,808.94	\$122,395.89
5	5.2	Individualized Learning Transition Plans	No	\$72,386.44	\$77,415.84
5	5.3	Community Partnerships	No	0	0
5	5.4	Broad course of study/A-G and CTE	No	\$182,876.90	\$24,196.81
6	6.1	Special Education IEP rate of improvement	No	\$171,829.35	\$178,648.18
6	6.2	Special Education: Reevaluate placement	No		0
6	6.3	Special Education: Trainings and PD	No	0	0
6	6.5	Special Education (SEIS Records)	No	\$212,520.15	\$231,761.04
6	6.6	Special Education Collaborative meetings	No	0	

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)
6	6.7	Special Education Community partnership	No	0	
7	7.1	English Language Learners Achievement	No Yes	\$149,695.90	\$160,492.25
7	7.2	State assessment growth for English language learners	Yes	\$68,940.38	\$47,203.67
8	8.1	Student graduation plan	No Yes	\$227,923.40	\$181,919.46
8	8.2	Transcript analysis	No	0	
8	8.3	Conferences	No	\$15,000.00	27825.91
8	8.4	NWEA MAP	No	\$3,600.00	\$2,900.00
8	8.5	Community Partnerships	No	\$89,996.00	\$89,996.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
264311	\$796,361.49	\$739,860.97	\$56,500.52	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
2	2.1	Specialized Tutoring and supports	Yes	\$191,232.77	\$213,939.76		
2	2.2	Extended Year/Summer School	Yes	\$278,462.73	\$218,000.00		
2	2.3	Education support for unduplicated youth	Yes	\$3,046.69	\$5,708.78		
7	7.1	English Language Learners Achievement	Yes	\$149,695.90	\$160,492.25		
7	7.2	State assessment growth for English language learners	Yes				
8	8.1	Student graduation plan	Yes	\$173,923.40	\$141,720.18		

2024-25 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)
1643723	264311	0	16.080%	\$739,860.97	0.000%	45.011%	\$0.00	0.000%

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]).
 - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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

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.
 - 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,
 - 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:
 - 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.
 - 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.
 - 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.

- 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.
 - 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.
 - 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
 - Professional development for teachers.
 - 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:
 - 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.
 - 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.
 - 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).

- 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.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- 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:

- 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**

- 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)**
 - 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**
 - 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)**
 - 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 (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - 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)**
 - 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 %)**
 - 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)**
 - 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)**

- 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)**

- 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).

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